



# **SOCIAL WORK PROGRAM FIELD EDUCATION MANUAL**

**Spring 2024**



## Social Work Program Field Education Manual

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## **DOMINICAN UNIVERSITY NEW YORK**

### **Mission**

The aim of Dominican University New York 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 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.

### **Educational Goals**

Reflective of its mission and informed by its heritage, Dominican University has as its primary educational goals for every student:

- A Educate the Mind – acquire knowledge, skills, and understanding through reasoned study and discourse. (1, 3, 5)
- B Develop the Self – reflectively understand one’s identity, origins, heritage, and values while igniting the spirit. (2)
- C Serve the Community – engage as civically minded, compassionate leaders, making a positive impact in the community. (6)
- D Inspire Change – promote a just, ethical, and sustainable world informed by respect for the diversity and interdependence of its inhabitants. (4)

While Dominican’s Educational Goals inform the policies, procedures, and practices of every aspect of the University, Academic Learning Objectives serve as a bridge between the University’s Mission and Educational Goals on the one side and its courses and curricula on the other.

### **University-Wide Academic Learning Objectives**

Graduates of Dominican University have acquired depth of knowledge in their chosen fields of study and will

1. Discover and utilize information through responsible use of appropriate technologies. (A)
2. Consider diverse perspectives, beliefs, & values in relation to their own cultural frameworks. (B)

3. Analyze, synthesize, and evaluate ideas and information to formulate meaningful conclusions. (A)
4. Evaluate the ethical implications of their actions. (D)
5. Express and exchange ideas effectively through various modes of communication. (A)
6. Demonstrate social responsibility in service of the common good. (C)

## **DOMINICAN UNIVERSITY SOCIAL WORK PROGRAM**

### **Mission**

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 excellence, leadership and service by:

- 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.

### **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 an appreciation of lifelong learning and advancement in graduate level social work education.

The Social Work Program's goals are derived from the University's educational goals and from 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 and Accreditation Standards.

### **Learning Outcomes**

Graduates of the Dominican University Social Work Program will demonstrate:

1. the application of critical thinking skills;
  - EPAS 2022 Competency 1(a): make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context

- EPAS 2022 Competency 4(a): apply research findings to inform and improve practice, policy, and programs
- EPAS 2022 Competency 5(a): use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services
- EPAS 2022 Competency 8(a): use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services
- EPAS 2022 Competency 9(a): select and use culturally responsive methods for evaluation of outcomes

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

- EPAS 2022 Competency 1(b): demonstrate professional behavior; appearance; and oral, written, and electronic communication
- EPAS 2022 Competency 4(a): apply research findings to inform and improve practice, policy, and programs
- EPAS 2022 Competency 9(b): critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities

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

- EPAS 2022 Competency 6(a): apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies
- EPAS 2022 Competency 7(a): apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies
- EPAS 2022 Competency 8(a): engage with clients and constituencies critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals

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

- EPAS 2022 Competency 2(a): advocate for human rights at the individual, family, group, organizational, and community system levels; and
- EPAS 2022 Competency 2(b): engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

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

- EPAS 2022 Competency 4(a): apply research findings to inform and improve practice, policy, and programs
- EPAS 2022 Competency 7(a): apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies
- EPAS 2022 Competency 9(b): critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities

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

- EPAS 2022 Competency 2(a): advocate for human rights at the individual, family, group, organizational, and community system levels
- EPAS 2022 Competency 3(a): demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels
- EPAS 2022 Competency 5(a): use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services

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

- EPAS 2022 Competency 1(c): use technology ethically and appropriately to facilitate practice outcomes
- EPAS 2022 Competency 2(b): engage in practices that advance human rights to promote social, racial, economic, and environmental justice
- EPAS 2022 Competency 3(a): demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels
- EPAS 2022 Competency 5(b): apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice
- EPAS 2022 Competency 6(b): use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies
- EPAS 2022 Competency 8(a): engage with clients and constituencies critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals

- EPAS 2022 Competency 8(b): incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies
8. values clarification skills to recognize ethical issues in a range of client systems;
- EPAS 2022 Competency 1(a): make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context
  - EPAS 2022 Competency 3(b): demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences
9. skills in identifying, analyzing and implementing evidence-based intervention to client system goals;
- EPAS 2022 Competency 4(a): apply research findings to inform and improve practice, policy, and programs;
  - EPAS 2022 Competency 4(b): identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.
  - EPAS 2022 Competency 8(a): engage with clients and constituencies critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals
10. a capacity to evaluate and advance one's own practice through the application of empirical principles;
- EPAS 2022 Competency 4(b): identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work
  - EPAS 2022 Competency 9(b): identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work
11. professional behavior distinguished by the NASW *Code of Ethics*.
- EPAS 2022 Competency 1(a): make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context
  - EPAS 2022 Competency 1(d): use supervision and consultation to guide professional judgment and behavior.



- EPAS 2022 Competency 2(a): advocate for human rights at the individual, family, group, organizational, and community system levels
- EPAS 2022 Competency 2(b): engage in practices that advance human rights to promote social, racial, economic, and environmental justice.
- EPAS 2022 Competency 7(b): demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan

<b>CSWE PROGRAM COMPETENCIES</b>	<b>DUNY ACADEMIC LEARNING OBJECTIVES</b>	<b>SW PROGRAM LEARNING OUTCOMES</b>
<b>2022 CSWE Competencies</b>	<b>DUNY Academic Learning Objectives</b>	<b>SW Program Learning Outcomes</b>
<p><b>Competency 1: Demonstrate Ethical and Professional Behavior</b></p> <p>Social workers:</p> <ul style="list-style-type: none"> <li>a) make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;</li> <li>b) demonstrate professional behavior; appearance; and oral, written, and electronic communication;</li> <li>c) use technology ethically and appropriately to facilitate practice outcomes; and</li> <li>d) use supervision and consultation to guide professional judgment and behavior.</li> </ul>	<ul style="list-style-type: none"> <li>1. Discover and utilize information through responsible use of appropriate technologies. (c)</li> <li>2. Consider diverse perspectives, beliefs, &amp; values in relation to their own cultural frameworks. (a)</li> <li>4. Evaluate the ethical implications of their actions. (a)</li> <li>5. Express and exchange ideas effectively through various modes of communication. (b &amp; c)</li> </ul>	<ul style="list-style-type: none"> <li>1. the application of critical thinking skills. (a)</li> <li>2. Proficiency in communication and analysis including reading, writing, listening, speaking, and quantitative skills. (b)</li> <li>7. interactional skills to empower consumers, build helping relationships, develop networks and coalitions (c)</li> <li>8. Values clarification skills to recognize ethical issues in a range of client systems; (a)</li> <li>11. professional behavior distinguished by the NASW <i>Code of Ethics</i>. (a &amp; d)</li> </ul>

2022 CSWE Competencies	DUNY Educational Goals	SW Program Learning Outcomes
<p><b>Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice</b></p> <p>Social workers:</p> <ul style="list-style-type: none"> <li>a)advocate for human rights at the individual, family, group, organizational, and community system levels; and</li> <li>b)engage in practices that advance human rights to promote social, racial, economic, and environmental justice.</li> </ul>	<p>2. Consider diverse perspectives, beliefs, &amp; values in relation to their own cultural frameworks. (a &amp;b)</p> <p>6. Demonstrate social responsibility in service of the common good. (a &amp; b)</p>	<p>4. an understanding of the impact of societal stress on diverse and vulnerable populations; (a &amp; b)</p> <p>6. political skills to engage in advocacy and promote social justice (a)</p> <p>7. interactional skills to empower consumers, build helping relationships, develop networks and coalitions (b)</p> <p>11. professional behavior distinguished by the NASW <i>Code of Ethics</i>. (a&amp;b)</p>
<p><b>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</b></p> <p>Social workers:</p> <ul style="list-style-type: none"> <li>a)demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and</li> <li>b)demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies,</li> </ul>	<p>2. Consider diverse perspectives, beliefs, &amp; values in relation to their own cultural frameworks. (b)</p> <p>6. Demonstrate social responsibility in service of the common good. (a)</p>	<p>4. an understanding of the impact of societal stress on diverse and vulnerable populations; (a)</p> <p>6. political skills to engage in advocacy and promote social justice (a)</p> <p>7. interactional skills to empower consumers, build helping relationships, develop networks and coalitions (a)</p>

acknowledging them as experts of their own lived experiences.		8. values clarification skills to recognize ethical issues in a range of client systems; (b)
<b>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</b> Social workers: a) apply research findings to inform and improve practice, policy, and programs; and b) identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	1. Discover and utilize information through responsible use of appropriate technologies. (a)  3. Analyze, synthesize, and evaluate ideas and information to formulate meaningful conclusions. (a)  4. Evaluate the ethical implications of their actions. (b)	1. Application of critical thinking skills (a)  2. Proficiency in communication and analysis including reading, writing, listening, speaking, and quantitative skills. (a)  5. analytic skills to assess client systems of all sizes; (a)  9. skills in identifying, analyzing and implementing evidence-based intervention to client system goals; (a & b)  10. a capacity to evaluate and advance one's own practice through the application of empirical principles; (b)
<b>Competency 5: Engage in Policy Practice</b> Social workers: a) use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and	2. Consider diverse perspectives, beliefs, & values in relation to their own cultural frameworks. (a)  3. Analyze, synthesize, and evaluate	1. Application of critical thinking skills (b)  6. political skills to engage in

<p>b)apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.</p>	<p>ideas and information to formulate meaningful conclusions. (b)</p> <p>5. Express and exchange ideas effectively through various modes of communication. (b)</p> <p>6.Demonstrate social responsibility in service of the common good. (a)</p>	<p>advocacy and promote social justice;(a)</p> <p>7. interactional skills to empower consumers, build helping relationships, develop networks and coalitions (b)</p>
<p><b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b></p> <p>Social workers:</p> <p>a)apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and</p> <p>b)use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.</p>	<p>2. Consider diverse perspectives, beliefs, &amp; values in relation to their own cultural frameworks. (a &amp; b)</p> <p>3. Analyze, synthesize, and evaluate ideas and information to formulate meaningful conclusions. (a)</p> <p>6. Demonstrate social responsibility in service of the common good. (a&amp;b)</p>	<p>3. The integration of bio-psych-social-spiritual sources of human development (a)</p> <p>4. an understanding of the impact of societal stress on diverse and vulnerable populations; (a)</p> <p>7. interactional skills to empower consumers, build helping relationships, develop networks and coalitions (b)</p>
<p><b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b></p> <p>Social workers:</p> <p>a)apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks,</p>	<p>2. Consider diverse perspectives, beliefs, &amp; values in relation to their own cultural frameworks.</p> <p>3.Analyze, synthesize, and evaluate ideas and information to formulate meaningful</p>	<p>3. The integration of bio-psych-social-spiritual sources of human development (a)</p> <p>4.an understanding of the impact of societal stress on diverse and</p>

<p>when assessing clients and constituencies; and</p> <p>b) demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.</p>	<p>conclusions. (a)</p>	<p>vulnerable populations; (a)</p> <p>5. analytic skills to assess client systems of all sizes; (a)</p> <p>11. professional behavior distinguished by the NASW <i>Code of Ethics</i>. (b)</p>
<p><b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b></p> <p>Social workers:</p> <p>a) engage with clients and constituencies critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals</p> <p>b) incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.</p>	<p>2. Consider diverse perspectives, beliefs, &amp; values in relation to their own cultural frameworks. (a)</p> <p>3. Analyze, synthesize, and evaluate ideas and information to formulate meaningful conclusions. (a)</p> <p>6. Demonstrate social responsibility in service of the common good. (a &amp; b)</p>	<p>1. the application of critical thinking skills (a)</p> <p>3. The integration of bio-psych-social-spiritual sources of human development (a)</p> <p>7. interactional skills to empower consumers, build helping relationships, develop networks and coalitions (a &amp; b)</p> <p>9. skills in identifying, analyzing and implementing evidence-based intervention to client system goals; (a)</p>
<p><b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b></p> <p>Social workers:</p> <p>a) select and use culturally responsive</p>	<p>3. Analyze, synthesize, and evaluate ideas and information to formulate meaningful conclusions. (b)</p>	<p>1. the application of critical thinking skills (a)</p> <p>2. proficiency in communication</p>

<p>methods for evaluation of outcomes; and b)critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.</p>	<p>4. Evaluate the ethical implications of their actions. (a)</p> <p>6. Demonstrate social responsibility in service of the common good (a)</p>	<p>and analysis, including reading, writing, listening, speaking, and quantitative skills (b)</p> <p>5. analytic skills to assess client systems of all sizes; (b)</p> <p>10. a capacity to evaluate and advance one's own practice through the application of empirical principles; (b)</p>
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## **JUNIOR YEAR FIELD EDUCATION**

The Junior Year Field Education experience serves as the introduction to field learning for all students who have successfully completed the prerequisites and have been recommended by the Social Work Advisor. The Junior Year Field Education experience must be taken concurrently with Social Work Practice I. The student is placed in a selected field setting for (8 hours one day per week) or a minimum total of 100 hours per semester.

Objectives of the Junior Year Field Learning:

1. To introduce the student to the components of professional social work practice.
2. To serve as a means for the student to test her/his own interest and ability to identify with the values and purposes of social work.
3. To serve as a means for the student to test her/his capacity to manage the professional responsibilities of the social work role.
4. To provide an opportunity for the school to make an educational assessment of the student's ability to meet the expectations of the standards and ethics of the Social Work profession.
5. To identify the student's learning patterns, skills and capabilities so that instruction in the senior year is individualized to meet the learning needs and potential of the student.

Learning Outcomes:

The student assignment in the junior year may include shadowing experiences as well as carrying beginning level professional responsibilities with a focus on brief tasks.

By the end of the Junior Year of Field Education experience the following is expected:

1. Student demonstrates the beginning ability to establish, maintain, interpret, and monitor verbal, non-verbal, and written communication with special needs adults
2. Student demonstrates the beginning ability to utilize analytical and critical thinking as a professional and to apply this thinking by using evidence-informed practice
3. Student demonstrates a beginning ability to consciously assess one's own values and the these may have on the assessment process
4. Student is able to articulate the relationship between one's own values and social work/social justice values as they relate to human diversity and resource systems
5. The student understands the value systems that frame agency practice
6. The student articulates the role of the social work profession within the agency
7. The student identifies social welfare policies and program that provide the underpinning of the agency in which s/he is placed
8. Student demonstrates the ability to apply the principles of generalist social work practice
9. The student has the beginning ability to understand organizations and communities as multi-functional interdependent systems
10. Student demonstrates understanding of sources of human diversity and human vulnerability
11. Student demonstrates understanding of the dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status



12. Student demonstrates recognition of institutional racism, sexism, ageism, and structural oppression in communities and organizations
13. Student has a beginning understanding of the multi-determinants (biological, psychological, social structural and cultural sources) of behavior by reference to basic concepts from human physiology, psychology, sociology, political science, history, and economics
14. Student demonstrates the ability to recognize the stages of the life cycle associated with the agency population
15. The student demonstrates the ability to form a professional relationship
16. The student demonstrates skill in collecting data
17. The student demonstrates professional behavior marked by punctuality, participation, interaction, team membership, responsibility, persistence and open-minded flexibility
18. The student demonstrates beginning self-awareness in supervision and process recordings
19. The student understands cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression

## **SENIOR YEAR FIELD EDUCATION**

Students are eligible for Senior Year Field Education when they have successfully completed the junior year core curriculum including Junior Year Field Education, Social Work Practice I & have the approval of the social work advisor for admission to the Social Work Program and Senior Field Education.

The student is placed in a selected field setting for 14 – 16 hours or two days per week, generally (Tuesday and Thursday) of the field work calendar year or a minimum of 400 hours over two semesters in the senior year. Social Work Practice II and III must be taken in conjunction with Senior Year Field Instruction II and III respectively.

At the end of their Senior Year Field Education Social Work Students will demonstrate the following competencies:

### **Competency 1: Demonstrate Ethical and Professional Behavior**

1. the application of critical thinking skills. (a)
2. Proficiency in communication and analysis including reading, writing, listening, speaking, and quantitative skills. (b)
7. interactional skills to empower consumers, build helping relationships, develop networks and coalitions (c)
8. Values clarification skills to recognize ethical issues in a range of client systems; (a)
11. professional behavior distinguished by the NASW *Code of Ethics*. (a & d)

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

4. an understanding of the impact of societal stress on diverse and vulnerable populations; (a & b)
6. political skills to engage in advocacy and promote social justice (a)
7. interactional skills to empower consumers, build helping relationships, develop networks and coalitions (b)
11. professional behavior distinguished by the NASW *Code of Ethics*. (a&b)

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

4. an understanding of the impact of societal stress on diverse and vulnerable populations; (a)
6. political skills to engage in advocacy and promote social justice (a)
7. interactional skills to empower consumers, build helping relationships, develop networks and coalitions (a)
8. values clarification skills to recognize ethical issues in a range of client systems; (b)

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

1. Application of critical thinking skills (a)
2. Proficiency in communication and analysis including reading, writing, listening, speaking, and quantitative skills. (a)
5. analytic skills to assess client systems of all sizes; (a)
9. skills in identifying, analyzing and implementing evidence-based intervention to client system goals; (a & b)
10. a capacity to evaluate and advance one's own practice through the application of empirical principles; (b)

**Competency 5: Engage in Policy Practice**

1. Application of critical thinking skills (b)
6. political skills to engage in advocacy and promote social justice; (a)
7. interactional skills to empower consumers, build helping relationships, develop networks and coalitions (b)

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

3. The integration of bio-psych-social-spiritual sources of human development (a)
4. an understanding of the impact of societal stress on diverse and vulnerable populations; (a)
7. interactional skills to empower consumers, build helping relationships, develop networks and coalitions (b)

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

3. The integration of bio-psych-social-spiritual sources of human development (a)
4. an understanding of the impact of societal stress on diverse and vulnerable populations; (a)
5. analytic skills to assess client systems of all sizes; (a)
11. professional behavior distinguished by the NASW Code of Ethics. (b)

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

1. the application of critical thinking skills (a)
3. The integration of bio-psych-social-spiritual sources of human development (a)
7. interactional skills to empower consumers, build helping relationships, develop networks and coalitions (a & b)

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

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

1. the application of critical thinking skills (a)

2. proficiency in communication and analysis, including reading, writing, listening, speaking, and quantitative skills (b)

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

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

## UNDERSTANDING THE MISSION OF FIELD EDUCATION

In the *Educational Policy and Accreditation Standards 2022 EPAS (6/2022)* publication, developed by the Council on Social Work Education, Commission on Accreditation, it is stated:

### **Educational Policy 3.3: Signature Pedagogy—Field Education**

Field education is the signature pedagogy for social work. Signature pedagogies are elements of instruction and socialization that teach future practitioners the fundamental dimensions of professional work in their discipline: to think, to perform, and to act intentionally, ethically, and with integrity. The field setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. Field education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the field setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria and measures of student acquisition and demonstration of the nine social work competencies. Responding to the changing nature of the practice world and student demographics and characteristics, field education programs articulate how they maintain or enhance students' access to high-quality field practicum experiences. Field education programs develop field models to prepare students for contemporary and interprofessional social work practice, including the use of various forms of technology.

The program's field education director serves as an essential contributor to the curricular development, administration, and governance of field education.

### **Accreditation Standard 3.3: Field Education**

3.3.1 The field education program ensures generalist practice opportunities for all students to demonstrate the nine social work competencies (and any additional competencies added by the program) with all system levels: individuals, families, groups, organizations, and communities in field settings.

a. The program describes how its field education program ensures that generalist practice opportunities are provided to all students to demonstrate the nine social work competencies in field settings with all system levels:

- i. individuals,
- ii. families,
- iii. groups,
- iv. organizations, and
- v. communities.

b. The program addresses all program options.

3.3.3 The field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours of field education for master's programs.

a. The program describes how it ensures the accrual of a minimum of 400 hours of field education for baccalaureate programs or a minimum of 900 hours of field education for

master's programs.

- b. The program describes how its field hour requirement is articulated to students and field personnel.
- c. The program addresses all program options.

3.3.4 The field education program has a process for identifying, approving, and engaging with field education settings. The field education program has a process for orienting and engaging with field instructors. The field education program has a process for evaluating field instructor and field education setting effectiveness.

- a. The program describes the field education program's process for:
  - i. identifying, approving, and engaging with field education settings;
  - ii. orienting and engaging with field instructors; and
  - iii. evaluating field instructor and field education setting effectiveness.
- b. The program describes how these processes are articulated to students and field personnel.
- c. The program addresses all program options.

3.3.5 The field education program has a process for orienting students, placing students, monitoring and supporting student learning, implementing student safety protocols, and evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).

- a. The program describes the field education program's process for:
  - i. orienting students;
  - ii. placing students;
  - iii. monitoring and supporting student learning;
  - iv. implementing student safety protocols; and
  - v. evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).
- b. The program describes how these processes are articulated to students and field personnel.
- c. The program addresses all program options.

3.3.6 The program ensures that all baccalaureate students receive field supervision from an individual who holds a baccalaureate or master's degree in social work from a CSWE-accredited program<sup>1</sup> and who has at least two years of post-social work degree practice experience in social work.

- a. The program describes its process for ensuring that field supervision is provided by an individual with the required degree and practice experience.
- b. The program describes its process for assigning a qualified field instructor to provide supervision when an individual with the required degree and practice experience is unavailable in the field setting.
- c. The program describes how these processes are articulated to students and field personnel.
- d. The program addresses all program options.

3.3.7 The program has a policy documenting whether it permits field placements in an organization in which the student is also employed. If permitted, student assignments and employee tasks may qualify as field hours when directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized). Field education supervision may be provided by the same supervisor if field education supervision is distinct from employment supervision and the supervisor meets the requirements of Accreditation Standard 3.3.6. The policy documents how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.

- a. The program provides its policy related to field placements in an organization in which the student is also employed. If permitted, the program's policy includes:
  - i. how the program ensures that student assignments are directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized);
  - ii. how field education supervision is distinct from employment supervision time, even when provided by the same supervisor; and
  - iii. how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.
- b. The program describes how these policies are articulated to students and field personnel.
- c. The program addresses all program options.

### **The Mission of Field Education**

- Field education is generally regarded as the signature pedagogy of the social work education experience. It is the time when students get to learn by doing, under the supervision of an agency-based field instructor.
- In the field, the focus turns from the acquisition of knowledge to the application of knowledge. Students are provided with opportunities to apply the social work knowledge and skills obtained in the classroom to actual practice situations.
- The objective of the field placement is for students to have an opportunity to become a professionally competent, ethical, self-evaluating, knowledgeable beginning level social worker with the capacity to learn and initiative to engage in lifelong learning.

### **The Field Education Partnership**

Field Education is a unique partnership between the Social Work Program and its agencies with the purpose of designing, implementing and monitoring a sound educational program for students. Through continuous communication, the agency and field faculty, in consultation with the Director of Field Education, work towards the development and implementation of a shared educational philosophy and standards in relation to field work assignments, field instruction and student performance.

Together the field instructors and Social Work Program field personnel engage in an ongoing dialogue in order to insure that both the Program and Agency remain responsive to agency and curriculum change.

The field instructors are considered social work educators in the field and play an integral role in the professional development of social work students.

Students and Field Instructors are to review the CSWE EPAS preamble, functions, purpose, structure, program objectives and program accreditation standards found on the CSWE website. Click on accreditation/standards then go to 2022 EPAS Handbook. The link is:

<https://www.cswe.org/accreditation/policies-process/2022epas/>

## **Roles and Responsibilities of Dominican University Social Work Program Field Education Personnel**

### **Director of Field Education**

The Director of Field Education is responsible for the operation of the field practicum program as designed to meet the Social Work Program's mandate that it must provide all social work majors high quality field practicum experiences that are educationally directed. The Director of Field Education is responsible to the Director of the Social Work Program for the overall administration of the field practicum program and coordinates and oversees the work of faculty members who serve as Field Coordinators. At times, the Director of Field Education will act as a Field Coordinator as well.

#### **Tasks and Responsibilities:**

1. Develops and maintains (annual revisions and updates) the Social Work Program Field Education Manual. This document outlines the field education process and requirements for social work students, field instructors, Field Coordinators and the Director of Field Education.
2. Develops and maintains (annual revisions and updates) other documents and numerous forms needed for the presentation of the field instruction curriculum and the overall management of this program component.
3. Initiates routine and special correspondence with field faculty and agency administrators as needed for the overall management of this program component.
4. Coordinates administrative assistance support as needed to accomplish the tasks associated with the operation of field program component.
5. Recruits, selects and monitors potential field practicum education sites using the following criteria:
  - a. The agency has a programmatic commitment to service compatible with the values and ethics of the social work profession;
  - b. The agency is involved in social work delivery of services as its primary function or should be recognized as an important auxiliary service;
  - c. The agency assures that there will be sufficient learning opportunities within the agency for direct work with client systems of all sizes, e.g. individuals, families, groups, members of organizations and communities;
  - d. The agency employs professional staff that is qualified to serve as field instructors.
  - e. The agency has an understanding and respect for undergraduate social work education and acceptance of stated educational objectives of the Social Work Program;
  - f. The agency operates within acceptable professional standards and ethics;



- g. The agency will make available to students necessary space and office equipment to function as staff;
  - h. The agency assures that there will be opportunity for students to interact with agency staff members and have access to agency functions such as staff meetings;
  - i. The agency assures that students will have opportunity within the agency to practice as generalist social workers in applying the general method from intake and assessment, data collection, intervention, research, termination and practice and program evaluation.
6. Recruits, selects, and monitors potential agency based field instructors using the following criteria:
- a. The field instructor must have a MSW degree from an accredited social work program;
  - b. The field instructor with agency support will provide direct supervision for the students and a field based professional educational experience;
  - c. The field instructor with agency support will attend an orientation for field instructors at the beginning of each school year;
  - d. The field instructor, with agency support will provide initial and ongoing orientation to students of the agency and job responsibilities;
  - e. The field instructor with agency support will assist students in writing a learning plan;
  - f. The field instructor with agency support will provide one hour a week supervisory conference as well as informal ongoing supervision;
  - g. The field instructor with agency support will participate in three-way conferences with student and Field Director/Field Coordinator at least two times each academic year;
  - h. The field instructor with agency support will complete student evaluation at the end of each semester and sign time sheets;
  - i. The field instructor with agency support will communicate with faculty based Field Coordinator whenever a question, misunderstanding or problem develops.
  - j. The Director of Field Education becomes involved when the field instructor and field coordinator are unable to resolve an issue together.
7. Supervises Field Coordinator(s).
8. Contributes to preparing students for field instruction through an integrated social work curriculum that emphasizes professional attitudes, values, self-awareness, knowledge, and skills as they relate to practice and ongoing professional development.
9. Develops and administers a procedure for matching students and the available practicum sites. This process includes the following steps:
- Students are expected to complete an application and make a first and second choice of a population that they have an interest in. The Director of Field Education approves student interview choices and seeks agency and field instructor approval for an interview but it is the students' responsibility to arrange an interview.
10. Works to assure that each field practicum setting provides an educationally directed, coordinated and monitored experience beginning with the initial agency contact and continuing through termination of students from their field instruction experience.
11. Provides annual orientations to field supervisors/instructors regarding the educational requirements and expectations of the Dominican University Social Work Program.

12. Provides an evaluative instrument for field instructors to use in evaluating the Social Work Program and the field practicum component. This evaluative input is assessed by the Director of Field Education, the Program Director and all other social work faculty members.
13. Provides a Field Practicum Contract and Malpractice Insurance Certificate for the relationship between Dominican University and agency at a level of formality required by the agency.
14. Matches students' interest, goals, and educational objectives with an agency and field instructor most suited to individual needs.
15. Provides adequate information to the agency and student so that the Social Work Program objectives and expectations can be understood and any concerns handled properly.
16. Provides the agency with appropriate information about students and takes responsibility for planning and implementing the agency selection process.
17. Provides workshop opportunities for field instructors to acquaint them with the curriculum and to increase the skills of those participating in the field placement program.
18. Provides leadership in the annual evaluation of field instructors and agency placements.
19. Provides leadership in the development of criteria for the selection of qualified field agencies and instructors.
20. Maintains ongoing communications with social work practitioners concerning the Program.
21. Coordinates the planning of the annual field practicum instructors' appreciation luncheon.
22. Encourages, supports, and advocates for field faculty development.
23. Supports the applied research paper/presentation project students complete for the senior capstone project on participating action research and organizational change.
24. Collaborates on the development of field policies, procedures and objectives.
25. Coordinates agency-school relationships, ensuring a functional working relationship between entities.
26. Assumes responsibility for the quality and quantity of field instruction in community-based agencies so that these meet both the social work program's criteria and CSWE standards.
27. Coordinates and establishes the protocol for assigning and recording grades for field practicum students, develops the annual field instruction calendar, develops training programs for field instructors, and coordinates and develops orientation meetings for students and field instructors.
28. Maintains and updates the Field Education Handbook.

29. Maintains current knowledge of licensing requirements and know any implications for field practicum learning.
30. Maintains current knowledge of professional liability issues and knows any implications for field practicum learning.
31. Maintains current knowledge of student safety issues and knows any implications for field practicum learning.
32. Maintains current knowledge of supervision and ethical issues in field practicum learning.
33. Attends community meetings, workshops, etc. to network, negotiate partnerships to develop and secure new field faculty and agency sites, and to keep the field program component current and on the cutting edge of the practice community.

### **Field Coordinator(s)**

The Field Coordinator functions as liaison between the Social Work Program and the field practicum agencies to which their students are assigned. This position bears the central coordinating function of the experience of each individual student, especially through the oversight of learning plan and process recordings. Their main function is to link the classroom aspect of the Social Work Program to field practicum applications for each student and to mediate this learning experience with the different members of the field education team. The in-depth involvement of Field Coordinators with a small number of students is considered strength of this program and an essential component of high quality professional social work education. Field Coordinators serve a strategic role in enhancing communication between the program faculty and the practice field regarding curriculum matters, field learning opportunities, and new developments and demands of practice.

### **Tasks and Responsibilities:**

1. Assists the Director of Field Education in orienting field instructors to the Social Work Program curriculum and participates in orientation workshops and conferences provided for field instructors.
2. Assists the Director of Field Education in conducting orientation meetings for students prior to placement.
3. Assists the field instructor to develop individualized learning activities and to promote student development in accordance with the overall objectives of the Social Work Program and the individual needs of each student.
4. Serves as a resource person and consultant to the field instructor.
5. Supports the student-field instructor relationship.
6. Meets with the student and field instructor in three-way conferences to help establish learning plan and evaluate student's performance.

7. Once student is in placement:

- a. Approves in conference with each student and field instructor, the overall learning plan and each set of tasks establish to carry out the identified learning objectives;
- b. Monitors and assesses students' process recordings;
- c. Addresses problems expressed by field instructors and/or agencies that affect student involvement;
- d. Is available as a consultant to the student and field instructor, and mediates between agency and student if problems develop;
- e. Assists students with problems of learning and mobilizes appropriate resources on behalf of students.

8. Once students are assigned their field practicum placements, the Field Coordinator works with students' respective field instructors to assure that agency provides the following services to students in their practicum settings:

- a. Working out a schedule that meets the requirements of the University and is in keeping with agency needs;
- b. Provides an orientation to the agency and students' job responsibilities;
- c. Provides suitable work space, desk, phone and support services needed to carry out assigned tasks;
- d. Provides weekly supervision to the student for evaluative feedback and serve in an educational role;
- e. Provides consultation and support to the student during the formulation of the learning plan;
- f. Arranges work assignments that are meaningful learning experiences and which increase in responsibility according to students' progress;
- g. Participates in three-way evaluation conferences with the student and field supervisor in the agency setting;
- h. Completes a written evaluation each term and necessary paperwork, in cooperation with student;
- i. Informs the Director of Field Education of any problem which may develop in the area of students' ability to perform at expected levels;
- j. Initiates with the student a frank discussion of expectations and the nature of the student/field instructor relationship;
- k. Treats the students as adult learners, recognizing that they have had previous learning experiences;
- l. Explains the performance evaluation process in the beginning by going over the evaluation form;
- m. Informs the students that one way they can have control over their learning is through sharing their expectations and by giving honest feedback when their learning needs aren't being met;
- n. Provides the students frequent feedback, particularly in the beginning of the field practicum experience;
- o. Provides learning experiences that are partialized, broken down into manageable parts.

9. Discusses with the student and field supervisor/instructor during periodic onsite agency visits (typically two times each academic year) each student's level of performance. This procedure includes regularly scheduled formal evaluation visits and periodic phone conferences or onsite visits as needed.
10. Is available throughout the semester to discuss any problems or issues that arise between or among the student, agency, supervisor/instructor or the Social Work Program.
11. Is attentive and responsive in conferences to questions/concerns throughout the semester.
12. Monitors each student to assure that s/he completes a minimum of 100 hours (junior year), 400 hours (senior year) of field experience as documented on time reports and process recordings and signed by field instructor.
13. Assists each individual student in completing a field practicum learning plan in consultation with field instructor; assists the student in defining specific activities to fulfill the learning plan. This learning plan is discussed in detail with the student and field instructor in a joint conference held within a month after the practicum placement begins.
14. At the end of placement, along with the Director of Field Education, assesses the agency evaluation form completed by the student.
15. Assesses the students' process recordings on field experiences with the client systems of all sizes.
16. Assigns students' grades in collaboration with the agency field work instructor.
17. Assesses the quality of field instruction and opportunities provided each student and makes recommendations to the Director of Field Education regarding continuing participation in the field program of the agency and field instructor.
18. Assesses the quality and effectiveness of field instruction in the agency.
19. Communicates with the Director of Field Education and the Program Director about developments, progress, and problems in field instruction experienced by instructors and students.
20. Identifies to the Director of Field Education qualified practitioners who are interested in contributing their expertise to the Social Work Program.

### **Criteria for Selection of Agencies and Field Instructors**

The selection of agencies and field instructors for Field Education is an important part of the Social Work Program's curricular planning and evaluation. The Program carries the responsibility for determining the suitability for student internships and works closely with interested agencies and potential field instructors in this process.

### **Process and Principles of Selecting Placements**

Potential field placements may be identified in a number of ways. Agencies may request students or may be suggested by a faculty member, alumni/ae, or community partner. After verification of appropriate assignments and the availability of a qualified field instructor, a letter acknowledging interest and an agency application form and request for field instructor resume will be sent. After return of the material, the Director of Field Education will make a formal assessment. The assessment covers such topics as: the function and services of the agency, possible student assignments, and availability of resources for the student, level of practice competence of the field instructor, and special requirements for student placement. Field Coordinators and field instructors will also interpret school curriculum, field education requirements and the Social Work Program's expectations regarding assignments, supervision and evaluation.

### **Criteria for Selection of Agencies**

The following criteria are used in the selection of agencies:

1. The agency has a point of view about training for generalist social work that is consonant with that of the Dominican University Social Work Program.
2. The agency has a practice perspective that provides an integration of class-field curriculum and a consistent learning experience for the student.
3. The agency provides a written description of potential student assignments, the availability of research, conferences, and other learning opportunities.
4. The agency provides a range of assignments on an ongoing basis that are appropriate to the student's educational needs. The student workload should reflect opportunity for involvement in varying modalities of service, as well as exposure to a diversity of people and problems.
5. The agency must provide the necessary space and facilities, including privacy for interviewing, desk and file space, as appropriate.
6. The agency is expected to participate with the Social Work Program in the development, monitoring, and review of a sound educational program.
7. Agency administration provides for sufficient supervisory and consultative time for student training.

### **Criteria for Selection of Field Instructors**

The following criteria are generally used in the selection of field instructor:

1. A master's degree in Social Work and two years post-masters experience is required. Under most circumstances, a Masters degree in Social Work and at least three years Post-master's practice experience is expected.
2. Interest in and time to fulfill responsibilities of instructing social work interns.
3. Demonstrated practice competence and a commitment to generalist BSW education.
4. Familiarity with agency policies, program and procedures and the nature of client needs.

5. A desire to work collaboratively with the Program faculty for the purposes of meeting student educational needs, and to call upon the Field Coordinator for consultation and guidance as needed.
6. An ability to ensure open communication involving the student, field instructor, & field coordinator.
7. Provision of regularly scheduled individual supervisory sessions of a minimum of 1 hour per week.
8. The utilization of process recordings and other recorded formats according to the Program's guidelines.
9. A commitment to submit requested materials, e.g., student evaluations, agency description forms, etc. in a timely fashion.

### **The Student Intern:**

Students are placed in a community service agency under the day-to-day supervision of a field instructor who is an MSW employed by the agency. In cases where an MSW is not available, a competent task supervisor will provide on-site supervision while the University provides the MSW Field Instructor, usually a member of the full-time faculty. It is the responsibility of the field instructor to provide students with opportunities for client contact and to oversee students' performance with assigned tasks.

Field instructors and Task supervisors are aware of the Social Work Program's philosophy, the content and sequence of courses, and the expected level of student performance. In addition to the supervision students receive from instructors; the Social Work Program assigns faculty members as advisers to students and as liaisons between the agency and the school.

### **What Specifically Are Social Service Agencies Looking for in Student Interns?**

When interviewing students who are seeking practicum placements, agency supervisors tend to look for several characteristics: First is a strong desire on the part of the student to help others. Second is the student's interest and ability to deal with specific knowledge and skills relative to particular problem areas. Third is emotional maturity. Many agency supervisors try to assess the intellectual and emotional maturity displayed by a practicum applicant. Maturity is difficult to examine; however, some qualities serve as indicators. Intellectually and emotionally mature individuals have achieved a balance between self-directed activity and a knowledge about the limitations of their competence. This is frequently displayed when applicants have formulated some clear objectives and are willing to seek advice from others about what might be of importance and interest. Furthermore, it is displayed by what Suzuki (1972) called the *beginner's mind*.<sup>1</sup> This is a mind that is inquisitive and open but not cluttered with opinion and prejudice. This quality is apparent when applicants are unafraid to ask fundamental questions and question fundamental assumptions.

Finally, maturity is demonstrated when students are willing to learn from a broad range of individuals and recognize that the field instructor is not the only source of information and guidance. At the same time, mature students do not shop around for better advice than what their supervisors have given.

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<sup>1</sup> Suzuki, S. (1972). *Zen Mind, Beginner's Mind*. New York. Weatherhill.

Although agencies have certain expectations about the qualities students need to possess prior to beginning an internship, for perhaps the majority of agencies the attitudes and values you bring to the interview are as significant as the specific skills and knowledge you are reacquiring through your education.

### **TIPS FOR A SUCCESSFUL FIELD EDUCATION EXPERIENCE**

- Don't try to impress clients or fellow co-workers with vocabulary that you have just learned in your classes.
- When you communicate in writing, use good grammar and spelling and try to write legibly. (If you are a poor writer or speller, use a dictionary, spell check and grammar check to edit what you have written.)
- Listen carefully to any instructions given to you the first time and make notes. If necessary, do not make a practice of going back to the agency supervisor on multiple occasions to ask for information that has already been given to you. However, if you need further instructions or information to complete your assignments, then it is more responsible to ask for help than to finish an assignment incorrectly.
- Don't give your field instructor the impression that you are picky about assignments you will take. If you are not being given enough work, don't be afraid to ask for additional duties.
- Once you have been given responsibility for something, then carry it out. Don't forget assignments.
- Be on time and keep appointments.
- If you borrow something, then return it. Show consideration to others. Don't leave a mess for others to clean.
- If there are personality clashes or personnel problems within the agency, try not to get involved. Avoid agency gossip or discussion that you perceive to be about the faults or flaws of selected agency employees.
- If you develop a significant problem with a co-worker within the agency, then share this information with your Field Coordinator as soon as possible.
- Conform to the National Association of Social Workers (NASW) Code of Ethics at all times - do not engage in unethical behavior.
- Keep a positive attitude. Even if the agency or its personnel do not conform to your ideal image, considerable learning can occur in every practicum.
- Keep and review your notes from Social Work classes; you will be expected to use the cumulative knowledge and skills learned in class when you are in field work.
- Don't be afraid to ask.

### **GUIDELINES FOR BEGINNING WORK WITH CLIENTS:**

1. Never lie to a client or pretend that you have experience that you do not.
2. Do not make promises that you may not be able to keep or promises on behalf of others.
3. Do not argue with clients.
4. Do not attempt to force a client to tell you something that he or she does not want to tell. (If either you or the client are making frequent use of the word "but", then you are probably forcing some idea or line of questioning on the client. This will be experienced as more of an interrogation than an interview.)
5. Do not display (verbally or nonverbally) shock, surprise, or disbelief in response to what a client may tell you or show you, e.g. living arrangements.



6. Do not talk down to a client or try to impress the client with your knowledge of clinical terms or jargon.
7. Although you may run out of time, do not rush the client. Realize that hesitation may be the result of anxieties or fears. Furthermore, do not finish sentences or supply words for clients in an effort to speed them up. If necessary, make a second appointment to complete the interview.
8. Do not give out your phone number or address.
9. Learn to tolerate silence.
10. Work on self-awareness.
11. Have a way out.
12. Think about safety.

## **USE OF LEARNING OPPORTUNITIES THROUGHOUT JUNIOR AND SENIOR FIELD EDUCATION EXPERIENCE**

### **1. Use of Field Educational Conferences**

The student should be able to define and identify issues and questions to be discussed related to client systems of all sizes, agency operations and own learning needs, as demonstrated by an agenda, preparatory notes, and comments and reactions on process recording.

The student should display initiative, direction, participation, an open and self-critical stance toward her/his own practice, and responsibility for her/his own learning.

Increasingly, the student should be able to link theory with practice, transposing general concepts into specific action, and relating practice experiences to theoretical concepts. The student should consult empirical research and use it to substantiate his/her position with client system.

The student should use the process recording as the major focus of the supervisory conference, is receptive to constructive criticism, and is willing to seek what is needed for learning.

The student should risk self in new ways of learning designed to improve practice (e.g., role playing).

The student should demonstrate a beginning ability to establish a carryover from conference to client systems of all sizes and from case to cause.

### **2. Use of Other Learning Opportunities**

The student should be able to make appropriate use of other learning opportunities to improve the quality of service and learning pertinent to assignment. These opportunities may include staff, team, and student unit meetings, group supervision, consultation, collaborative work, rounds and seminars, case presentations, readings, and agency resources (e.g., annual reports, staff manuals, referral information). Such ability is demonstrated by direct participation in these meetings and/or use of content in conference and in practice.

### **3. Job Organization & Administration**

The student should be able to organize and administer her/his workload, including effective use of time, meeting of administrative deadlines, organizational flexibility, effectiveness of written materials (e.g., correspondence, statistical forms, filing system, and other routines).

#### 4. Organizational Involvement

Student should be able to identify areas of tension between client service needs and organizational structures, functions and processes (e.g., restrictive or exclusive intake policies).

Student demonstrates awareness of how the organization operates (e.g., how decisions are made).

#### 5. Empowerment And Advocacy

Social workers shall be aware of the effect of social policies and programs on diverse client populations, advocating for and with clients whenever appropriate.

In summary, Field Instruction I, II and III, students are working to develop generalist social work knowledge and skills that include engagement, assessment, goal-setting, contracting and intervention with client systems of all sizes. Using a generalist perspective, they learn the tasks and skills of interviewing and data collection and to analyze and synthesize this data and formulate interventions based on research informed practices. Students practice these skills while acting in a wide range of social work roles such as facilitator, advocate, counselor, catalyst, social broker researcher and program evaluator within micro, mezzo, and macro practice opportunities.

## FIELD POLICIES

### Overview

\*updated Fall 2020

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.

## 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 client(s) 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 by the end of their junior year, 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 in the Professional Standards Contract 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 they 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 and became known after admission;
  - d. misrepresentation on Application for Admission to the Social Work Program or on the Application for Admission to 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.

## **Review 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 consisting of the Director of the Social Work Program, two faculty and a current field instructor. 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.

The student appears before the committee to present the situation that will be reviewed thoroughly by the committee. The committee then makes one of the following recommendations: (1) Permit the student to continue in the Program under specified conditions that must be met within a stated time period. However, there must be evidence that the student has the potential and motivation to correct or make satisfactory improvement; or (2) Not allow the student to continue in the Social Work Program. The committee would then recommend that the student receive appropriate counseling to make a different career choice.

All students complete the Admissions Contract and Professional Standards Contract in the early fall of their Junior year. Students complete the Field Work Contract at the end of their Fall Junior semester prior to entrance to the field.

## **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 (2.01A), and should avoid unwarranted criticism (2.01B).
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 (4.02), creed, ancestry, pregnancy, and parental status.
4. Social work students should not participate in, condone, or be associated with dishonesty, fraud, deception or plagiarism. (4.04)
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. (4.05)
6. Social work students should not allow their private conduct to interfere with their ability to meet the program's expectations. (4.03)

7. Social work students engaged in research are expected to follow guidelines developed for the protection of participants (5.02D)
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 Signature**

\_\_\_\_\_  
**Date**

**DOMINICAN UNIVERSITY SOCIAL WORK PROGRAM  
PROFESSIONAL STANDARDS 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 communicating.

## **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 SSRC 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:** \_\_\_\_\_

## COMMUNITY-BASED EDUCATIONAL AGREEMENT, WAIVER AND RELEASE

This **Community-Based Educational Agreement, Waiver and Release** (“Agreement”) is between

\_\_\_\_\_ (“Participant”), and/or \_\_\_\_\_  
(Participant’s parents or legal guardian, if Participant is under eighteen (18), all referred to hereafter jointly and severally as “Participant”), and Dominican University, a private educational institution, whose principal place of business is 470 Western Highway, Orangeburg, New York (the “University”). The Participant understands and agrees as follows:

Learning through direct experience through community-based educational experiences is a valuable dimension of a student’s educational program. (collectively the “Engagement”). For purposes of clarity, “community-based educational experiences” may include any type of University work that occurs within the community – i.e. internships, externships, fieldwork, service learning experiences, practicums, clinical experiences, student teaching, etc., at a location not owned, operated, or controlled by the University (the “Engagement Facility”). This opportunity is likely to be a unique and memorable highlight of a student’s education.

In choosing to participate in this Engagement, Participant acknowledges that there are many known risks during this coronavirus pandemic and unknown risks outside of the University’s control, and ultimately the Participant must accept responsibility for any risks and their own decisions, conduct and behavior during the Engagement.

Participant voluntarily enters into this Agreement for purposes of assuming all risks associated with the Engagement and to memorialize Participant’s agreement to release all claims against and to indemnify, defend, and hold harmless University, its officers, trustees, faculty, agents, employees, students, volunteers, contractors, subcontractors, invitees, guests, heirs, assigns, and the Engagement (collectively the “Released Parties”) as further detailed herein.

Coronavirus (COVID-19). The United States Centers for Disease Control and Prevention (“CDC”) and the New York State Department of Health (“NYDOH”) are closely monitoring a pandemic of the 2019 novel (new) coronavirus or COVID-19. Participant acknowledges, agrees, and understands that as of the date of execution of this Agreement, the United States Secretary of Health and Human Services and the NYSDOH have declared coronavirus to be a public health emergency in the United States. Further emergency declarations by the Secretary of Health and Human Services, other governmental and regulatory agencies, and Proclamations and Executive Orders issued by the President of the United States and the Governors of each State have imposed stringent quarantine, health screening, travel, and visa/immigration/entry requirements in conjunction with control and containment of the coronavirus.

Participant acknowledges, understands and accepts that as of the date of execution of this Agreement, and by participating in the Engagement, he/she may intentionally or unintentionally be exposed to coronavirus and/or other illnesses. Participant further acknowledges he/she has been warned about and accepts the inherent danger and risks posed to him by coronavirus and other illnesses including but not limited to fever, flu-like and other symptoms, medical complications including pneumonia and other ailments, and death.

Participant agrees to comply with the guidance and advice provided by the CDC, the World Health Organization, and relevant State and County Health Departments, and other civil authorities and will seek testing as it becomes available or necessary.

Participant acknowledges that any Engagement may be suspended by the University or the Engagement Facility if it becomes challenging for it to continue, either because of a significant risk of Participant contact with individuals

with known or suspected cases of COVID-19 or because the Participant Engagement interferes with required functions of the Engagement Facility.

Participant acknowledges and understands that any Participant placement may also be suspended where the Engagement Facility imposes a “no visitors” policy, where there is a confirmed COVID-19 outbreak at the Engagement Facility, where residential patients of the Engagement Facility are required to isolate/quarantine in their rooms because of COVID-19, or where a State or County Health Department or other civil authority orders the transfer of patients from the Engagement Facility due to COVID- 19.

Participant intends to voluntarily participate in the Engagement and may voluntarily withdraw at any time by providing notice to the Engagement Facility supervisor and the University academic program coordinator. Participant acknowledges, understands, and agrees to the following:

- The international coronavirus outbreak situation is a fluid emergency health situation being closely monitored by the United States Government, the CDC, the WHO, and the University. This situation may change at any time, and any increase in the severity of the situation and the danger and risks it may pose to Participant as the result of his voluntary participation in the Engagement is entirely outside of the control of the University.
- Participant has been duly, appropriately, and reasonably advised of the dangers posed by coronavirus and the possibility and risk that Participant could be exposed to coronavirus as the result of participating in the Engagement at the Engagement Facility.
- Participant has reviewed and is knowledgeable about the signs and symptoms of coronavirus infection, as well as strategies for protection against illness as described by the CDC at <https://www.cdc.gov/coronavirus/2019-ncov/faq.html>.
- Participant is advised to carry private health insurance. The University makes no warranties or representations as to the availability of any insurance benefits under the University’s insurance in the event Participant becomes ill from exposure to the coronavirus or any other illness or disease through the Engagement.
- A Participant affirms to the best of his/her knowledge that he/she is not experiencing symptoms of COVID-19 or are under or subject to quarantine.
- Participant warrants that he/she has had an opportunity to consult with his/her personal primary care physician or health care provider and has received approval to proceed with the Engagement despite the risk of coronavirus and any risk that the Engagement may pose to Participant’s personal health situation and any illnesses or conditions he/she may have.

Waiver and Release of Claims. In consideration of being accepted into and/or participating in the Engagement, Participant agrees for Participant and on behalf of Participant’s heirs, executors, administrators, employers, agents, representatives, insurers, and attorneys, to waive, release and discharge the Released Parties of and from any and all claims which may arise from any cause whatsoever, including any negligent act or omission by the Released Parties or others. Participant further releases and discharges the Released Parties from liability for any accident, illness, injury, loss or damage to personal property, or any other consequences arising or resulting directly or indirectly from Participant’s participation in the Engagement. The Participant acknowledges and agrees that the Released Parties assume no responsibility for any liability, damage, or injury that may be caused by Participant’s negligent or intentional acts or omissions committed prior to, during, or after participation in the Engagement, or for any liability, damage, or injury caused by the intentional or negligent acts or omissions of others, including other participants and the Released Parties. Participant intends that both the assumption of risk and the release of

claims be complete defenses to any and all actions, claims or demands that Participant, Participant's heirs or legal representatives have or may have for injuries to person or property, including death, as a result of activities for which the participant has assumed risks and/or released and/or waived claims.

Indemnification and Hold Harmless. Participant hereby agrees to indemnify, defend, and hold harmless the Released Parties from any injury, loss or liability whatsoever including reasonable attorneys' fees and/or any other associated costs, from any action, claim, or demand that Participant, Participant's heirs or legal representatives, has or may have for any and all personal injuries Participant may suffer or sustain, regardless of cause or fault as a result of, arising out of, associated with, or resulting directly or indirectly from Participant's voluntary participation in or decision to participate in the Engagement, travel to and from the Engagement and any and all related activities, on or off of University's campus.

Amendments. The University reserves the exclusive right to modify, update or amend this Agreement at any time in its sole discretion in response to changes to emergency declarations by the Secretary of Health and Human Services, other governmental and regulatory agencies, and Proclamations and Executive Orders issued by the President of the United States and the Governors of each State, changes in the accreditation or licensing requirements, or changes in University policy with respect to any Engagements.

Severability. It is understood and agreed that, if any provision of this Agreement or the application thereof is held invalid, the invalidity shall not affect other provisions or applications of this Agreement which can be given effect without the invalid provisions or applications. To this end, the provisions of this Agreement are declared severable.

Governing Law, Venue and Jurisdiction. This Agreement shall be construed in accordance with, and governed by, the laws of the State of New York. The venue for any action arising out of this Agreement shall be a court of competent jurisdiction in the County of Rockland, State of New York. The parties agree to submit to jurisdiction in Rockland County, New York.

Construction and Scope of Agreement. The language of all parts of this Agreement shall in all cases be construed as a whole, according to its fair meaning, and not strictly for or against any party. This Participant Waiver and Release Form supersedes any earlier written or oral understandings or agreements between the parties.

Participant acknowledges that he/she has read this Agreement, understands its meaning and effect, and agrees to be bound by it.

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Participant Name Printed

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Custodial Parent/Legal Guardian Name Printed

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Participant Signature

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Custodial Parent/Legal Guardian Signature  
(if Participant under the age of 18)

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Date

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Date

## **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 (1.05)**

(a) Social workers should demonstrate understanding of culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should demonstrate knowledge that guides practice with clients of various cultures and be able to demonstrate skills in the provision of culturally informed services that empower marginalized individuals and groups. Social workers must take action against oppression, racism, discrimination, and inequities, and acknowledge personal privilege.

(c) Social workers should demonstrate awareness and cultural humility by engaging in critical self-reflection (understanding their own bias and engaging in self-correction), recognizing clients as experts of their own culture, committing to lifelong learning, and holding institutions accountable for advancing cultural humility.

(d) Social workers should obtain education about and demonstrate understanding of the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

(e) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients' use of and access to electronic technology and seek to prevent such potential barriers. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.



**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. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.
- (b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
- (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. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)
- (d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.
- (e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.
- (f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.
- (g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.
- (h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

**Privacy and Confidentiality (1.07)**

- (a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. Once private information is shared, standards of confidentiality apply.
- (b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

- (c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or others. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.
- (d) If social workers plan to disclose confidential information, they should (when feasible and to the extent possible) inform clients about the disclosure and the potential consequences prior to disclosing the information. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker–client relationship and as needed throughout the course of the relationship.
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- (k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- (l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- (m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use

applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

(n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

(o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

(p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.

(q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.

(r) Social workers should avoid posting any identifying or confidential information about clients on professional Web sites or other forms of social media.

(s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.

(t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(u) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(v) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(w) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

### **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).

### **Sexual Harassment (1.11)**

Social workers should not sexually harass clients. Sexual harassment includes sexual advances; sexual solicitation; requests for sexual favors; and other verbal, written, electronic, or physical contact of a sexual nature.

### **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.

### **Confidentiality (2.02)**

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

### **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.

### **Private Conduct (4.03)**

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

### **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.

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**Student Signature**

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**Date**

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

### Pants/Bottoms

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

### Outerwear

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

### Shoes

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

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

<b>Appropriate</b> <ul style="list-style-type: none"> <li>• modest jewelry</li> <li>• post or small hanging earrings</li> <li>• watch</li> <li>• rings</li> </ul>	<b>Inappropriate</b> <ul style="list-style-type: none"> <li>• excessive jewelry</li> <li>• large earrings</li> <li>• body piercings</li> </ul>
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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!

### **Field Instruction Reassignment Procedures**

If a field practicum seems to be inappropriate from either the student's, Field Instructor's, or Coordinator of Field Education is assessment, a reassignment may be made after careful evaluation by the BSW Program, the student and the agency. The Director of Field Education, in consultation with the Field Coordinator, Field Instructor and student intern, makes the final decision. Reassignment is made only after attempts to salvage the placement have not been productive and the student intern is still considered appropriate to continue with Field Instruction. In such cases, the Director of Field Instruction, in consultation with the Field Coordinator and student intern, will help the student find an alternative field

placement as soon as possible that meets the student's educational needs. This should be accomplished with minimal disruption to the student's training and the services of the agency.

### **Policy on Conflicts among Field Education, the Social Work Program, and Classroom Requirements**

The primary responsibility of students in SW454, 463 and 464 is to integrate social work theory and practice through supervised experiential learning under the instruction of an approved Field Instructor. Therefore, students enrolled in field instruction must conform to the days and hours confirmed on their "Field Instruction Assignment form." Since students concurrently have program and/or class requirements on campus, requests for students to spend time related to field instruction beyond the time designated must be approved by the Field Coordinator and Director of Field Education.

Under rare circumstances, Social Work Program and/or class requirements may conflict with scheduled Field Education responsibilities. When such conflicts occur, Field Instructors and students will be given advance notice to change the Field Instruction schedule to accommodate the conflict. In such cases, Program and/or classroom requirements supersede field responsibilities unless the Field Instructor documents that the schedule change will have an adverse effect on the continuity of services being provided by the student. Students will be given fieldwork credit for attending on-campus social work programs that occur during scheduled field education, when they are required to do so by the Social Work Program.

### **Conflict of Interest Policy**

The intent of the Conflict of Interest Policy is to ensure students the most objective learning environment, including evaluation of student performance in the practicum setting.

Students should not undertake a practicum experience in an agency where prior relationships exist. Prior relationships exist if a student is a former or current client of the agency, is a former or present employee of the agency, is a current or former volunteer at the agency, or has relatives or other close prior relationships with someone on staff at the practicum agency. Students are expected to immediately notify the Director of Field Education if such a relationship exists in placements being considered by the student or offered by the Director of Field Education.

### **Student Employment and Financial Remuneration Policy**

There will be no field practicum agencies in which the student is employed, unless the student and agency can demonstrate that Field Instruction duties and hours are different and separate from the student's paid employment at the agency.

Students generally are not compensated for field education. However, occasionally a field agency may offer to pay their interns a stipend. The representative of any agency that offers a stipend will inform the Director of Field Education, who will inform students. Students, however, are encouraged to choose their placements based on learning opportunities, rather than availability of stipends. Students with limited financial resources, who could benefit greatly from receiving a stipend, should indicate this information



when providing the Director of Field Education with their first three choices of Field Education placements. The Director of Field Education will first make decisions regarding Field Education assignments, based on how well the agency matches the student's learning needs, interests, and abilities. Financial need will only be considered after the aforementioned criteria have been evaluated.

Agency reimbursement for mileage for business use of a student's automobile as well as parking and related personal expenses for client services is permitted but not required.

### **Liability Insurance**

All students in field education are covered by Dominican University for personal liability in their capacity of intern. All Field Instructors may be held liable for their supervisees' practice, and are, therefore, required to have liability insurance through their agency and/or personal coverage. Students in practicum are **NOT** covered by the University for liability arising from an accident or other situation related to a student transporting a client. Students are **NOT** permitted to transport clients, unless the field placement agency provides the student with automobile liability insurance.

### **Policy Regarding Field Education Absences**

All students are required to complete 500 hours of field education in order to receive a B.S.W degree. One hundred (100) hours are completed in SW 455 (Junior Field Education). Four hundred (400) are completed in the Senior Year. SW 465a&b and 466a&b continue from early August through the middle of May. The exact dates are provided to the student and Field Instructor each year. It is required that senior field work students continue in the field agencies through winter sessions with the exception of one week for the Christmas holiday. Students who miss field instruction because of illness, family emergency, or other excused absence must arrange with their Field Instructor to make up all missed hours.

If the Field Education agency closes for a holiday, severe weather conditions, or any other reason during a scheduled field instruction hours, the student will be required to make up any hours missed.

If the University unexpectedly closes due to weather conditions or for any other reason during a student's scheduled field instruction hours, the student will be required to make up any hours missed.

In other words, ALL STUDENTS IN FIELD EDUCATION ARE REQUIRED TO COMPLETE 500 HOURS OF FIELD EDUCATION REGARDLESS OF CIRCUMSTANCES. 100 MUST BE COMPLETED IN JUNIOR FIELD EDUCATION AND 400 IN THE TWO SEMESTER SENIOR FIELD EDUCATION.

Students should plan to rearrange their hours during shortened academic weeks, such as spring break and Thanksgiving Break in order to make sure they complete their required hours. Students should arrange with their Field Instructor to schedule all make-up hours.

While students may use Field Education hours to complete their actual research, when necessary, the student is not permitted to use Field Education hours for developing and writing research projects.

## **DOMINICAN UNIVERSITY POLICIES**

### **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 New York 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.

## DOMINICAN UNIVERSITY SOCIAL WORK PROGRAM

### Application for Admission to **Junior Year** Social Work Field Instruction

\_\_\_\_\_ Junior Field Work (1 semester, 8 hours per week)

Name \_\_\_\_\_ Date \_\_\_\_\_

Home Address \_\_\_\_\_ City/Town \_\_\_\_\_

County \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Campus Address (if applicable) Residence Hall and Room # \_\_\_\_\_

Telephone # Home \_\_\_\_\_ Cell \_\_\_\_\_ Work \_\_\_\_\_

E-mail Address \_\_\_\_\_

Emergency Contact: Name \_\_\_\_\_ Phone \_\_\_\_\_

Car: Make & Year \_\_\_\_\_ Plate # \_\_\_\_\_ License # \_\_\_\_\_

\_\_\_\_\_ I do not have transportation

Languages Spoken: \_\_\_ English \_\_\_ Spanish \_\_\_ French \_\_\_ Creole Other: \_\_\_\_\_

Computer Literacy: \_\_\_\_\_ Beginning \_\_\_\_\_ Intermediate \_\_\_\_\_ Advanced

Available for Field Placement: \_\_\_\_\_ Day time only \_\_\_\_\_ Evenings (specify) \_\_\_\_\_

\_\_\_\_\_ Weekends (specify) \_\_\_\_\_

Special Consideration: Please describe any special needs such as handicap accessibility, hearing or visual impairment, learning disability, need to leave placement early to provide child care, etc.

\_\_\_\_\_  
\_\_\_\_\_

**NASW CODE OF ETHICS:** Please read the NASW Code of Ethics. If you have any questions or concerns about the meaning or application of the Code of Ethics, please note them here:

\_\_\_\_\_  
\_\_\_\_\_

I hereby agree to abide by the Code of Ethics of the National Association of Social Workers. I understand that a violation of the Code of Ethics would constitute grounds for dismissal from the Social Work Program.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Academic Status

Current Major \_\_\_\_\_ Previous Major \_\_\_\_\_

G.P.A. \_\_\_\_\_ No. of credits to date \_\_\_\_\_

Please check if you have completed the following prerequisites

- \_\_\_\_\_ Eng 13 or Placement Exam (Circle which one you have completed)  
\_\_\_\_\_ Intro. to Sociology  
\_\_\_\_\_ Introductory Psychology  
\_\_\_\_\_ Intro. to Physiology/Human Biology  
\_\_\_\_\_ Intro to Critical Thinking

Work Experience

Are you currently employed - Full-time \_\_\_\_\_ Part-Time \_\_\_\_\_

Please list previous work experience (include paid and volunteer experience)

Agency

Date

Brief Job Experience

The Family Educational Rights and Privacy Act of 1974 (“FERPA” or the “Act”) establishes the privacy rights of students (parents if the student is under 18) with regard to educational records

I \_\_\_\_\_ hereby give permission for Dominican University to share FERPA protected student record information to select individuals including my internship supervisors and related internship agency staff that have a need to know at potential and realized internship agencies as may be necessary solely for the purposes of administering my internship, protecting client wellbeing, and reporting my performance to the University School of Social Work.

I understand that by submitting this form I waive my privacy rights under the Family Education Rights and Privacy Act (FERPA) for these limited purposes only, and with the assurance that the internship agency has agreed to destroy any student educational records that are disclosed or created pursuant to this waiver at the conclusion of my internship. This consent does not cover medical records.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Directions: Copy the following statements and provide a thorough yet succinct response**

**to each one. Your response must be typed, double spaced, and attached to the completed pages of this form.**

1. Describe your plan for using your undergraduate education upon graduation from Dominican University.
2. Identify the career possibilities you are considering at this time. (List first, second, and third choices.)
3. List your volunteer and/or service learning experiences in the past four years (location, duties performed, years).
4. Discuss why you have chosen to become a social worker and what helping clients means to you.
- 5(a). If you are applying for the Junior Field Practicum, identify the knowledge, understanding, skills, and personal strengths you have acquired which can be applied to your field placement agency.
- 5(b). If you are applying for the Senior Field Practicum, identify your junior field placement and briefly describe your responsibilities as a social work intern. Reflect upon junior field practicum experience and discuss what knowledge, understanding, skills, and personal strengths you will bring into your senior field placement.
6. Discuss the knowledge, understanding, skills, and personal goals you need to work on/develop during the course of your junior/senior field placement.
7. Identify the type of agency, age group, etc. you would prefer to be placed with. List your first, second, and third choices and give reasons for each.

## **CRIMINAL BACKGROUND**

Dominican University is committed to ensuring that students have the ability to benefit from the education received at the University. Certain affiliates associated with Dominican University Social Work Program require that students placed in their facility for their field placement experience clear a criminal background check prior to placement. Students whose background check reveals a criminal history may be prevented access to the site. Additionally, Social Work licensing boards in many states may deny the individual the opportunity to sit for an examination or require the applicant to present themselves before a Moral/Ethics Board if an applicant has a criminal history. Such a history does not bar the student from placement but rather, it is used in the planning of an appropriate placement. It is because of this that the Dominican University Social Work Program asks the student the following questions:

Have you ever been arrested or convicted of a crime? \_\_\_\_yes \_\_\_\_no

If you answered “yes” to the question, please provide an explanation including whether the charge was a misdemeanor or felony charge.

**If are arrested after completing this application, you MUST inform the Director of Field Education immediately.** \_\_\_\_\_\*

\*student initials required

Have you ever been accused of child abuse/endangerment? \_\_\_\_yes \_\_\_\_no

Were the charges “founded”? \_\_\_\_yes \_\_\_\_no

**Falsification of information, including omission of relevant information, may result in denial of admission or dismissal from the Program.**

Criminal activity that occurs while a student is in attendance at the University may result in disciplinary action, including dismissal, and will be addressed through the University Student Code of Conduct and Disciplinary System as outlined in Volume VI, Section 6.4 of the Dominican University Policy Manual.

Signature:\_\_\_\_\_

Date:\_\_\_\_\_



## SAMPLE JUNIOR YEAR LEARNING PLAN

COMPETENCY	LEARNING STRATEGY	EVIDENCE ACCOMPLISHMENT
1. Student demonstrates the beginning ability to establish, maintain, interpret, and monitor verbal, non-verbal, and written communication with special needs adults	1. Taking initiative in interacting with residents.  2. Being present in residents' meetings.	Consults with field supervisor at least once a week.  Evident growth in communication and understanding with residents. Process Recordings.
2. Student demonstrates the beginning ability to utilize analytical and critical thinking as a professional and to apply this thinking by using evidence-informed practice	1. Carrying out different tasks and activities with residents.	1. Process Recordings.
3. Student demonstrates a beginning ability to consciously assess one's own values and the these may have on the assessment process	1. Associate with distinct residents rather than only with the same few each week.  2. Come forward in relating to a resident whom seemed distant and hesitant towards student.	1. Gradually demonstrates more comfort with diverse groups of residents through supervision and process recordings. Specifically in the feelings and observation columns of process recording.
4. Student is able to articulate the relationship between one's own values and social work/social justice values as they relate to human diversity and resource systems		1. Student will feel a greater sense of confidence when dealing with residents. 2. Acknowledgement of advice will be evident within process recording and the difference in approaches taken over time
5. The student understands the value systems that frame agency practice		
6. The student articulates the role of the Social Work profession within the agency	1. Recognize various roles of a Social Worker. 2. Accept and apply suggestions from field supervisor.	
7. The student identifies social welfare policies and program that provide the underpinning of the agency in which s/he is placed	1. Address with field supervisor. 2. Research how Medicaid and Social Security functions. 3. Analyze policies and restraints.	1. Show awareness of policies.

8. Student demonstrates the ability to apply the principles of generalist social work practice		
9. The student has the beginning ability to understand organizations and communities as multi-functional interdependent systems	1 . Student can identify goals, programs, and funding sources for agency.	1 . Assignment completed for Field Seminar is presented to field
10. Student demonstrates understanding of sources of human diversity and human vulnerability	1 . Ability of the student to determine the diversity and vulnerability amongst residents.	1 . Observations in Process Recordings.
11. Student demonstrates understanding of the dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status	1 . Capability of verbalizing apparent awareness of one of the isms.	Expressed when dialoguing with field supervisor. Process Recordings.
12. Student demonstrates recognition of institutional racism, sexism, ageism, and structural oppression in communities and organizations	1 . Assist residents in their daily routines.  2. Identify and research cognitive and physical behavior associated with stage of life of residents.	1 . Possibly conduct activity for residents.  2. Provide evidence of knowledge regarding stage of life cycle associated with residents in evidence column in process recordings.

13. Student has a beginning understanding of the multi-determinants (biological, psychological, social structural and cultural sources) of behavior by reference to basic concepts from human physiology, psychology, sociology, political science, history, and economics		
14. Student demonstrates the ability to recognize the stages of the life cycle associated with the agency population	1. Ability to form relationship with individuals or groups of residents.	1 . Process Recording.
15. The student demonstrates the ability to form a professional relationship		
16. The student demonstrates skill in collecting data		
17. The student demonstrates professional behavior marked by punctuality, participation, interaction, team membership, responsibility, persistence and open-minded flexibility		
18. The student demonstrates beginning self-awareness in supervision and process recordings		
19. The student understands cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression		

AGENCY: \_\_\_\_\_

FIELD INSTRUCTOR SIGNATURE: \_\_\_\_\_

STUDENT SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

## SAMPLE JUNIOR YEAR LEARNING PLAN (BLANK)

(It is not expected that every student has every competency completed)

COMPETENCY	LEARNING STRATEGY	EVIDENCE ACCOMPLISHMENT
1. Student demonstrates the beginning ability to establish, maintain, interpret, and monitor verbal, non-verbal, and written communication with special needs adults		
2. Student demonstrates the beginning ability to utilize analytical and critical thinking as a professional and to apply this thinking by using evidence-informed practice		
3. Student demonstrates a beginning ability to consciously assess one's own values and the these may have on the assessment process		
4. Student is able to articulate the relationship between one's own values and social work/social justice values as they relate to human diversity and resource systems		
5. The student understands the value systems that frame agency practice		
6. The student articulates the role of the social work profession within the agency		
7. The student identifies social welfare policies and program that provide the underpinning of the agency in which s/he is placed		
8. Student demonstrates the ability to apply the principles of generalist social work practice		
9. The student has the beginning ability to understand organizations and communities as multi-functional interdependent systems		

10. Student demonstrates understanding of sources of human diversity and human vulnerability		
11. Student demonstrates understanding of the dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status		
12. Student demonstrates recognition of institutional racism, sexism, ageism, and structural oppression in communities and organizations		
13. Student has a beginning understanding of the multi-determinants (biological, psychological, social structural and cultural sources) of behavior by reference to basic concepts from human physiology, psychology, sociology, political science, history, and economics		
14. Student demonstrates the ability to recognize the stages of the life cycle associated with the agency population		
15. The student demonstrates the ability to form a professional relationship		
16. The student demonstrates skill in collecting data		
17. The student demonstrates professional behavior marked		

by punctuality, participation, interaction, team membership, responsibility, persistence and open-minded flexibility		
18. The student demonstrates beginning self-awareness in supervision and process recordings		
19. The student understands cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression		

AGENCY: \_\_\_\_\_

FIELD INSTRUCTOR SIGNATURE: \_\_\_\_\_

STUDENT SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_



## JUNIOR FIELD EDUCATION EVALUATION FACE SHEET

### Junior Field Instruction Spring Semester

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Field Agency: \_\_\_\_\_ Field Supervisor: \_\_\_\_\_

Description of Agency/Program:

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Description of Student Learning Assignment:

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Frequency of Supervisory Conference: \_\_\_\_\_

Number of Process Recordings completed for semester: \_\_\_\_\_

Number of Hours completed in placement: \_\_\_\_\_

**If less than 100 hours, date when they will be completed** \_\_\_\_\_

Recommended Grade: Pass \_\_\_\_\_ Incomplete \_\_\_\_\_ Fail \_\_\_\_\_

The Junior Year Field Experience serves as the introduction to Field Learning for all students who have successfully completed the prerequisites and have been recommended by the Social Work Advisor. The Junior Year Field Experience must be taken concurrently with Social Work Practice I. The student is placed in a selected field setting for one day per week or a minimum total of 100 hours per semester. Below is a list of the Objectives for the Junior year field placement.

Objectives of the Junior Year Field Learning:

1. To introduce the student to the components of professional social work practice.
2. To serve as a means for the student to test her/his own interest and ability to identify with the values and purposes of social work.
3. To serve as a means for the student to test her/his capacity to manage the professional responsibilities of the social work role.
4. To provide an opportunity for the school to make an educational assessment of the student's ability to meet the expectations of the standards and ethics of the Social Work profession.
5. To identify the student's learning patterns, skills and capabilities so that instruction in the senior year is individualized to meet the learning needs and potential of the student.

By the end of the Junior Year of Field Education experience each student should demonstrate competency in the following areas. Please rank is area using the scale provided. In the event the task or learning skill was not available please indicate that with an N/A.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5  
Rarely Consistently

1. \_\_\_ Student demonstrates the beginning ability to establish, maintain, interpret, and monitor verbal, non-verbal, and written communication with special needs adults
2. \_\_\_ Student demonstrates the beginning ability to utilize analytical and critical thinking as a professional and to apply this thinking by using evidence-informed practice.
3. \_\_\_ Student demonstrates a beginning ability to consciously assess one's own values and the these may have on the assessment process
4. \_\_\_ Student is able to articulate the relationship between one's own values and social work/social justice values as they relate to human diversity and resource systems
5. \_\_\_ The student understands the value systems that frame agency practice
6. \_\_\_ The student articulates the role of the social work profession within the agency
7. \_\_\_ The student identifies social welfare policies and program that provide the underpinning of the agency in which s/he is placed
8. \_\_\_ Student demonstrates the ability to apply the principles of generalist social work practice
9. \_\_\_ The student has the beginning ability to understand organizations and communities as multi-functional interdependent systems
10. \_\_\_ Student demonstrates understanding of sources of human diversity and human vulnerability
11. \_\_\_ Student demonstrates understanding of the dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status.
12. \_\_\_ Student demonstrates recognition of institutional racism, sexism, ageism, and structural oppression in communities and organizations
13. \_\_\_ Student has a beginning understanding of the multi-determinants (biological, psychological, social structural and cultural sources) of behavior by reference to basic concepts from human physiology, psychology, sociology, political science, history, and economics
14. \_\_\_ Student demonstrates the ability to recognize the stages of the life cycle associated with the agency population
15. \_\_\_ The student demonstrates the ability to form a professional relationship
16. \_\_\_ The student demonstrates skill in collecting data
17. \_\_\_ The student demonstrates professional behavior marked by punctuality, participation, interaction, team membership, responsibility, persistence and open-minded flexibility
18. \_\_\_ The student demonstrates beginning self-awareness in supervision and process recordings
19. \_\_\_ The student understands cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.



Please describe the student's major strengths and limitations and recommendations that would assist in formulating a plan for additional field and academic learning:

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**\*To the Student:** In the event you do not agree with any aspect of this assessment of your performance by your field instructor; append a statement signed by you and your field instructor which indicates your specific disagreement and your reason(s) for disagreeing.

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Field Instructor

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Date

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Student  
Junior/juniorfeldevaluation(2024).doc.

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Date

**DOMINICAN UNIVERSITY  
SOCIAL WORK PROGRAM**

Application for Admission to **Senior Year** Social Work Field Instruction

\_\_\_\_\_ Senior Field Work (2 semesters, 14 hours per week)

Name \_\_\_\_\_ Date \_\_\_\_\_

Home Address \_\_\_\_\_ City/Town \_\_\_\_\_

County \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Campus Address (if applicable) Residence Hall and Room # \_\_\_\_\_

Telephone # Home \_\_\_\_\_ Cell \_\_\_\_\_ Work \_\_\_\_\_

E-mail Address \_\_\_\_\_

Emergency Contact: Name \_\_\_\_\_ Phone \_\_\_\_\_

Car: Make & Year \_\_\_\_\_ Plate # \_\_\_\_\_ License # \_\_\_\_\_

\_\_\_\_\_ I do not have transportation

Will you be living on campus for your Senior year:    \_\_\_\_yes    \_\_\_\_no

Languages Spoken: \_\_\_\_English \_\_\_\_Spanish \_\_\_\_French \_\_\_\_Creole    Other: \_\_\_\_\_

Computer Literacy: \_\_\_\_ Beginning \_\_\_\_ Intermediate \_\_\_\_ Advanced

Available for Field Placement: \_\_\_\_ Day time only \_\_\_\_ Evenings (specify) \_\_\_\_\_

\_\_\_\_ Weekends (specify) \_\_\_\_\_

Special Consideration: Please describe any special needs such as handicap accessibility, hearing or visual impairment, learning disability, need to leave placement early to provide child care, etc.

\_\_\_\_\_  
\_\_\_\_\_

**NASW CODE OF ETHICS:** Please read the NASW Code of Ethics. If you have any questions or concerns about the meaning or application of the Code of Ethics, please note them here:

\_\_\_\_\_  
\_\_\_\_\_

I hereby agree to abide by the Code of Ethics of the National Association of Social Workers.  
I understand that a violation of the Code of Ethics would constitute grounds for dismissal from the Social Work Program.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Academic Status

Current Major \_\_\_\_\_ Previous Major \_\_\_\_\_

G.P.A. \_\_\_\_\_ No. of credits to date \_\_\_\_\_

Brief description of junior field work including agency name.

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Work Experience

Are you currently employed - Full-time \_\_\_\_\_ Part-Time \_\_\_\_\_

Please list previous work experience (include paid and volunteer experience)

<u>Agency</u>	<u>Date</u>	<u>Brief Job Experience</u>
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The Family Educational Rights and Privacy Act of 1974 ("FERPA" or the "Act") establishes the privacy rights of students (parents if the student is under 18) with regard to educational records

I \_\_\_\_\_ hereby give permission for Dominican University to share FERPA protected student record information to select individuals including my internship supervisors and related internship agency staff that have a need to know at potential and realized internship agencies as may be necessary solely for the purposes of administering my internship, protecting client wellbeing, and reporting my performance to the University School of Social Work.

I understand that by submitting this form I waive my privacy rights under the Family Education Rights and Privacy Act (FERPA) for these limited purposes only, and with the assurance that the internship agency has agreed to destroy any student educational records that are disclosed or created pursuant to this waiver at the conclusion of my internship. This consent does not cover medical records.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Areas of Social Work Interest

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**CRIMINAL BACKGROUND**

Dominican University is committed to ensuring that students have the ability to benefit from the education received at the University. Certain affiliates associated with Dominican University Social Work Program require that students placed in their facility for their field placement experience clear a criminal background check prior to placement. Students whose background check reveals a criminal history may be prevented access to the site. Additionally, Social Work licensing boards in many states may deny the individual the opportunity to sit for an examination or require the applicant to present themselves before a Moral/Ethics Board if an applicant has a criminal history. Such a history does not bar the student from placement but rather, it is used in the planning of an appropriate placement. It is because of this that the Dominican University Social Work Program asks the student the following questions:

Have you ever been arrested or convicted of a crime? \_\_\_\_yes \_\_\_\_no

If you answered “yes” to the question, please provide an explanation including whether the charge was a misdemeanor or felony charge.

**If are arrested after completing this application, you MUST inform the Director of Field Education immediately.** \_\_\_\_\_\*  
\*student initials required

Have you ever been accused of child abuse/endangerment? \_\_\_\_yes \_\_\_\_no  
Were the charges “founded”? \_\_\_\_yes \_\_\_\_no

**Falsification of information, including omission of relevant information, may result in denial of admission or dismissal from the Program.**

Criminal activity that occurs while a student is in attendance at the University may result in disciplinary action, including dismissal, and will be addressed through the University Student Code of Conduct and Disciplinary System as outlined in Volume VI, Section 6.4 of the Dominican University Policy Manual.

Signature:\_\_\_\_\_

Date:\_\_\_\_\_

## ***SAMPLE SENIOR YEAR LEARNING PLAN***

### **Learning Plan – EPAS 2022**

**Competency 1: Demonstrate Ethical and Professional Behavior**

- Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities.
- Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice.
- Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas.
- Social workers recognize and manage personal values and the distinction between personal and professional values.
- Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior.
- Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice.
- Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work.
- Social workers understand the role of other professionals when engaged in interprofessional practice.
- Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice.
- Social workers understand digital technology and the ethical use of technology in social work practice.

Behaviors	Selected Task & Activities	Methods of Evaluation
Social workers make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;	Conduct intake assessments.  Attend agency trainings.	Supervisor reviews written intakes.  Reflect understanding of trainings in process recordings.
Social workers demonstrate professional behavior; appearance; and oral, written, and electronic communication;	At all encounters with consumers and colleagues	Process recordings Supervision sessions

demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	Students will represent the organization at off site events; respond to inquiries via phone, email, and in-person.  At all encounters with consumers and colleagues.	Supervisor observations and supervision sessions.
Social workers use technology ethically and appropriately to facilitate practice outcomes;	Update and maintain program database and utilize consumer information for program use.  Recording progress notes or other documentation using agency software.	Review of database.  Review of documentation by supervisor.
Social workers use supervision and consultation to guide professional judgment and behavior.	Attend supervisory meetings and prepare an agenda.	Review of agenda by supervisor.
<b>Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice</b> <ul style="list-style-type: none"> <li>• Social workers understand that every person regardless of position in society has fundamental human rights.</li> <li>• Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response.</li> <li>• Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all.</li> <li>• Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.</li> </ul>		
<b>Behaviors</b>	<b>Selected Task &amp; Activities</b>	<b>Methods of Evaluation</b>
Social workers advocate for human rights at the individual, family, group, organizational, and community system levels	Organize public event to raise awareness or education of consumers.  Advocate on behalf of clients when referring consumers.	Evaluation survey completed after event.  Process recording and supervision.

Social workers engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	Attend community, staff, or advocacy meetings.  Identify policy issues in need of advocacy and when applicable attend community meetings, lobby days, etc.	Evaluation of events/meetings.  Reflection on experiences in supervision. Process recordings.
<b>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</b> <ul style="list-style-type: none"> <li>• Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research.</li> <li>• Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice.</li> <li>• Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status.</li> <li>• Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power.</li> <li>• Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination.</li> <li>• Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.</li> </ul>		
<b>Behaviors</b>	<b>Selected Tasks and Activities</b>	<b>Methods of Evaluation</b>
Social workers demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.	Conduct literature review on different populations as needed.  Identify diversity issues impacting client systems.	Present literature review Supervision  Supervision
Social workers demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	Explore self-awareness and potential personal bias when working with client systems different from your own.	Process recordings Supervision

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

- Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge.
- Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions.
- Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs.
- Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective.
- Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses.
- Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods.
- Social workers demonstrate knowledge about methods to assess reliability and validity in social work research.
- Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies.
- Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Behaviors	Selected Tasks and Activities	Methods of Evaluation
Social workers apply research findings to inform and improve practice, policy, and programs.	Identify areas in need of further research relevant to field population.	Discuss research in supervision
Social workers identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	Refer to the literature to understand evidenced-based practices to address client needs/goals.	Process recordings. Review of client documentation in supervision. Appropriate use of supervision.

**Competency 5: Engage in Policy Practice**

- Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services.
- Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy.
- Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses.
- Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities.
- Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Behaviors	Selected Tasks and Activities	Methods of Evaluation
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Social workers use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	Understand and explore historical and current policies relevant to agency population.  Review policies related to eligibility to entitlement programs.	Reports prepared for supervision.  Supervision
Social workers apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	Identify policies that adversely impact client systems.	Supervision Process recordings
<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b> <ul style="list-style-type: none"> <li>• Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.</li> <li>• Social workers value the importance of human relationships.</li> <li>• Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities.</li> <li>• Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies.</li> <li>• Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</li> </ul>		
<b>Behaviors</b>	<b>Selected Tasks and Activities</b>	<b>Methods of Evaluation</b>
Social workers apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.	Understand individual or family dynamics to join with client systems.  Co-lead groups  Meet with community members	Process recordings. Supervision.
Social workers use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	Understand and research cultural groups served by the agency.	Supervision. Process recordings.

**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.
- Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities.
- Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan.
- Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process.
- Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Behaviors	Selected Tasks and Activities	Methods of Evaluation
Social workers apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.	Conduct assessments  Conduct home assessments	Review client documentation in supervision.
Social workers demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	Develop service/treatment plan for delivery of services.	Review client documentation in supervision.

**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.
- Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities.
- Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals.
- Social workers facilitate effective transitions and endings.

Behaviors	Selected Tasks and Activities	Methods of Evaluation
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Social workers engage with clients and constituencies to critically choose and implement culturally responsive, evidence informed interventions to achieve client and constituency goals.	Make calls to collect client data. Use data to develop appropriate interventions. Develop service plans with goals and objectives.	Review client documentation in supervision.
Social workers incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	Participate in treatment planning meetings. Use research to identify best-practices.	Appropriate use of supervision.
<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness.</li> <li>• Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes.</li> <li>• Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes.</li> <li>• Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</li> </ul>		
<b>Behaviors</b>	<b>Selected Tasks and Activities</b>	<b>Methods of Evaluation</b>
Social workers select and use culturally responsive methods for evaluation of outcomes.	Develop a plan for evaluating interventions.	Supervision
Social workers critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	Practice evaluation activities.	Supervision

**AGENCY:** \_\_\_\_\_

**SUPERVISOR SIGNATURE:** \_\_\_\_\_

**STUDENT SIGNATURE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

## **SAMPLE SENIOR YEAR LEARNING PLAN (BLANK)**

### **Learning Plan – EPAS 2022**

#### **Competency 1: Demonstrate Ethical and Professional Behavior**

- Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities.
- Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice.
- Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas.
- Social workers recognize and manage personal values and the distinction between personal and professional values.
- Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior.
- Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice.
- Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work.
- Social workers understand the role of other professionals when engaged in interprofessional practice.
- Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice.
- Social workers understand digital technology and the ethical use of technology in social work practice.

Behaviors	Selected Task & Activities	Methods of Evaluation
Social workers make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;		
Social workers demonstrate professional behavior; appearance; and oral, written, and electronic communication;		

demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;		
Social workers use technology ethically and appropriately to facilitate practice outcomes;		
Social workers use supervision and consultation to guide professional judgment and behavior.		
<p>Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice</p> <ul style="list-style-type: none"> <li>• Social workers understand that every person regardless of position in society has fundamental human rights.</li> <li>• Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response.</li> <li>• Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all.</li> <li>• Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.</li> </ul>		
Behaviors	Selected Task & Activities	Methods of Evaluation
Social workers advocate for human rights at the individual, family, group, organizational, and community system levels		
Social workers engage in practices that advance human rights to promote social, racial, economic, and environmental justice.		

<p>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</p> <ul style="list-style-type: none"> <li>• Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research.</li> <li>• Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice.</li> <li>• Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status.</li> <li>• Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power.</li> <li>• Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination.</li> <li>• Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.</li> </ul>		
Behaviors	Selected Tasks and Activities	Methods of Evaluation
Social workers demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.		
Social workers demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.		

<p>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</p> <ul style="list-style-type: none"> <li>• Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge.</li> <li>• Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions.</li> <li>• Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs.</li> <li>• Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective.</li> <li>• Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses.</li> <li>• Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods.</li> <li>• Social workers demonstrate knowledge about methods to assess reliability and validity in social work research.</li> <li>• Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies.</li> <li>• Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.</li> </ul>		
Behaviors	Selected Tasks and Activities	Methods of Evaluation
Social workers apply research findings to inform and improve practice, policy, and programs.		
Social workers identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.		
<p>Competency 5: Engage in Policy Practice</p> <ul style="list-style-type: none"> <li>• Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services.</li> <li>• Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy.</li> <li>• Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses.</li> <li>• Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities.</li> <li>• Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.</li> </ul>		

Behaviors	Selected Tasks and Activities	Methods of Evaluation
Social workers use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.		
Social workers apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.		
<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b> <ul style="list-style-type: none"> <li>• Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.</li> <li>• Social workers value the importance of human relationships.</li> <li>• Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities.</li> <li>• Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies.</li> <li>• Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</li> </ul>		
Behaviors	Selected Tasks and Activities	Methods of Evaluation
Social workers apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.		
Social workers use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.		



<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</p> <ul style="list-style-type: none"> <li>• Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice.</li> <li>• Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities.</li> <li>• Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan.</li> <li>• Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process.</li> <li>• Social workers are self reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.</li> </ul>		
Behaviors	Selected Tasks and Activities	Methods of Evaluation
Social workers apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.		
Social workers demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.		
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <ul style="list-style-type: none"> <li>• Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice.</li> <li>• Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities.</li> <li>• Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals.</li> <li>• Social workers facilitate effective transitions and endings.</li> </ul>		

Behaviors	Selected Tasks and Activities	Methods of Evaluation
Social workers engage with clients and constituencies to critically choose and implement culturally responsive, evidence informed interventions to achieve client and constituency goals.		
Social workers incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.		
<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness.</li> <li>• Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes.</li> <li>• Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes.</li> <li>• Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</li> </ul>		
Behaviors	Selected Tasks and Activities	Methods of Evaluation
Social workers select and use culturally responsive methods for evaluation of outcomes.		
Social workers critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.		

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AGENCY: \_\_\_\_\_

SUPERVISOR SIGNATURE: \_\_\_\_\_

STUDENT SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_



**Field Education  
Evaluation Face Sheet  
Senior Year Field Instruction Fall Semester Evaluation**

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Field Agency: \_\_\_\_\_ Field Supervisor: \_\_\_\_\_

Description of Agency/Program: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Description of Student Assignment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Number of Process Recordings completed for semester: \_\_\_\_\_

Number of Hours completed in placement: \_\_\_\_\_

**If less than 160-180 hours, date when they will be completed** \_\_\_\_\_

Additional student contributions or learning opportunities:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please describe the student's major strengths and limitations and recommendations that would assist in formulating a plan for additional field and academic learning:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Recommended Grade:    Pass \_\_\_\_\_ Incomplete \_\_\_\_\_ Fail \_\_\_\_\_

**To the Student:** In the event you do not agree with any aspect of this assessment of your performance by your field instructor; append a statement signed by you and your field instructor which indicates your specific disagreement and your reason(s) for disagreeing.

\_\_\_\_\_  
Signature of Field Instructor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date



**Field Education  
Evaluation Face Sheet  
Senior Year Field Instruction Spring Semester Evaluation**

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Field Agency: \_\_\_\_\_ Field Supervisor: \_\_\_\_\_

Description of Agency/Program: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Description of Student Assignment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Number of Process Recordings completed for semester: \_\_\_\_\_

Number of Hours completed in placement: \_\_\_\_\_

**If less than 400 hours, date when 400 hours will be completed** \_\_\_\_\_

Additional student contributions or learning opportunities:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please describe the student's major strengths and limitations and recommendations that would assist in formulating a plan for additional field and academic learning:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Recommended Grade:    Pass \_\_\_\_\_ Incomplete \_\_\_\_\_ Fail \_\_\_\_\_

**To the Student:** In the event you do not agree with any aspect of this assessment of your performance by your field instructor; append a statement signed by you and your field instructor which indicates your specific disagreement and your reason(s) for disagreeing.

\_\_\_\_\_  
Signature of Field Instructor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

# SAMPLE

## BSW FIELD INSTRUMENT



Field Instrument BSW @ Exit/Final

Complete this instrument to provide feedback to the social work student and their program about the student's progress in placement with you as their supervisor. Select the category that best describes your assessment of the student's achievement on each item.

If you appraise a student as "inadequate" or "lacking" in performance on a particular behavior, you might be prompted to provide additional feedback on individual elements of that prompt. In those situations, this additional feedback will provide students and their program with clarity on the parts of that behavior that they should focus their improvements on, in order to be evaluated as competent in the future.

The information you provide to SWEAP is valuable to the social work program that sent you this survey and educators nationally. Your feedback informs program improvement efforts. SWEAP will only share information collected on this form with the Social Work education program sponsoring this assessment.

Clicking "Submit and Finalize" on this survey indicates that you consent to have your data collected. Your participation to improve SW education is appreciated and voluntary.

Thank You.

Please base your assessment of how well the Field/Practicum Student demonstrates their ability related to the performance of the practice behavior using this rating scale.

Scale	Performance Measure	Description	Definition
5	Mastered Performance	The intern/student shows effective and innovative application of the knowledge, values, and skills related to the performance of the practice behavior.	<b>Mastered:</b> "somebody highly skilled at something." Mastered performance is demonstration of knowledge, values, and skills of the practice behavior at high levels.
4	Superior Performance	The intern/student shows superior application of the knowledge, values, and skills related to the performance of the practice behavior.	<b>Superior:</b> "surpasses competent in one or more ways." Superior performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included.
3	Competent Performance	The intern/student shows competent application of the knowledge, values, and skills related to the performance of the practice behavior.	<b>Competent:</b> "having enough skill or ability to do something well." Competent performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included, but at the beginning or rudimentary level.
2	Inadequate Performance	The intern/student shows beginning application of the knowledge, skills, or dispositions related to the performance of the practice behavior.	<b>Inadequate:</b> "failing to reach an expected or required level or standard." Inadequate performance is demonstration of knowledge, values, and skills where one or more of the components of the practice behavior are missing.
1	Lacking Performance	The intern/student has not demonstrated application of the knowledge, values and skills related to the performance of the practice behavior.	<b>Lacking:</b> "missing, not present or available." Lacking performance is the inability to demonstrate any of the components of the knowledge, values, or skills related to the practice behavior.

### Competency 1 - Demonstrate Ethical and Professional Behavior

The student demonstrates ethical and professional behavior in their social work practice.	<input type="radio"/> Lacking	<input type="radio"/> Inadequate	<input type="radio"/> Competent	<input type="radio"/> Superior	<input type="radio"/> Mastered
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<p>The student makes ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.</p>	<input type="radio"/> Lacking	<input type="radio"/> Inadequate	<input type="radio"/> Competent	<input type="radio"/> Superior	<input type="radio"/> Mastered
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The student demonstrates professional behavior; appearance; and oral, written, and electronic communication.	Lacking	Inadequate	Competent	Superior	Mastered
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The student demonstrates professional <b>behavior</b>	Lacking	Inadequate	Competent	Superior	Mastered
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The student demonstrates professional appearance	<input type="radio"/> Lacking	<input type="radio"/> Inadequate	<input type="radio"/> Competent	<input type="radio"/> Superior	<input type="radio"/> Mastered
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The student demonstrates professional oral communication	Lacking	Inadequate	Competent	Superior	Mastered
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The student demonstrates professional <b>written and electronic communication</b>	Lacking	Inadequate	Competent	Superior	Mastered
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The student uses technology ethically and appropriately to facilitate practice outcomes.	Lacking	Inadequate	Competent	Superior	Mastered
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The student uses supervision and consultation to guide professional judgment and behavior.	Lacking	Inadequate	Competent	Superior	Mastered
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Comments

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

The student advances human rights and social, racial, economic and environmental justice.	<input type="radio"/> Lacking	<input type="radio"/> Inadequate	<input type="radio"/> Competent	<input type="radio"/> Superior	<input type="radio"/> Mastered
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The student advocates for human rights at the individual, family, group, organizational, and community system levels.	<input type="radio"/> Lacking	<input type="radio"/> Inadequate	<input type="radio"/> Competent	<input type="radio"/> Superior	<input type="radio"/> Mastered
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The student advocates for human rights at the <b>individual</b> system level.	<input type="radio"/> Lacking	<input type="radio"/> Inadequate	<input type="radio"/> Competent	<input type="radio"/> Superior	<input type="radio"/> Mastered
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The student advocates for human rights at the <b>family</b> system level.	<input type="radio"/> Lacking	<input type="radio"/> Inadequate	<input type="radio"/> Competent	<input type="radio"/> Superior	<input type="radio"/> Mastered
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The student advocates for human rights at the <b>group</b> system level.	<input type="radio"/> Lacking	<input type="radio"/> Inadequate	<input type="radio"/> Competent	<input type="radio"/> Superior	<input type="radio"/> Mastered
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The student advocates for human rights at the <b>organizational</b> system level.	<input type="radio"/> Lacking	<input type="radio"/> Inadequate	<input type="radio"/> Competent	<input type="radio"/> Superior	<input type="radio"/> Mastered
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The student advocates for human rights at the <b>community</b> system level.	<input type="radio"/> Lacking	<input type="radio"/> Inadequate	<input type="radio"/> Competent	<input type="radio"/> Superior	<input type="radio"/> Mastered
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The student engages in practices that advance human rights to promote social, racial, economic, and environmental justice.	<input type="radio"/> Lacking	<input type="radio"/> Inadequate	<input type="radio"/> Competent	<input type="radio"/> Superior	<input type="radio"/> Mastered
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The student engages in practices that advance human rights to promote <b>social</b> justice.	<input type="radio"/> Lacking	<input type="radio"/> Inadequate	<input type="radio"/> Competent	<input type="radio"/> Superior	<input type="radio"/> Mastered
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The student engages in practices that advance human rights to promote <b>racial</b> justice.	<input type="radio"/> Lacking	<input type="radio"/> Inadequate	<input type="radio"/> Competent	<input type="radio"/> Superior	<input type="radio"/> Mastered
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The student engages in practices that advance human rights to promote <b>economic</b> justice.	<input type="radio"/> Lacking	<input type="radio"/> Inadequate	<input type="radio"/> Competent	<input type="radio"/> Superior	<input type="radio"/> Mastered
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The student engages in practices that advance human rights to promote <b>environmental</b> justice.	<input type="radio"/> Lacking	<input type="radio"/> Inadequate	<input type="radio"/> Competent	<input type="radio"/> Superior	<input type="radio"/> Mastered
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Comments



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

The student engages anti-racism, diversity, equity and inclusion (ADEI) in practice.	Lacking	Inadequate	Competent	Superior	Mastered
The student demonstrates anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.	Lacking	Inadequate	Competent	Superior	Mastered
The student demonstrates anti-racist and anti-oppressive social work practice at the <b>individual</b> level.	Lacking	Inadequate	Competent	Superior	Mastered
The student demonstrates anti-racist and anti-oppressive social work practice at the <b>family</b> level.	Lacking	Inadequate	Competent	Superior	Mastered
The student demonstrates anti-racist and anti-oppressive social work practice at the <b>group</b> level.	Lacking	Inadequate	Competent	Superior	Mastered
The student demonstrates anti-racist and anti-oppressive social work practice at the <b>organizational</b> level.	Lacking	Inadequate	Competent	Superior	Mastered
The student demonstrates anti-racist and anti-oppressive social work practice at the <b>community</b> level.	Lacking	Inadequate	Competent	Superior	Mastered
The student demonstrates anti-racist and anti-oppressive social work practice at the <b>research</b> level.	Lacking	Inadequate	Competent	Superior	Mastered
The student demonstrates anti-racist and anti-oppressive social work practice at the <b>policy</b> level.	Lacking	Inadequate	Competent	Superior	Mastered
The student demonstrates cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	Lacking	Inadequate	Competent	Superior	Mastered
The student demonstrates cultural humility by applying <b>critical reflection</b> to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	Lacking	Inadequate	Competent	Superior	Mastered
The student demonstrates cultural humility by applying <b>self-awareness</b> to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	Lacking	Inadequate	Competent	Superior	Mastered
The student demonstrates cultural humility by applying <b>self-regulation</b> to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	Lacking	Inadequate	Competent	Superior	Mastered

experiences.

Comments

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

The student engages in practice-informed research and research-informed practice.	<input type="radio"/> Lacking	<input type="radio"/> Inadequate	<input type="radio"/> Competent	<input type="radio"/> Superior	<input type="radio"/> Mastered
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The student applies research findings to inform and improve practice, policy, and programs.	<input type="radio"/> Lacking	<input type="radio"/> Inadequate	<input type="radio"/> Competent	<input type="radio"/> Superior	<input type="radio"/> Mastered
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The student applies research findings to inform and improve <b>practice</b> .	<input type="radio"/> Lacking	<input type="radio"/> Inadequate	<input type="radio"/> Competent	<input type="radio"/> Superior	<input type="radio"/> Mastered
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The student applies research findings to inform and improve <b>policy</b> .	<input type="radio"/> Lacking	<input type="radio"/> Inadequate	<input type="radio"/> Competent	<input type="radio"/> Superior	<input type="radio"/> Mastered
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The student applies research findings to inform and improve <b>programs</b> .	<input type="radio"/> Lacking	<input type="radio"/> Inadequate	<input type="radio"/> Competent	<input type="radio"/> Superior	<input type="radio"/> Mastered
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The student identifies ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	<input type="radio"/> Lacking	<input type="radio"/> Inadequate	<input type="radio"/> Competent	<input type="radio"/> Superior	<input type="radio"/> Mastered
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The student identifies <b>ethical</b> strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	<input type="radio"/> Lacking	<input type="radio"/> Inadequate	<input type="radio"/> Competent	<input type="radio"/> Superior	<input type="radio"/> Mastered
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The student identifies <b>culturally</b> informed strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	<input type="radio"/> Lacking	<input type="radio"/> Inadequate	<input type="radio"/> Competent	<input type="radio"/> Superior	<input type="radio"/> Mastered
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The student identifies <b>anti-racist</b> strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	<input type="radio"/> Lacking	<input type="radio"/> Inadequate	<input type="radio"/> Competent	<input type="radio"/> Superior	<input type="radio"/> Mastered
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The student identifies <b>anti-oppressive</b> strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	<input type="radio"/> Lacking	<input type="radio"/> Inadequate	<input type="radio"/> Competent	<input type="radio"/> Superior	<input type="radio"/> Mastered
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Comments

### Competency 5: Engage in Policy Practice

The student engages in policy practice.	Lacking	Inadequate	Competent	Superior	Mastered
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The student uses social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	Lacking	Inadequate	Competent	Superior	Mastered
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The student uses a <b>social justice</b> lens to assess how <b>social welfare</b> policies affect the delivery of and access to social services.	Lacking	Inadequate	Competent	Superior	Mastered
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The student uses an <b>anti-racist</b> lens to assess how social welfare policies affect the delivery of and access to social services.	Lacking	Inadequate	Competent	Superior	Mastered
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The student uses an <b>anti-oppressive</b> lens to assess how social welfare policies affect the delivery of and access to social services.	Lacking	Inadequate	Competent	Superior	Mastered
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<p>The student applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.</p>	<input type="radio"/> Lacking	<input type="radio"/> Inadequate	<input type="radio"/> Competent	<input type="radio"/> Superior	<input type="radio"/> Mastered
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The student applies critical thinking to <b>analyze</b> policies that advance human rights and social, racial, economic, and environmental justice.	Lacking	Inadequate	Competent	Superior	Mastered
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The student applies critical thinking to <b>formulate</b> policies that advance human rights and social, racial, economic, and environmental justice.	Lacking	Inadequate	Competent	Superior	Mastered
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The student applies critical thinking to <b>advocate</b> for policies that advance human rights and social, racial, economic, and environmental justice.	<input type="radio"/> Lacking	<input type="radio"/> Inadequate	<input type="radio"/> Competent	<input type="radio"/> Superior	<input type="radio"/> Mastered
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Comments

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

The student engages with individuals, families, groups, organizations, and communities.	Lacking	Inadequate	Competent	Superior	Mastered
The student applies knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.	Lacking	Inadequate	Competent	Superior	Mastered
The student applies knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with <b>individuals</b> .	Lacking	Inadequate	Competent	Superior	Mastered
The student applies knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with <b>families</b> .	Lacking	Inadequate	Competent	Superior	Mastered
The student applies knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with <b>groups</b> .	Lacking	Inadequate	Competent	Superior	Mastered
The student applies knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with <b>organizations</b> .	Lacking	Inadequate	Competent	Superior	Mastered
The student applies knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with <b>communities</b> .	Lacking	Inadequate	Competent	Superior	Mastered
The student uses empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	Lacking	Inadequate	Competent	Superior	Mastered
The student uses empathy, reflection, and interpersonal skills to engage in culturally responsive practice with <b>individuals</b> .	Lacking	Inadequate	Competent	Superior	Mastered
The student uses empathy, reflection, and interpersonal skills to engage in culturally responsive practice with <b>families</b> .	Lacking	Inadequate	Competent	Superior	Mastered
The student uses empathy, reflection, and interpersonal skills to engage in culturally responsive practice with <b>groups</b> .	Lacking	Inadequate	Competent	Superior	Mastered
The student uses empathy, reflection, and interpersonal skills to engage in culturally responsive practice with <b>organizations</b> .	Lacking	Inadequate	Competent	Superior	Mastered
The student uses empathy, reflection, and interpersonal skills to engage in culturally responsive practice with <b>communities</b> .	Lacking	Inadequate	Competent	Superior	Mastered



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

The student assesses individuals, families, groups, organizations and communities.	<input type="checkbox"/> Lacking	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Competent	<input type="checkbox"/> Superior	<input type="checkbox"/> Mastered
The student applies theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.	<input type="checkbox"/> Lacking	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Competent	<input type="checkbox"/> Superior	<input type="checkbox"/> Mastered
The student applies theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing <b>individuals</b> .	<input type="checkbox"/> Lacking	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Competent	<input type="checkbox"/> Superior	<input type="checkbox"/> Mastered
The student applies theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing <b>families</b> .	<input type="checkbox"/> Lacking	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Competent	<input type="checkbox"/> Superior	<input type="checkbox"/> Mastered
The student applies theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing <b>groups</b> .	<input type="checkbox"/> Lacking	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Competent	<input type="checkbox"/> Superior	<input type="checkbox"/> Mastered
The student applies theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing <b>organizations</b> .	<input type="checkbox"/> Lacking	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Competent	<input type="checkbox"/> Superior	<input type="checkbox"/> Mastered
The student applies theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing <b>communities</b> .	<input type="checkbox"/> Lacking	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Competent	<input type="checkbox"/> Superior	<input type="checkbox"/> Mastered
The student demonstrates respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	<input type="checkbox"/> Lacking	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Competent	<input type="checkbox"/> Superior	<input type="checkbox"/> Mastered
The student demonstrates respect for client self-determination during the assessment process by collaborating with <b>individuals</b> in developing a mutually agreed-upon plan.	<input type="checkbox"/> Lacking	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Competent	<input type="checkbox"/> Superior	<input type="checkbox"/> Mastered
The student demonstrates respect for client self-determination during the assessment process by collaborating with <b>families</b> in developing a mutually agreed-upon plan.	<input type="checkbox"/> Lacking	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Competent	<input type="checkbox"/> Superior	<input type="checkbox"/> Mastered
The student demonstrates respect for client self-determination during the assessment process by collaborating with <b>groups</b> in developing a mutually agreed-upon plan.	<input type="checkbox"/> Lacking	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Competent	<input type="checkbox"/> Superior	<input type="checkbox"/> Mastered
The student demonstrates respect for client self-determination during the assessment process by collaborating with <b>organizations</b> in developing a mutually agreed-upon plan.	<input type="checkbox"/> Lacking	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Competent	<input type="checkbox"/> Superior	<input type="checkbox"/> Mastered

The student demonstrates respect for client self-determination during the assessment process by collaborating with **communities** in developing a mutually agreed-upon plan.

Lacking	Inadequate	Competent	Superior	Mastered
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Comments

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

The student intervenes with individuals, families, groups, organizations, and communities.	Lacking	Inadequate	Competent	Superior	Mastered
The student engages with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.	Lacking	Inadequate	Competent	Superior	Mastered
The student engages with <b>individuals</b> to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.	Lacking	Inadequate	Competent	Superior	Mastered
The student engages with <b>families</b> to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.	Lacking	Inadequate	Competent	Superior	Mastered
The student engages with <b>groups</b> to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.	Lacking	Inadequate	Competent	Superior	Mastered
The student engages with <b>organizations</b> to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.	Lacking	Inadequate	Competent	Superior	Mastered
The student engages with <b>communities</b> to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.	Lacking	Inadequate	Competent	Superior	Mastered
The student incorporates culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	Lacking	Inadequate	Competent	Superior	Mastered
The student incorporates culturally responsive methods to negotiate, mediate, and advocate with and on behalf of <b>individuals</b> .	Lacking	Inadequate	Competent	Superior	Mastered
The student incorporates culturally responsive methods to negotiate, mediate, and advocate with and on behalf of <b>families</b> .	Lacking	Inadequate	Competent	Superior	Mastered
The student incorporates culturally responsive methods to negotiate, mediate, and advocate with and on behalf of <b>groups</b> .	Lacking	Inadequate	Competent	Superior	Mastered
The student incorporates culturally responsive methods to negotiate, mediate, and advocate with and on behalf of <b>organizations</b> .	Lacking	Inadequate	Competent	Superior	Mastered
The student incorporates culturally responsive methods to negotiate, mediate, and advocate with and on behalf of <b>communities</b> .	Lacking	Inadequate	Competent	Superior	Mastered

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

The student evaluates practice with individuals, families, groups, organizations, and communities.	Lacking	Inadequate	Competent	Superior	Mastered
The student selects and uses culturally responsive methods for evaluation of outcomes.	Lacking	Inadequate	Competent	Superior	Mastered
The student selects and uses culturally responsive methods for evaluation of outcomes with <b>individuals</b> .	Lacking	Inadequate	Competent	Superior	Mastered
The student selects and uses culturally responsive methods for evaluation of outcomes with <b>families</b> .	Lacking	Inadequate	Competent	Superior	Mastered
The student selects and uses culturally responsive methods for evaluation of outcomes with <b>groups</b> .	Lacking	Inadequate	Competent	Superior	Mastered
The student selects and uses culturally responsive methods for evaluation of outcomes with <b>organizations</b> .	Lacking	Inadequate	Competent	Superior	Mastered
The student selects and uses culturally responsive methods for evaluation of outcomes with <b>communities</b> .	Lacking	Inadequate	Competent	Superior	Mastered
Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	Lacking	Inadequate	Competent	Superior	Mastered
The student critically analyzes outcomes and applies evaluation findings to improve practice effectiveness with <b>individuals</b> .	Lacking	Inadequate	Competent	Superior	Mastered
The student critically analyzes outcomes and applies evaluation findings to improve practice effectiveness with <b>families</b> .	Lacking	Inadequate	Competent	Superior	Mastered
The student critically analyzes outcomes and applies evaluation findings to improve practice effectiveness with <b>groups</b> .	Lacking	Inadequate	Competent	Superior	Mastered
The student critically analyzes outcomes and applies evaluation findings to improve practice effectiveness with <b>organizations</b> .	Lacking	Inadequate	Competent	Superior	Mastered
The student critically analyzes outcomes and applies evaluation findings to improve practice effectiveness with <b>communities</b> .	Lacking	Inadequate	Competent	Superior	Mastered
<div>Comments</div>					



## Signatures

Final Comments
<div></div>

### Field Practicum Supervisor Signature

By typing your name below, you are "signing" this assessment.
<div></div>

### Student Signature

By typing your name below, you are "signing" this assessment.
<div></div>

THANK YOU FOR TAKING THE TIME TO ANSWER THE QUESTIONS.

Clicking "Submit and Finalize" on this survey indicates that you consent to have your data collected. Your participation to improve SW education is appreciated and voluntary.

## FIELD ASSIGNMENT SCHEDULE FORM

Student:\_\_\_\_\_

Agency:\_\_\_\_\_

Field Instructor:\_\_\_\_\_

Days and Hours of Field Work

Junior:

Senior:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

**Total:**\_\_\_\_\_

Student:\_\_\_\_\_ Field Instructor:\_\_\_\_\_

Date:\_\_\_\_\_

A copy is returned to the student, Field Instructor and Field Coordinator by the second week of placement. The original is placed in the student file.



# DOMINICAN UNIVERSITY

## SOCIAL WORK PROGRAM

### Student's Evaluation of Field Education

Your answers on this form are used solely for the purpose of evaluating the agency placements we offer our students. No data are shared with the agency. Because this evaluation form is new, we welcome your feedback on it.

### **CIRCLE YOUR ANSWERS TO THE QUESTIONS**

Day \_\_\_\_\_ Evening \_\_\_\_\_ Date: \_\_\_\_\_

Name of your agency: \_\_\_\_\_

Name of your field instructor: \_\_\_\_\_

**Item:** **Strongly Agree 5.....Strongly Disagree 1**

1. The placement allowed me to integrate classroom knowledge with a variety of practice opportunities.	5	4	3	2	1
2. The placement provided an atmosphere conducive to learning.	5	4	3	2	1
3. The placement helped me to develop skills as a beginning social work professional.	5	4	3	2	1
4. The agency made me aware of diversity issues.	5	4	3	2	1
5. In addition to supervision, there were other learning opportunities provided for social work students.	5	4	3	2	1
6. The agency provided a learning context that was affirming of diversity.	5	4	3	2	1
7. There was adequate opportunity to participate in activities with other professional staff.	5	4	3	2	1
8. There were opportunities for supervision and/or consultation from others in addition to my supervisor.	5	4	3	2	1
9. The assignments I had were appropriate to my educational level and learning needs.	5	4	3	2	1
10. My office and/or working space at the agency was adequate.	5	4	3	2	1
11. The agency's resources were adequate for carrying out my responsibilities.	5	4	3	2	1
12. My field instructor helped me to understand the agency and its operation.	5	4	3	2	1
13. My field instructor helped me to recognize and assess my own reactions to the work.	5	4	3	2	1
14. My field instructor provided ongoing constructive					

feedback on the strengths and limitations of my work.	5	4	3	2	1
15. My field instructor and I created a relationship in which I could ask questions, make mistakes, and express differences of opinion.	5	4	3	2	1
16. My field instructor was prepared for our regular meetings.	5	4	3	2	1
17. My field instructor was knowledgeable about the agency's area of practice.	5	4	3	2	1
18. My field instructor encouraged constructive discussion of diversity.	5	4	3	2	1
19. My field instructor and I were able to talk about our supervisory relationship.	5	4	3	2	1
20. I received supervision weekly.	5	4	3	2	1
21. The field instructor reviewed and commented on my process recordings in a timely manner.	5	4	3	2	1
22. If I had urgent questions or concerns, my field instructor or another professional was available to me.	5	4	3	2	1
23. The field instructor helped me address the ethical and value dimensions of my work.	5	4	3	2	1
24. My field instructor gave me opportunities to function in a variety of social work roles.	5	4	3	2	1
25. My field instructor helped me to understand the mission, organization, and function of the agency.	5	4	3	2	1
26. My field instructor helped me develop beginning generalist social work skills.	5	4	3	2	1

<b>These questions relate only to your field work coordinator</b>					
27. My field work coordinator helped me with questions or concerns related to the field	5	4	3	2	1
28. My field work coordinator helped me advocate for myself when needed	5	4	3	2	1
29. My field work coordinator was accessible to me when needed	5	4	3	2	1
30. My field work coordinator was familiar with the kind of work I do at my placement	5	4	3	2	1
31. The feedback from my field coordinator on my process recordings was helpful.	5	4	3	2	1
32. Overall, my experience with the field work coordinator was	5	4	3	2	1
<b>*Rate your overall satisfaction with Field Placement <b>5</b> (best) <b>1</b> (worst)</b>					
33. Overall, my field work was:	5	4	3	2	1

34. Overall, my experience with my field instructor was:	5	4	3	2	1
35. Overall, my agency was a good learning environment for advocace/social justice	5	4	3	2	1
36. The number of assignments given was <u>5</u> (more than expected) - <u>1</u> (less than expected)	5	4	3	2	1

### Field Education Evaluation Rubric

Student progress in Field Education will be evaluated based on a combination of factors: submission of required field placement documentation e.g. authorized time sheets, process recordings, evaluations, etc.; the integration and application of generalist social work practice in agency-based field work. The following rubric informs Dominican University Social Work Program Field Education Faculty assessment of student achievement of learning objectives and demonstration of expected outcomes.

Category	Point Value	Score
Learning plan submitted and approved	1	
Attendance in field/ hours in field on target at date of evaluation	1	
Submitted required # of process recordings per semester	3	
Process recordings show student application of supervision	3	
Student gives example where class room material is applied in these areas		
Ethnic and cultural diversity	1	
Ethical issue(s)	2	
Client / Social Work Intern boundaries	2	
Gender issues	1	
Student ability to express self awareness		
Student able to identify areas of self strength	1	
Student able to identify areas of growth in supervision	1	
Student able to articulate learning needs	1	
Student presents in as professional Social Worker	1	
	Total Score	

16-18 Satisfactory above average

10-15 Satisfactory

9 or below in danger of not meeting program standards

# DOMINICAN UNIVERSITY

## Evaluation of Field Program To be completed by the Field Instructors or Task Supervisors

We would like to evaluate your experience with the Dominican University Social Work Program. Please place an X in the box that applies in each category and return to the Director of Field Education.

Student is: Junior\_\_\_\_\_, Senior\_\_\_\_\_

NA=Not Applicable, 1=Poor, 2=Fair, 3=Average, 4=Above Average, 5=Outstanding

AREAS OF EVALUATION	NA	1	2	3	4	5
The program is committed to providing social work learning opportunities						
Adherence to supervision opportunities						
Adherence to NASW Code of Ethics						
There is open communication between agencies and program						
The program helps students and placement agencies adhere to learning plan						
The program offers sufficient orientation for Field Instructors						
The program offers sufficient support to students in their field placements.						
The program provides sufficient assistance in problem resolution.						
The program provides time for questions and feedback on field relation issues.						
The program models professional social work academic skills.						
The program has knowledge of agency policies and procedures.						

Agency: \_\_\_\_\_



## **PURPOSE OF PROCESS RECORDINGS**

I. What is a Process Recording? A process recording is a written record of an interaction with a client system. (micro, mezzo or macro)

II. Why are Process Recordings required? Process recording is a major learning tool in social work. Social work is unique in its heavy reliance on process recording to teach intervention skills. Because in social work the practitioner's major tool is one's self and one's ability to interact effectively with clients and other professionals, training must focus on the interactive skills necessary to be effective. Process recordings require that the student attend to interactions on a level not required by verbal review or theoretical analysis. They encourage integration of the multiple levels of learning that a student is exposed to in field and class. Finally, they allow for close oversight of students' work by both agency and school.

III. What do you learn from them?

- A. To pay attention
- B. To be aware of your own experience
- C. To describe behavior, affect, content and recognize its significance
- D. To analyze your responses and those of your clients
- E. To recognize the consequences of an intervention
- F. To develop the ability to intervene purposefully

IV. How do you learn from them?

- A. Writing process recordings allows you to pay attention & to reflect on & analyze your work
- B. Reviewing process recordings with your field instructor allows you to identify learning patterns, access your field instructor's factual and clinical knowledge and experience, and recognize results of interventions

V. What is appropriate to process in a recording?

- A. A face to face session with an individual client
- B. A telephone contact with a client
- C. A brief interaction in a waiting room, hall, community room, etc. with a client
- D. A group session
- E. A contact with a family member or a family meeting
- F. A contact with a service provider
- G. A meeting or other macro practice event

VI. Practical Concerns

A. How do I remember all that stuff? Although your recall will improve as you have more experience, the purpose of process recordings is not perfect recall. All interactions are reconstructed in the reporting process. Your impressions of significant events are most relevant. It can help to write notes of the interaction after the session.

B. How much should I document? The more information you are willing to provide the more opportunity you will have to learn. Omitting or changing the process to fit what you think is your field instructor's expectation is not helpful. Everyone makes mistakes in this kind of work, even experienced practitioners, and it is in examining your mistakes that you will generally learn the most.

C. How do I respect confidentiality? Omit all names but yours from process recordings. Do not leave process recordings in public areas where other clients or agency staff has access to them.

Reference: Columbia University School of Social Work Department of Field Education. (n.d.) Handbook for Student Social Work Recording. Retrieved August 20, 2017, from [http://socialwork.columbia.edu/wpcontent/uploads/2015/06/Process\\_Recordings\\_Handbook1.pdf](http://socialwork.columbia.edu/wpcontent/uploads/2015/06/Process_Recordings_Handbook1.pdf).

### **FOR FIELD INSTRUCTORS – ASSESSMENT OF PROCESS RECORDINGS**

The following questions are a guide to assessing process recordings, logs or journals.

- Does the process recording, log or journal convey the substance of the session or contact?
- Is the purpose of the contact with the client system clearly identified?  
Do the interventions aid toward the achievement of this goal?
- To what extent was the student following her/his own agenda? To what extent did the student help the client system tell her/his own story? Is there evidence that the student was able to start where the client system was at?
- Did the student help focus and partialize issues?
- To what extent was the student able to hear all that the client system was attempting to communicate? To what extent was the student able to balance empathic listening and respond with other interventions? To what extent were non-verbal communications “heard”?
- To what extent was the student successful in maintaining appropriate professional boundaries?
- Who did most of the work in the session – the student or the client system?
- To what extent was the student flexible to the client system’s frame of reference? Did s/he demonstrate awareness and sensitivity to diversity and structural sources of stress, (e.g. race and ethnicity, gender and sexual orientation, social class and status, religion and spirituality, and age and abilities)?
- What level of self-assessment is evident in the process recording? Is the student able to identify when s/he has been judgmental? Does the student demonstrate the ability to self-correct in the session or in your comments about the session?
- To what extent has the student been able to risk exposing all of her/his work and decision-making (mistakes, biases, prejudices, etc.) in a manner that facilitates learning?
- To what level has the student documented his/her intervention with theoretical underpinnings and empirical research?

# SAMPLE INDIVIDUAL PROCESS RECORDING #1

Name: \_\_\_\_\_

Agency \_\_\_\_\_

Verbatim Dialogue	Feelings and reactions	Observation/Analysis	Evidence (EBP)	Field Instructor's Comments
<p><b>Me:</b> Hi how are you?  <b>L:</b> Good you?</p> <p><b>Me:</b> I'm good thanks  <b>L:</b> You are still here?</p> <p><b>Me:</b> I am  <b>L:</b> Oh. Good</p> <p><b>Me:</b> why would you think I wouldn't be here?  <b>L:</b> Hm</p> <p><b>Me:</b> Is this because of what you heard in the meeting last Thursday?  <b>L:</b> meeting yes</p> <p><b>Me:</b> Okay so the program is still here and I will still be coming on Tuesdays  <b>L:</b> oh I thought maybe you stop now. I don't know</p> <p><b>Me:</b> no I'm going to be here as well as Alice and at this time Eva is also still here. Eva did mention at the meeting that she is looking for a new job. If she does find one,</p>	<p>-It confused me when she asked if I was still here. I didn't know why she would think that I wouldn't be.</p> <p>-I know that the future of the program is unknown at the moment but it was still sad to talk about the possibility of this being the last year. I tried to project more optimism over sadness</p>	<p>-When I got her from her room she looked happy. It was the last class before thanksgiving and they had a party in the classes and they were doing thanksgiving activities.</p> <p>-When we sat down she asked me if I was still here. At that moment I think that we were both confused.</p> <p>-She doesn't speak English very well and sometimes I don't know if she understands what I'm saying because she answers by nodding or saying one word answers that wouldn't make sense with my question. Throughout the meetings I learned that if I asked her a question more slowly and asked more than once then she'd understand and answer.</p> <p>-When she doesn't understand what I'm saying she doesn't ask me to repeat so I have</p>	<p>Glass, T. A., de Leon, C. M., Marottoli, R. A., &amp; Berkman, L. F. (1999). Population based study of social and productive activities as predictors of survival among elderly Americans. <i>Bmj</i>, 319(7208), 478-483.</p>	

<p>Alice and I will still be here  <b>L:</b> okay I am happy because I am thinking maybe I will stay home</p> <p><b>Me:</b> are you talking about the break that is coming up or are you talking about the program?  <b>L:</b> yea</p> <p><b>Me:</b> the program?  <b>L:</b> mhm</p> <p><b>Me:</b> do you want to talk about the meeting and what was said?  <b>L:</b> yea mhm I know. How about Eva is she not coming now?</p> <p><b>Me:</b> she is. She's still here. She did mention at the meeting that she is looking for a new job but at this moment she is still here. The program is still going. Uhm it might not even close. We don't know anything for sure yet. Everything is still up in the air. So at this time everything is still the same. You have nothing to worry about  <b>L:</b> okay good</p>	<p>-I didn't like thinking how this could affect the grandparents. I tried to show them that there was nothing to worry about and by preparing for a back up plan it gave them something to not worry about and it gave them something to think about and plan and keep their minds busy</p>	<p>to look at her body language and maybe reword my question</p> <p>-There was a lot of confusion with all of the grandparents that I spoke with this day about what was mentioned at the meeting.</p> <p>-Talking it through with her and explaining everything made everything more clear for her</p> <p>-When she mentioned that she thought she might stay home because of the program ending, I thought that even if everything isn't official yet, that having a back up plan of other volunteer options and activities would reassure her that she will have something to keep her busy</p> <p>-Throughout the meeting her body</p>	<p>Folts, W E. (2006). Introduction to the Special Issue on Elderly Volunteerism. <i>Educational Gerontology</i>, 32(5), 309-311.  doi:10.1080/03601270600564070</p>	
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<p><b>Me:</b> I was thinking that the next time I see you in two week I will come with some information about other volunteer programs and some stuff we can fill up some of your days with just in case the program doesn't continue after this year</p> <p><b>L:</b> yea</p> <p><b>Me:</b> how does that sound to you?</p> <p><b>L:</b> okay good</p> <p><b>Me:</b> great. How did you take the news on Thursday?</p> <p><b>L:</b> that's okay</p> <p><b>Me:</b> how did you feel? Were you worried? Sad?</p> <p><b>L:</b> yea</p> <p><b>Me:</b> yea it was a lot of news</p> <p><b>L:</b> yea but nothing official. That's okay</p> <p><b>Me:</b> yea everything is the same for now. Nothing to worry about and throughout our meetings we will come up with something to keep you busy as a back up plan</p> <p><b>L:</b> yea good</p>	<p>-I was surprised when she said she loves talking to me because I just wasn't expecting her to say that, not because I don't believe it but because it just came out of the blue. I don't really know how to explain it.</p>	<p>language seemed relaxed and she laughed but I think that that is her personality or how she deals with things, by laughing because the look on her face looked sad</p> <p>-The look on her face looked sad. The last few times I met with her she didn't look like that so I knew there might have been something on her mind</p> <p>-I thought that by asking if she was okay it would let her know that I noticed that she looked sad and that if she wanted to talk about something then I'm there to listen and by asking it gave an opening for the topic</p> <p>-When she didn't</p>		
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<p><b>Me:</b> is there anything you'd like to talk about?  <b>L:</b> everything okay</p> <p><b>Me:</b> you okay?  You look a little sad  <b>L:</b> okay. Mhm</p> <p><b>Me:</b> is something on your mind?  <b>L:</b> everything okay</p> <p><b>Me:</b> okay well don't worry about the program right now. Enjoy your time like always  <b>L:</b> I know</p> <p><b>Me:</b> I'm gonna be here on Tuesdays and we'll talk  <b>L:</b> okay good</p> <p><b>Me:</b> alright ill let you get back to your kids.  <b>L:</b> okay</p> <p><b>Me:</b> it was good talking to you and it was good to see you  <b>L:</b> yea you too. I love talking to you</p> <p><b>Me:</b> aw thank you. I love talking to you too  <b>L:</b> yes it is nice</p> <p><b>Me:</b> It is  <b>L:</b> yea  <b>Me:</b> I hope you have a happy thanksgiving  <b>L:</b> yea you too</p>	<p>-It also made me feel really good because I knew it was genuine and that she gets something out of our meetings. It was a good feeling</p>	<p>mention anything I let it go because it was up to her if she wanted to talk about it and maybe there wasn't anything even wrong. Maybe she was having an off day. it could have been anything</p>		
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<p><b>Purpose of the Contact:</b></p> <p>Meet with L and to see how she was doing after the program meeting and talk about whatever she wanted to talk about. See how she was doing and answer any questions that she had.</p>
<p><b>Basic Client Description:</b></p> <p>L looks healthy and well dressed. She is from the Philippines and has a very thick accent.</p>
<p><b>Pre-Engagement:</b></p> <p>One on one meeting</p>
<p><b>Interview/ Session Assessment:</b></p> <p>I thought that the session went well. We went over the program meeting and made a goal for our next meeting.</p>
<p><b>Impression of the Client (be Brief):</b></p> <p>Very nice woman. She is quiet and speaks with very short sentences but that is because English isn't her first language</p>
<p><b>Plans for Future Action:</b></p> <p>Come to the meeting with some other volunteer programs and other activities and go over some of them and find out what her interests are.</p>

1. **Describe the Client's personal and Environmental Strengths:**
  - She has friends who are also in the program with her, which gives her a good support system.
2. **Are there any other special circumstances or situation that may have affected your interactions?**
  - I think that the programs meeting the previous Thursday set the topic of this meeting.

3. **Interview Assessment:** addressing beginning, middle, and end of your meeting/conversation.
  - I think that this meeting went well. The whole meeting was about clarifying what was said at the programs meeting and setting a goal for the next one on one meeting. It was clear that the news was affecting her but knowing that we were all still here and everything is running as always made it a little better
  
4. **Briefly present your impression of the client situation: “I think the client will follow up and seems more comfortable knowing what to do to get help with O&R bill.”**
  - I think that L will be open to discussing other programs and activities as a back-up plan. I think that it will take away some of her worries about having to stay home.
  
5. **Identify questions for the conference with your field instructor:**
  - Talking to my supervisor after the meeting eased my mind a little and just helped overall. I guess I’m a little confused with my feelings. I don’t know if maybe my mind hasn’t caught up to the news yet.



## SAMPLE INDIVIDUAL PROCESS RECORDING # 2

Location: Rockland County Court house

Present: Judge (J), Assistant county attorney (ACA), Law guardian (LG), Respondent (R), probation officer (PO) , respondents grandmother, and myself.

Purpose of contact: To decide where to go from here with individual.

Basic Client Description: young male dressed appropriately

Pre-engagement: Before entering court I went through individuals file and got a basic understanding of the situation. Spoke with probation officer which gave me a better sense of what this particular case was about.

Verbatim Dialogue	Feelings and Reactions	Observations and Analysis	Evidence	Field Instructors Comments
<p>ACA: "Your honor I am considering possible probation for this young man, yet I have my reservations."</p> <p>ACA: "He was placed with his aunt, and she is overwhelmed with her own children."</p> <p>J: "Why were you suspended from school?"</p> <p>R: "Because I was talking in the hallway about something inappropriate."</p> <p>LG: "Your honor</p>	<p>Feeling calm/comfortable maybe probation will help him, and I am getting used to court.</p> <p>Empathy maybe there is more going on at home.</p> <p>Feeling nervous for respondent because of an unsure outcome</p> <p>Feeling please because the law guardian is attempting to fight for</p>	<p>Respondent seems to be nervous. Noticing that his leg will not stop shaking. Client seems as though he is trying to hide his nerves by continuously shaking his leg and playing with his fingers.</p> <p>Respondent has seemed to gain some confidence and has stopped shaking his leg and hands. He seems to be more engaged as to what is going on.</p>	<p>Smith, C., &amp; Krohn, M. (1995) Delinquency and family life among male adolescents. Journal of Youth and Adolescence, 23(1), 69-93. Retrieved from <a href="http://www.springerlink.com/content/xv666k1548705176/">www.springerlink.com/content/xv666k1548705176/</a></p>	

I am very concerned for the respondent. Maybe we should postpone for another six weeks to see if he goes to school, and does not get suspend."	respondent.	Some law guardians seem as though they could care less about what happens to the respondent. I am please to see this brought up.		
<p>ACA: "Putting it out there that dad has not taken steps necessary to do that. I would want probation."</p> <p>J: "Let me ask you, what would make you change?"</p> <p>R: No answer</p> <p>J: "If you violate probation do you know where that would put you?"</p> <p>R: "No."</p> <p>LG: "I agree with the ACA to put him on probation. And urge mother to</p>	<p>Feeling uneasy because what if respondent doesn't view his father as being ill-prepared.</p> <p>Feeling irritated, don't really know where this question came from.</p> <p>Feeling hesitant about the outcome.</p> <p>Feeling relieved that respondent is getting the help he needs.</p>	<p>Respondents facial expression changes from engaged to concerned. This could possibly cause him to shut down and not be willing to benefit from probation.</p> <p>The respondent answered no but his body language showed that he know what would happen to him. A strong vocal no but then his leg and hands started</p>	<p>Wright, W., &amp; Dixon, M. (1998). Community prevention and treatment of juvenile delinquency. Crime and delinquency, 14(1), 35-67.</p> <p>Herzog, C., &amp; Kaplan, L. (2007) Social work with children of alcohol and drug dependent parents. Social Work Today, 7(4), 30. Retrieved from <a href="http://www.socialworktoday.com/archive/novdec2007p30.shtml">www.socialworktoday.com/archive/novdec2007p30.shtml</a></p>	

<p>get the help that she needs. Respondent knows he is responsible for what will happen to him in the future.”</p> <p>ACA: “I would like to discuss curfew. To be home during weekdays at four in the afternoon and weekends by six in the evening.”</p> <p>J: “Where do you see yourself in five years?”</p> <p>R: “I don’t know.”</p>	<p>Feeling satisfied because boundaries are being set for the respondent</p> <p>Feeling optimistic because respondent was provided with services to help him.</p>	<p>shaking. Maybe he is just trying to be tough for the family members present.</p> <p>The respondent seemed to be disengaged because of the talk about there being a curfew. He did not look up once during this discussion.</p> <p>The respondent may have seen this as just a pointless question. I was a good way to build</p>	<p>Saleebey, D. (1996). The strengths perspective in social work practice, Social Work</p>	
<p>J: How do you expect to be successful if your doing what you are doing?”</p> <p>J: “What subject do you like?”</p>		<p>A sense of trust with the judge, and it was a way to empower the respondent.</p>	<p>41(3), 296-305. Retrieved from <a href="http://www.psycnet.apa.Org/psycinfo/1996-03967-006">www.psycnet.apa.Org/psycinfo/1996-03967-006</a></p>	

<p>R: "Science."</p> <p>J: "So you want to do something in science?"</p> <p>R: "No."</p> <p>J: "So you don't know what you want to do?"</p> <p>R: No answer</p> <p>J: "We are going to agree with the county on probation."</p> <p>LG: "Visitation with father Fridays four in the afternoon to eight in the evening. Every week if dad is able."</p> <p>PO: "There will also be twenty five hours of community service for the respondent."</p> <p>J: "This is fine. I hope not to see you back in here."</p> <p>R: "You won't."</p>	<p>Feeling anxious because usually someone always knows where they want to begin their career.</p> <p>Feeling disappointed because father should be around more for his son.</p> <p>Feeling exhausted for respondent because he has to commit to many things.</p>	<p>Even though the respondent did not answer the silence was golden. Maybe he was considering his future options.</p> <p>Even though his father is not present it was very clear to see that there was not lacking support from fellow family members</p>	<p>McClendon, P. (2001). Systems theory a: Focus on families and communities. Clinical social work, 21 (5), 210-215. Retrieved from <a href="http://www.clinicalsocialwork.com/systems.Html">www.clinicalsocialwork.com/systems.Html</a></p> <p>Systems theory could be used by strengthening that one part of his subsystem it will help to impact the whole system.</p>	
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Interview Assessment: There was a clear beginning, middle, and end. There were formal

introductions, the issue was addressed, and the outcome was discussed by all those involved. Individual was kept clearly informed of all actions being decided upon.

Goals met: Client was given probation as well as twenty five hours of community service to be full filled in a certain amount of time defined by the court.

Plans for future action: Scheduled another court date in the future to see how individual is doing with probation and school.

Identify questions for the conference with your field instructor: While in court I noticed that there were a lot of other family issues going on. Would other services be made available to the family? Or do they have to obtain that information on their own?

## **PROCESS RECORDING OUTLINE FOR SOCIAL WORK PRACTICE WITH COUPLES OR FAMILIES**

### **A. Identifying Information**

1. Write a clear, concise statement about the client(s) and why they are seeking help
2. Include a brief statement about the age, sex role, and other pertinent information for each person present in the session.
3. If relevant, include a brief statement about other people involved in the situation, which are not present, and how they influence the situation.

### **B. Purpose of the Session**

1. In a clear concise statement, discuss the purpose of the session.
  - a. Indicate what the client or family considers the purpose of the session to be.
  - b. Indicate what you, as student social workers, consider the purpose of the session to be.
  - c. Indicate how these perceptions of purpose are similar or different. If different, briefly discuss the implications of this difference.
2. Discuss the relationship between this session and the previous one(s).

### **C. Initial Observations of the Clients(s)**

1. Describe briefly, in general terms, the physical and emotional climate at the beginning of the session.
2. Describe your initial impressions of the attitudes and feelings of the client(s) at the beginning of the session.
3. Describe the feeling and attitudes you brought to the session.
4. Describe any significant changes in the client(s)' appearance and surroundings that occurred since the previous session.

### **D. Content of the Session**

1. Describe how the session began.

2. Describe the actual interaction between the client(s) and you, during the session. The content should be selective and focus on what is significant and pertinent.
3. Specify pertinent information (content) communicated by the client(s) during the session.
4. Describe how the client(s) and how you responded to this information (content).
5. Describe the “feeling” content of the session, as it occurred, both on your part and the part of the client(s).
6. Describe how the session ended.

**E. Assessment**

1. What is your current assessment of this client(s)? Include client(s)’ strength and weaknesses
  - a. How is your current assessment the same as or different from your original assessment?
  - b. Indicate the theory or other knowledge, learned in your other courses, that helps you understand the process and content of this session, e.g., what knowledge of human behavior or the human condition applies in this practice situation?

**F. Plan for the Next Session**

1. Write a brief statement of the plan for the next session.
  - a. Explain how you and the client(s) engaged in a mutual process to formulate the plan.
  - b. Explain how the plan relates to the problem for which the clients(s) sought help.
2. If relevant, specify what the client(s) are to do between the end of the current interview or session and the next time you meet.

**G. Analysis of the Student Social Worker’s Practice**

1. Discuss your use of social work practice knowledge and skill during the interview or family session.
  - a. What specific social work skills and/or techniques, learned in your practice courses, did you use during the session?
  - b. What specific social work skills and/or techniques, learned in your practice course, could you have used during the session?
  - c. What were the strengths and weaknesses in your practice during the session?
  - d. Indication of evidence informed practice?
2. Was the purpose of the session accomplished?

**NOTE: We request that full names not be used in recordings, only initials, in order to protect confidentiality. Student recording do not become the property of the student. They should be destroyed at the end of the year or retained by the agency, as the material is confidential**

## PROCESS RECORDINGS OUTLINE FOR SOCIAL WORK PRACTICE WITH

### SMALL CLIENT GROUPS

#### A. Information about the Group

Group Name or Type

Meeting Number/Date

Group Members Present

#### B. Purpose of the Group of Meeting

##### 1. Write a brief statement on the overall purpose of the group

a. This statement is included only in the first process recording, or if there is an agreed upon change in the group's overall purpose.

##### 2. Write a concise statement about the goals of the meeting of the group being recorded.

a. How were these goals perceived by the group?

b. How did you perceive these goals?

c. What are the similarities or differences between the group's perception of these goals and yours?

#### C. Group Process at the Meeting

##### 1. Initial Observations

a. Describe briefly, in general terms, the physical and emotional climate at the beginning of the group meeting

b. Describe briefly your initial impressions of the attitudes and feelings of the group members at the beginning of the meeting.

c. Describe any significant changes in the appearance or feelings or attitudes of the group members since the last meeting

##### 2. Group Member Interaction (Group Process)

a. Describe what went on within the group during its meeting. For example:

(1) Describe the means of interaction, e.g., program activity, discussion, debate tasks, etc..

(2) Describe the feeling reactions of the members to this interaction.

(3) Describe your feeling reactions to this interaction

b. Describe the effectiveness, vitality, and responsibility of the group's members during the interaction.

c. Describe your role in the group's interaction.

d. Describe the ways the group moved toward attainment of its goals

e. Describe how the group's members dealt with obstacles to attainment of the meeting's goals.

#### D. Analysis of the Group Meeting

1. Describe your understanding of the nature of the interaction of the group members, including you, at this group meeting.

2. Indicate the theoretical or other knowledge, learned in your courses, that helps you to understand the process and content of this group meeting. Include indicators of evidence-informed practice.

3. On the basis of your analysis, what is your current assessment of:
  - a. The stage of the group's development;
  - b. The commitment of the group members to the group's purpose;
  - c. The climate and tone of the group;
  - d. If relevant, discuss specific roles played by individual group members and how they impact the group process.
- E. Plan for the Group's Next Meeting
  1. Write a brief statement of the plan for the next meeting of the group.
    - a. Explain how the members of the group, including you, arrived at this plan.
    - b. Explain how the plan relates to the purpose of the group.
  2. Describe what you and the other group members are to do prior to, and in preparation for, the next group meeting.
- F. Analysis of the Student Social Worker's Practice
  1. Discuss your use of social work practice knowledge and skills during the group meeting.
    - a. What specific social work skills and/or techniques, learned in your practice courses, did you use during the group meeting?
    - b. What were the strengths and weaknesses in your practice during the group meeting?



## SAMPLE GROUP PROCESS RECORDING

**Location:** Conference room at the Rockland Office of the Alzheimer's Association

**Present:** Myself, my supervisor (D), and about 16 individuals caring for a loved one with Alzheimer's or another dementia (J, E, G, L, & M identified as speaking)

**Situation:** Weekly meeting of the Caregiver Support Group

Verbatim Dialogue	Feelings and Reactions	Observations and Analysis	Evidence	Field Instructor's Comments
<p>D: Who would like to speak first?</p> <p>J: I would. I'm just in a rut. It's been almost 14 years, 2 and a half with him stuck in the house every day. I went to a sort of reunion this weekend and all my friends are moving on with their lives. The check engine light's on in my car and I have to take it in to get looked at and it's something he would have been able to take care of in 2 minutes. I miss my partner. My daughter's in</p>	<p>I'm surprised to hear J want to go first and I'm sorry to hear she's having such a tough time right now. It sure can't be easy having to deal with this disease for so long and I know I would have been depressed and disheartened long before hitting the 14 year mark.</p>	<p>J must really be having a rough time. She usually seems like the type of person to be positive no matter what. She's always very supportive of the other members. She rarely even speaks up about her own situation during the group meetings.</p>		

<p>Barcelona and my son is in Texas. It's just catching up with me. I'm exhausted. He's having trouble swallowing now. The other morning he spat his pills out at the aide and she just walked out in a rage. I was shocked. We're at her mercy. I apologized to her that he did that and she tells me, "He knows better." Well, no, he doesn't, it's the disease. I think she's burning out. I'm really tuned into my own sadness. I just miss my partner. I'm so tired. You don't want their life to end, but I can't watch this go on anymore. And now, this thing with my aide, it's just more stress in my house I don't need.</p>	<p>This makes me think of my grandpa. He had trouble with aspirating his food and kept getting pneumonia.</p> <p>It's incredibly heartbreaking to hear J lament missing her partner again and again. A good marriage is a partnership and it is a terrible thing for that to be destroyed by disease.</p>	<p>He is lucky that J is keeping him at home. Many facilities are not well staffed enough to allow enough time to properly feed individuals who have trouble swallowing, although her aide may need some retraining about this issue if J retains her services.</p> <p>J is right about that! It's good that she can recognize that the last thing she needs is more stress.</p> <p>K is another member, now a widow, who also kept her</p>	<p>Kalia, M. (2003). Dysphagia and aspiration pneumonia in patients with Alzheimer's disease. <i>Metabolism</i>, 52, 36-38.</p>	
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<p>E: Maybe it's time for a new aide.</p> <p>D: Wasn't she K's live-in aide before she started working for you? So how many years has she been doing this?</p> <p>J: Yeah, exactly. That's why I think she's burning out. I mean he's been incontinent for the past 4 years. The good thing is, his sister-in-law came from Germany recently and he recognized her and wanted her to feed him.</p> <p>D: But most of the time, it's just the aide, you, and your husband in this tenuous situation and the aide throws the whole thing into chaos.</p> <p>G: I'm burnt</p>	<p>Talk about stressed. I'm not sure who's more stressed out than G. She just can't get any rest with her husband.</p>	<p>husband at home throughout the progression of the disease. K also had her daughter's help in addition to the aide in question though.</p> <p>J nods and after some silence when it's clear she's finished, G takes her turn.</p> <p>I think G is obviously exhausted and exasperated, but I think she is also angry. I</p>	<p>Takai, M., Takahashi, M., Iwamitsu, Y., Ando, N., Okazaki, S., Nakajima, K., ... &amp; Miyaoka, H. (2009). The experience of burnout among home caregivers of patients with dementia: relations to depression and quality of life. <i>Archives of gerontology and geriatrics</i>, 49(1), e1-e5.</p>	
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<p>out. I was screaming at my husband last night. It's midnight and he's folding the clothes and the whole house is a disaster area – pillowcases, towels, clothes everywhere. I just screamed, "I can't take this anymore!" and my son came and took over. He's complaining that his arms hurt. Of course his arms hurt – he's folding, folding, folding all night. Dr. F says again to prepare to put him in a nursing home. I see 8 doctors. I'm a nervous wreck. I have nothing to look forward to. It's never-ending and it's already been 6-8 years. He couldn't do anything Dr. F asked him to do for the tests. This is a hellish disease.</p>	<p>I have to say, I agree with the neurologist. Even though G's husband isn't that far advanced, his behaviors are taking a huge toll on her and it's obvious that she can't handle it. The stress is killing her.</p>	<p>don't think she's angry at her husband per se, but at the disease. In the moment though, it's hard to see them as separate entities. I think also her diabetes might have something to do with it. It is very difficult to control one's emotions when your blood sugar is all out of whack. The stress raises her blood sugar; it's a vicious cycle.</p>	<p>Meadows, K., Steen, N., McColl, E., Eccles, M., Shiels, C., Hewison, J., &amp; Hutchinson, A. (1996). The Diabetes Health Profile (DHP): a new instrument for assessing the psychosocial profile of insulin requiring patients—development and psychometric evaluation. <i>Quality of Life Research</i>, 5(2), 242-254.</p>	
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<p>I've been involved with medical care all my life. My mother had strokes, my father had lung cancer, I have diabetes and a number of other things and I can handle all of that, but not this.</p> <p>L: You have to take care of yourself. Maybe it is time.</p> <p>G: I'm not ready though. Everyone's coming for Christmas, so maybe after that.</p> <p>D: I know I've mentioned it before, but what about taking him to Englewood?</p> <p>G: I want him to be able to function with the family for the holidays.</p> <p>D: You need respite. You need a break.</p>	<p>I understand her wanting to have one last holiday with the whole family, but I'm worried it's going to put way too much stress on her.</p> <p>D is so right. She needs a break so badly. She needs a vacation from</p>	<p>The holidays can be very disruptive and confusing for people with Alzheimer's. G doesn't seem to realize that the holidays may put even more stress on her.</p> <p>I think she's worried that any medication that would get his behaviors under control would leave him all doped up and zombified.</p> <p>Englewood is the nearest</p>	<p>Liken, M. A. (2001). (Not) a Hallmark holiday. Experience of family caregivers of a relative with Alzheimer's disease. <i>Journal of psychosocial nursing and mental health services</i>, 39(12), 32-37.</p>	
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<p>He's all wound up. He needs something like Englewood where they can evaluate him, adjust his meds, and watch him 24/7 to see how they affect him. You just getting a break would be good, but if you brought him to Englewood, they can keep an eye on him, make some changes, and he could possibly come back better for it as well.</p> <p>G: I'll do it after the holidays. Ok, someone else go.</p> <p>E: I see my husband going to the next stage. He's normally at OTB all day. The other day he called and he's yelling that he can't hear me. He had the phone</p>	<p>her life.</p> <p>I'm curious what E has seen to make her think that her husband's condition is worsening.</p>	<p>place for geriatric psychiatric care and they can do inpatient and try to get his meds right to get his behaviors under control. That would definitely make things easier on G.</p>	<p>Alzheimer's Association. (November 2007). <i>Holidays</i>. Retrieved from <a href="http://www.alz.org/national/documents/topicsheet_holidays.pdf">http://www.alz.org/national/documents/topicsheet_holidays.pdf</a></p>	
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<p>upside down. Ok, that's one thing. Next there's a big horse race on TV and we're watching it and he tells me he's betting on 2 horses for 1<sup>st</sup> and 2<sup>nd</sup>. One had good odds, but the other was 1/22. He's still going to OTB every day, but I'm pretty sure he has no idea what he's doing anymore. Ok, the last thing, my cousin who lives on the Jersey shore passed away. Now we can't go to the funeral because he faints at funerals. So, I suggested we go visit them and sit shiva with them and then while we're down that way we can visit Atlantic City. He was adamant that he didn't want to go. So I</p>	<p>It doesn't seem like E will force her husband to give up gambling since he still wants to go to OTB every day even though it will cost them money, but it is sad to hear that he is starting to lose the ability to take part in something he once really enjoyed and was good at. I would hate to lose the ability to do the things I love to do, but that's what this disease does to a person.</p>	<p>While someone might associate an individual yelling into an upside down phone with Alzheimer's, they might not associate a decline in gambling ability with the progression of the disease. However, since gambling is, for E's husband, a part of his daily life, she is able to recognize his decline in gambling ability as the progression of the disease.</p>	<p>Bordier, P., Colsy, M., Robert, F., &amp; Bourenane, G. (2007). Prevalence of positive carotid sinus massage and related risk of syncope in patients with Alzheimer's disease. <i>Europace</i>, 9(9), 829-834.</p>	
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<p>dropped it. Later he comes and asks me if I'm mad at him. Of course not, but I try to get out of him what about it he didn't want to deal with – Atlantic City, sitting shiva, or missing OTB. He said Atlantic City. That tells me that he doesn't understand betting anymore. It's progressing.</p> <p>D: That reminds me of that poem you wrote, that one line...</p> <p>E: The constancy of uncertainty.</p> <p>M: Relax, nothing is under control.</p> <p>E: I find something to laugh at everyday. I focus on the positive. I still have him to talk with and interact with.</p>	<p>I admire how E is taking this all in stride, even knowing that the progression of the disease in this area is just a herald of things to come.</p> <p>It's great that E can stay so positive. It's so difficult when dealing with this disease on a daily basis.</p>	<p>The phrases these caregivers have come up with to describe their lives are so poignant.</p>	<p>Kloeters, S., Bertoux, M., O'Callaghan, C., Hodges, J. R., &amp; Hornberger, M. (2013). Money for nothing—Atrophy correlates of gambling decision making in behavioural variant frontotemporal dementia and Alzheimer's disease.<i>NeuroImage: clinical</i>, 2, 263-272.</p>	
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Purpose of the Contact: To provide support to caregivers of a loved one with Alzheimer's or another dementia.

Basic Client Description: J is very stressed out. Her eyes are bloodshot and she looks on the verge of tears while she is speaking. G is also very stressed out. For her it seems as though anger rather than sadness is at the forefront. E is positive and resolute. She is reporting on the changes occurring for her husband and their situation, but is not too emotional about it.

Pre-Engagement: We have all met the week before.

Interview/Session Assessment: Group went well. Members are supportive of each other and are willing to share with the group.

Impression of the Clients: J and G could both use some respite because they are very stressed out. I think that attending the group, as well as seeing her parents go through the disease, have prepared E for the progression of the disease in her husband. She's steeled herself to be able to calmly face what is to come.

Plans for Future Action: Continue to provide support to group members. Encourage J and G to take advantage of respite. Provide J with lists of home health care agencies – maybe having an additional aide for a couple hours would help relieve the stress on both her and her live-in aide

PROCESS RECORDINGS OUTLINE FOR SOCIAL WORK PRACTICE WITH  
**COMMUNITY AND ORGANIZATIONAL GROUPS**

A. Identifying Information

1. Name of the Group (Committee, Task Force, Board, etc.)
2. Overall purpose of the group (Committee, Task Force, Board, etc.)
3. Date of the meeting or activity being process recorded.
4. Types of persons present and absent at the meeting or activity.
5. Name of the person who called the meeting or activity.
  - a. Indicate this person's position.
  - b. Indicate the method of notification for the meeting or activity.
  - c. Indicate how much time was allowed between notification of the date of the meeting or activity.

B. Pre-Meeting or Pre-Activity Goals and Perceptions

1. Describe briefly the goads stated for the meeting or activity.
  - a. Attach an agenda, if there is one
  - b. Include a discussion of the task and process goals specified for the meeting or activity in your description.
2. Describe briefly your own goals expectations, as a student social worker, for this meeting or activity.
  - a. Include a brief statement of your own task and process goals in your description.

C. Meeting or Activity Process

1. Describe the role played by the chairman or leader
  - a. Indicate how he or she played this role(s).
  - b. Indicate the impact/influence of the chairman or leader on the actions of the others present, including you.
2. Summarize the overall interaction of those present
  - a. Indicate the interactional roles played by different group members.
  - b. Describe any cliques, leadership patterns, or other factors that develop during the interaction.
  - c. Describe the atmosphere of the meeting or activity.
3. Describe any decisions made or actions taken during the meeting or activity: how there were introduced and how the decisions were made.
4. Describe plans for the next meeting or activity of this group, e.g., future agenda items. Include a brief discussion of how the group decided on this plan(s).

D. Analysis of the Meeting or Activity

1. Analyze the actions, decision, conclusions or other interacts that occurred in the group and indicate why you think they occurred, include indication of evidence-informed practice.
  - a. Include a brief discussion of roles that members played that were significant to the interaction.
  - b. Include a consideration of the cliques, leadership patterns, or other significant variables that influenced the interaction in your analysis.

c. Consider the personal motivations of members in regard to the roles, cliques, patterns and other behavior that emerged in the meeting or during the activity and how these personal motivation might be influencing the interaction.

2. On the basis of your analysis, what is your current assessment of:

a. The commitment of the people involved in this committee, tasks force, board, etc. to the group's purpose;

b. The motivation of the community or agency people involved to achieve this purpose;

c. Evaluate the growth of leadership in the committee or activity, including the group's capacity to solve the problems or tasks facing it.

#### E. Analysis of the Student Social Workers' Practice

1. Identify and analyze your feeling during the meeting or activity.

a. Describe briefly, and analyze your feelings about specific people during the meeting or activity.

b. Describe briefly and analyze your feelings about the content of the meeting or activity, e.g., apprehension, elation, anger, fear, frustration, etc.

2. Analyze how your feeling influenced the actions and course of the meeting or activity, including your own action or non-action.

3. Were your goals for the meeting or activity attained? Explain how you attained them or why there were not attained.

a. What specific social work skills and/or techniques, learned in your practice course, did you use during the meeting or activity?

b. What specific social work skills and/or techniques, learned in your practice courses, do you think you could have used during the meeting or activity?

c. What were the strengths and weaknesses in your practice during the meeting or activity?

# SAMPLE MACRO PRACTICE PROCESS RECORDING

**Student's Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Date Submitted:** \_\_\_\_\_

**Date Reviewed:** \_\_\_\_\_

**Name of Meeting/Task/Event:**

The Task assigned was to audit progress notes for Foster Care cases.

**Purpose of the Meeting/Task/Event: Clearly state the goals and objectives**

The purpose of the task was to evaluate and audit foster care cases progress notes in order to identify whether case workers are imputing valid and appropriate information and to determine if appropriate assessment is being provided for the served person. The goal was also to identify areas that need improvement in regards to the information provided by case workers and in regards to the assessment being provided to clients. The objective was to provide feedback to the case workers on those particular areas by formulating a report after the audit is done to help them better their assessment. It was also part of the objective and goal for me to learn and experience what it is to do an audit for a program like Foster Care.

**Macro Intervention Plan: In relation to Meeting/Task/Event and the corresponding goals and objectives, identify and describe the macro intervention plan used and how it was implemented. What was the process? What steps did you take to help formulate the plan?**

The intervention plan was to audit progress notes for Foster Care cases provided by the case worker and evaluate the notes to ensure that the person being served is receiving appropriate assessments and/or services. The plan was to investigate that the measures being taken by case workers to achieve case goals are being taken and that the goal of the cases are being followed through. The process included reading the background information of the family being served to gain an understanding of who the family is and why they have been placed in foster care. It also included auditing the information provided in the progress notes and identifying areas of concerns in regards to the case worker's compliance to job responsibilities and assessments/services being provided to the families in the case. The steps that I took to formulate the plan was to first read case background, then read progress notes, then evaluate and audit progress notes by making note of areas of concern and by listing the strengths of the progress notes. These steps were followed by reviews of my notes with the Quality Assurance Specialist that works directly with the Foster Care department at the agency. The final step was to create a report based on the findings of the progress notes which will then be provided to the case worker.

**Identify Macro Skills: Identify and describe the use of macro-level skill(s) use during the process. Do not describe the plan. Highlight the macro skills used.**

The macro-level skill used during this process was quality assurance and corporate compliance in regards to the services being provided to clients, assessment being provided to clients and how compliant are the case worker's intervention, and plans with the goals of Foster Care.

**Micro Skills/Use of Self: Identify and describe the use of the micro-level skill(s) and how it was implemented. What foundation year practice skills did you use? How did you engage with community, group, organization, etc?**

One of the micro-level skills used during this contact was cultural competence and personal reflection. Cultural competence was implemented when I had some general assumptions regarding the population involved in Foster Care based on stereotypes. Personal reflection was implemented as I began reading progress notes and I began to identify my own personal biases and tried to put those aside by reflecting on those biases. I engaged with the organization and individuals at the agency by discussing my biases and assumptions with the Quality Assurance Specialist who directly monitors Foster Care cases for the agency. When discussing my biases, the social worker or Q.A.S, gave me feedback and put other factors into perspective which helped me put my biases aside.

**Gut-level Reactions: Describe how you were feeling as the meeting/activity/event was taking place. Describe how you feel the group/agency/community felt or reacted to the macro intervention plan and your use of self. Describe any areas of anxiety or vulnerability felt by you. Describe any factors that had an impact on your behavior.**

I was experiencing a lot of mixed feelings as I began the auditing of the report. At first I felt somewhat guilty about having pre-misconceptions and by letting the stereotypes take over me about the population involved in foster care. I began to feel ignorant about the case as I was reading the background information and felt frustrated and anxious. After the Q.A.S put other factors into perspective regarding the family involved in this case, I began to feel less ignorant and more receptive to the case. For the most part during the process I was feeling empathy towards the family and I began to put myself in each of the client's shoes. A lot of times I found myself feeling overwhelmed by their story and knowing that some of the things I was reading were actually true. I think that the Quality Assurance Specialist was very understanding about my pre-judgments and misconceptions because she knows that I am still learning and it is a process to be aware of our own biases and feelings. In regards to the audit and my notes I think she appreciates my effort and tries to help me do better every time. In regards to the use of self she is very understanding and accepting of my personal style and gives me feedback on the things I put my effort into and the things I should be more aware of.

**Evaluation-Do you believe the objectives was accomplished? Why or why not. Is there anything that you would do differently to improve the outcome?**

I believe the objectives was accomplished because as far as me experiencing something new and learning the process involved in auditing a progress note and learning about compliance issues in Foster Care, I did learn a lot and I definitely feel this will help me in the future. As far as the evaluation and auditing the case worker's notes on the case and me providing the feedback, I believe I did my best and used all the tools and suggestions provided by the Quality Assurance Specialist who defiantly helped me to eventually accomplish that goal. For the future I think I would like to work on my personal biases and trying to keep my own feelings away from the process because that can really affect my judgment and the way I see clients.

**Self-Analysis and Evidence-based readings-Identify any areas of improvement needed at the macro and micro levels. Where could you use more direct and instruction or critical feedback? Include citations for evidence based readings which will support you interventions and/ or analysis.**

What I would like to improve at the macro-level would be the way I perceive things around the kinds of jobs that I do at the agency and how receptive I am towards information I am provided with. At the micro-level I would like to work on myself and reflecting on my own feelings and reactions towards the clients being served. I can use more critical feedback on how to analyze progress notes and feedback on what are the factors I am looking to point out from the notes. I would also use more critical feedback on how can I make sure that I am assessing our main client which is the agency and protecting our policies and procedures.

<https://www.childwelfare.gov/pubs/factsheets/foster.cfm>

Courtney, M., Flynn, R. J., & Beaupré, J. (2013). Overview of out of home care in the USA and Canada. *Psychosocial Intervention / Intervencion Psicosocial*, 22(3)

Brown, J. D., George, N., Sintzel, J., & St. Arnault, D. (2009). Benefits of cultural matching in foster care. *Children & Youth Services Review*, 31(9)

Coakley, T. M., & Buehler, C. (2008). Toward a Theory of Cultural Competence in Transcultural Parenting: The Role of Cultural Receptivity. *Journal Of Public Child Welfare*, 2(4)

#### **Field Instructor Comments**

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## 2021 Revised NASW Code of Ethics

The NASW Code of Ethics offers a set of values, principles and standards to guide decision-making and everyday professional conduct of social workers. It is relevant to all social workers and social work students regardless of their specific functions or settings.

Approved by the 1996 NASW Delegate Assembly and revised by the 2020 NASW Delegate Assembly

The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. This Code includes four sections:

- The first Section, "Preamble," summarizes the social work profession's mission and core values.
- The second section, "Purpose of the NASW Code of Ethics," provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice.
- The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values, that inform social work practice.
- The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

### **PREAMBLE**

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

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

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

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

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

## PURPOSE OF THE NASW CODE OF ETHICS

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

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

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws,



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

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

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

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

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

## ETHICAL PRINCIPLES

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

**Value:** *Service*

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

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

**Value:** *Social Justice*

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

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

**Value:** *Dignity and Worth of the Person*

**Ethical Principle:** *Social workers respect the inherent dignity and worth of the person.*

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

**Value:** *Importance of Human Relationships*

**Ethical Principle:** *Social workers recognize the central importance of human relationships.*

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

**Value:** *Integrity*

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

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers should take measures to care for themselves

professionally and personally. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

**Value:** *Competence*

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

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

## **ETHICAL STANDARDS**

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

### **1. Social Workers' Ethical Responsibilities to Clients**

#### **1.01 Commitment to Clients**

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

#### **1.02 Self-Determination**

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

#### **1.03 Informed Consent**

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.

(f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.

(g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and the clients' ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.

(h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.

(i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or other people from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

#### **1.04 Competence**

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

(d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

(e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

### **1.05 Cultural Competence**

(a) Social workers should demonstrate understanding of culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should demonstrate knowledge that guides practice with clients of various cultures and be able to demonstrate skills in the provision of culturally informed services that empower marginalized individuals and groups. Social workers must take action against oppression, racism, discrimination, and inequities, and acknowledge personal privilege.

(c) Social workers should demonstrate awareness and cultural humility by engaging in critical self-reflection (understanding their own bias and engaging in self-correction); recognizing clients as experts of their own culture; committing to life-long learning; and holding institutions accountable for advancing cultural humility.

(d) Social workers should obtain education about and demonstrate understanding of the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

(e) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients' use of and access to electronic technology and seek to prevent such potential barriers. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

### **1.06 Conflicts of Interest**

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(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. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to

testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.

(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

### **1.07 Privacy and Confidentiality**

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or others. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- (k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- (l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- (m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages -
- (n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.
- (o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.
- (p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.
- (q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.
- (r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.
- (s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.
- (t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(u) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(v) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(w) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

#### **1.08 Access to Records**

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

(b) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.

(c) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

#### **1.09 Sexual Relationships**

(a) Social workers should under no circumstances engage in sexual activities, inappropriate sexual communications through the use of technology or in person, or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.



### **1.10 Physical Contact**

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). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

### **1.11 Sexual Harassment**

Social workers should not sexually harass clients. Sexual harassment includes sexual advances; sexual solicitation; requests for sexual favors; and other verbal, written, electronic, or physical contact of a sexual nature.

### **1.12 Derogatory Language**

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

### **1.13 Payment for Services**

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

### **1.14 Clients Who Lack Decision-Making Capacity**

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

### **1.15 Interruption of Services**

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, disruptions in electronic communication, relocation, illness, mental or physical ability, or death.

### **1.16 Referral for Services**

- (a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that other services are required.
- (b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.
- (c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

### **1.17 Termination of Services**

- (a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.
- (b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.
- (c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.
- (d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
- (e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.
- (f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

## **2. Social Workers' Ethical Responsibilities to Colleagues**

### **2.01 Respect**

- (a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
- (b) Social workers should avoid unwarranted negative criticism of colleagues in verbal, written, and electronic communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

## **2.02 Confidentiality**

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

## **2.03 Interdisciplinary Collaboration**

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

## **2.04 Disputes Involving Colleagues**

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

## **2.05 Consultation**

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

## **2.06 Sexual Relationships**

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical contact) with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

## **2.07 Sexual Harassment**

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances; sexual solicitation; requests for sexual favors; and other verbal, written, electronic, or physical contact of a sexual nature.

## **2.08 Impairment of Colleagues**

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

## **2.09 Incompetence of Colleagues**

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

## **2.10 Unethical Conduct of Colleagues**

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues, including unethical conduct using technology.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, the NASW National Ethics Committee, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

## **3. Social Workers' Ethical Responsibilities in Practice Settings**

### **3.01 Supervision and Consultation**

- (a) Social workers who provide supervision or consultation (whether in-person or remotely) should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
- (b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee, including dual relationships that may arise while using social networking sites or other electronic media.
- (d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

### **3.02 Education and Training**

- (a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
- (b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.
- (c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
- (d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

### **3.03 Performance Evaluation**

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

### **3.04 Client Records**

- (a) Social workers should take reasonable steps to ensure that documentation in electronic and paper records is accurate and reflects the services provided.
- (b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.
- (c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
- (d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by relevant laws, agency policies, and contracts.

### **3.05 Billing**

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

### **3.06 Client Transfer**

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

### **3.07 Administration**

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

### **3.08 Continuing Education and Staff Development**

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

### **3.09 Commitments to Employers**

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

### **3.10 Labor-Management Disputes**

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

## **4. Social Workers' Ethical Responsibilities as Professionals**

### **4.01 Competence**

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

### **4.02 Discrimination**

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

### **4.03 Private Conduct**

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

#### **4.04 Dishonesty, Fraud, and Deception**

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

#### **4.05 Impairment**

(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 to jeopardize the best interests of people 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.

#### **4.06 Misrepresentation**

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

#### **4.07 Solicitations**

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

#### **4.08 Acknowledging Credit**

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

### **5. Social Workers' Ethical Responsibilities to the Social Work Profession**

#### **5.01 Integrity of the Profession**

(a) Social workers should work toward the maintenance and promotion of high standards of practice.



(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

## **5.02 Evaluation and Research**

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.

(g) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(h) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

- (i) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (k) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (l) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (m) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (n) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (o) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (p) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (q) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

## **6. Social Workers' Ethical Responsibilities to the Broader Society**

### **6.01 Social Welfare**

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

### **6.02 Public Participation**

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

### **6.03 Public Emergencies**

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

### **6.04 Social and Political Action**

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

## **International Federation of Social Workers Statement of Global Social Work Ethical Principles**

This Statement of Ethical Principles (hereafter referred to as the Statement) serves as an overarching framework for social workers to work towards the highest possible standards of professional integrity.

Implicit in our acceptance of this Statement as social work practitioners, educators, students, and researchers is our commitment to uphold the core values and principles of the social work profession as set out in this Statement.

An array of values and ethical principles inform us as social workers; this reality was recognized in 2014 by the International Federation of Social Workers and The International Association of Schools of Social Work in the global definition of social work, which is layered and encourages regional and national amplifications. All IFSW policies including the definition of social work stem from these ethical principles.

*Social work is a practice-based profession and an academic discipline that facilitates social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing.*

<http://ifsw.org/get-involved/global-definition-of-social-work/>

## **Principles:**

### **1. Recognition of the Inherent Dignity of Humanity**

Social workers recognize and respect the inherent dignity and worth of all human beings in attitude, word, and deed. We respect all persons, but we challenge beliefs and actions of those persons who devalue or stigmatize themselves or other persons.

### **2. Promoting Human Rights**

Social workers embrace and promote the fundamental and inalienable rights of all human beings. Social work is based on respect for the inherent worth, dignity of all people and the individual and social /civil rights that follow from this. Social workers often work with people to find an appropriate balance between competing human rights.

### **3. Promoting Social Justice**

Social workers have a responsibility to engage people in achieving social justice, in relation to society generally, and in relation to the people with whom they work. This means:

#### **3.1 Challenging Discrimination and Institutional Oppression**

Social workers promote social justice in relation to society generally and to the people with whom they work.

Social workers challenge discrimination, which includes but is not limited to age, capacity, civil status, class, culture, ethnicity, gender, gender identity, language, nationality (or lack thereof), opinions, other physical characteristics, physical or mental abilities, political beliefs, poverty, race, relationship status, religion, sex, sexual orientation, socioeconomic status, spiritual beliefs, or family structure.

#### **3.2 Respect for Diversity**

Social workers work toward strengthening inclusive communities that respect the ethnic and cultural diversity of societies, taking account of individual, family, group, and community differences.

#### **3.3 Access to Equitable Resources**

Social workers advocate and work toward access and the equitable distribution of resources and wealth.

#### **3.4 Challenging Unjust Policies and Practices**

Social workers work to bring to the attention of their employers, policymakers, politicians, and the public situations in which policies and resources are inadequate or in which policies and practices are oppressive, unfair, or harmful. In doing so, social workers must not be penalized.

Social workers must be aware of situations that might threaten their own safety and security, and they must make judicious choices in such circumstances. Social workers are not compelled to act when it would put themselves at risk.

#### **3.5 Building Solidarity**

Social workers actively work in communities and with their colleagues, within and outside of the profession, to build networks of solidarity to work toward transformational change and inclusive and responsible societies.

### **4. Promoting the Right to Self-Determination**

Social workers respect and promote people's rights to make their own choices and decisions, provided this does not threaten the rights and legitimate interests of others.

### **5. Promoting the Right to Participation**

Social workers work toward building the self-esteem and capabilities of people, promoting their full involvement and participation in all aspects of decisions and actions that affect their lives.

## **6. Respect for Confidentiality and Privacy**

6.1 Social workers respect and work in accordance with people's rights to confidentiality and privacy unless there is risk of harm to the self or to others or other statutory restrictions.

6.2 Social workers inform the people with whom they engage about such limits to confidentiality and privacy.

## **7. Treating People as Whole Persons**

Social workers recognize the biological, psychological, social, and spiritual dimensions of people's lives and understand and treat all people as whole persons. Such recognition is used to formulate holistic assessments and interventions with the full participation of people, organizations, and communities with whom social workers engage.

## **8. Ethical Use of Technology and Social Media**

8.1 The ethical principles in this Statement apply to all contexts of social work practice, education, and research, whether it involves direct face-to-face contact or through use of digital technology and social media.

8.2 Social workers must recognize that the use of digital technology and social media may pose threats to the practice of many ethical standards including but not limited to privacy and confidentiality, conflicts of interest, competence, and documentation and must obtain the necessary knowledge and skills to guard against unethical practice when using technology.

## **9. Professional Integrity**

9.1 It is the responsibility of national associations and organizations to develop and regularly update their own codes of ethics or ethical guidelines, to be consistent with this Statement, considering local situations. It is also the responsibility of national organizations to inform social workers and schools of social work about this Statement of Ethical Principles and their own ethical guidelines. Social workers should act in accordance with the current ethical code or guidelines in their country.

9.2 Social workers must hold the required qualifications and develop and maintain the required skills and competencies to do their job.

9.3 Social workers support peace and nonviolence. Social workers may work alongside military personnel for humanitarian purposes and work toward peacebuilding and reconstruction. Social workers operating within a military or peacekeeping context must always support the dignity and agency of people as their primary focus. Social workers must not allow their knowledge and skills to be used for inhumane purposes, such as torture, military surveillance, terrorism, or conversion therapy, and they should not use weapons in their professional or personal capacities against people.

9.4 Social workers must act with integrity. This includes not abusing their positions of power and relationships of trust with people that they engage with; they recognize the boundaries between personal and professional life and do not abuse their positions for personal material benefit or gain.

9.5 Social workers recognize that the giving and receiving of small gifts is a part of the social work and cultural experience in some cultures and countries. In such situations, this should be referenced in the country's code of ethics.

9.6 Social workers have a duty to take the necessary steps to care for themselves professionally and personally in the workplace, in their private lives and in society.

9.7 Social workers acknowledge that they are accountable for their actions to the people they work with; their colleagues; their employers; their professional associations; and local, national, and international laws and conventions and that these accountabilities may conflict, which must be negotiated to minimize harm to all persons. Decisions should always be informed by empirical evidence; practice wisdom; and ethical, legal, and cultural considerations. Social workers must be prepared to be transparent about the reasons for their decisions.

9.8 Social workers and their employing bodies work to create conditions in their workplace environments and in their countries, where the principles of this Statement and those of their own national codes are discussed, evaluated, and upheld. Social workers and their employing bodies foster and engage in debate to facilitate ethically informed decisions.

The Global Statement of Ethical Principles was approved at the General Meetings of the International Federation of Social Workers and the General Assembly of the International Association of Schools of Social Work (IASSW) in Dublin, Ireland, in July 2018. IASSW additionally endorsed a longer version which can be viewed here:

[Global-Social-Work-Statement-of-Ethical-Principles-IASSW-27-April-2018-1](#)

AND

<http://ifsw.org/policies/statement-of-ethical-principles/>