Salve Regina University
SOCIAL WORK DEPARTMENT
BACCALAUREATE PROGRAM

DEPARTMENT HANDBOOK
VOLUME III

ACCREDITATION STATUS

The social work program is accredited by the Council on Social Work Education. Initial accreditation status was achieved in 1984 and reaffirmed in 1988, 1996, 2004 , 2012 and 2020.

<u>NONDISCRIMINATION POLICY</u>

The Social Work Department does not discriminate on the basis of race, color, gender, age, creed, ethnic or national origin, disability, veteran status or political or sexual orientation or identity in the administration of its admission or retention policies or in the educational opportunities it provides.

SALVE REGINA UNIVERSITY

SOCIAL WORK DEPARTMENT HANDBOOK

2022- 2023

PREFACE

This handbook is intended to introduce students to the Department of Social Work and the policies and procedures governing admission, retention, and advising within the program. As such, the handbook is a resource useful to students throughout their educational process. Information on student organizations, a suggested curriculum plan, and an application form are included. This Department Handbook serves as a supplement to the University Catalog, Student Handbook and other printed University materials. Should you have questions that extend beyond the scope of the information included in this guide, please feel free to contact the Department Chairperson at the address below.

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Greetings,

Welcome to the social work department and congratulations on your choice to study social work! You have chosen a profession of hope and one that strives to make the world a more just place for all people. The four-year program of study will prepare you for entry-level generalist practice with individuals, families, organizations, and communities. Through a combination of course work, field experiences and co-curricular activities you will develop the skills, knowledge and values needed for entry-level practice. Our department has a special commitment to and focus on marginalized populations such as women and children and embrace the five critical concerns of the Sisters of Mercy (racism, violence, women, immigration and the environment). As you can imagine, we learned a lot throughout the pandemic and have doubled our efforts to ensure that those further marginalized by Covid receive our attention through policy and practice efforts.

The faculty encourage you to make the most your education by participating in the myriad opportunities that the social work department offers. Some of these include an active social work club, a spring day of service to the community coinciding with earth day and departmental book discussions. We are committed to developing student leaders and will invite you to participate in programing and initiatives where you can cultivate the skills necessary for that role. Additionally, you are encouraged to explore the many domestic and international study and service immersion programs. The Social Work Department works closely with other departments, and we hope that you will consider options to complement your social work major.

The Department Handbook will provide you with an overview of the program, the processes and policies that will support your education and the forms that you will need as you proceed through the program. The department faculty are here to support and advise you. After you have reviewed the handbook, please let me know if you have questions or comments.

We look forward to your energy and enthusiasm,

Dr. Mary Montminy-Danna

Chair, Social Work Department

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Section I

THE SOCIAL WORK PROFESSION
AN OVERVIEW

THE NATURE OF GENERALIST SOCIAL WORK PRACTICE

Social Work is a professional activity aimed at promoting constructive change and assisting individuals and society to meet their social needs and accomplish their goals and aspirations. As a profession it is unique as it deals with the whole person in relationship to all social systems. Generalist social work practitioners, according to the Baccalaureate Program Directors' Association," …

> …work with individuals, families, groups, communities, and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem-solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of client and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.

> Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well-being of individuals, families, groups, communities and organizations and furthering the goals of social justice.

Discussed and advanced by the BPD *Social Work Continuum Committee* and approved by the *Board of Directors*, 2006

Social Work education differs from academic disciplines such as sociology or psychology by its emphasis on the practical application of knowledge to professional practice and its intensive internship programs (the signature pedagogy of social work education), which provide students with on-the-job training in the profession. It differs primarily because its focus is on the person-in-environment and the problem-solving approach. It is especially appropriate that a professional degree program such as social work should be offered by Salve Regina University, an institution of higher learning whose mission statement emphasizes the "promotion of universal justice, by encouraging students "to work for a world that is harmonious, just, and merciful."

The field of social work is a diverse one, offering opportunities for employment in a multitude of settings with a variety of populations. Social workers trained at Salve Regina are working in:

- ♦ Alcohol/Drug Treatment Facilities
- ♦ Hospitals
- ♦ Mental Health Centers
- ♦ Child Care Agencies
- ♦ Crisis Intervention Programs
- ♦ Nursing and Rehabilitation Settings
- ♦ Probation Departments / Juvenile Justice
- ♦ Child Welfare
- ♦ Family Preservation Programs
- ♦ Schools
- ♦ Group Homes
- ♦ Hospice Care
- ♦ Youth Diversion Programs
- ♦ Foster Care & Adoption
- ♦ Research
- ♦ Macro / policy
- ♦ Developmental disabilities
- ♦ Assisted Living Facilities

The baccalaureate degree in social work is regarded by the Council on Social Work Education and the National Association of Social Workers as the first professional degree in social work.

VALUES AND ETHICS OF THE PROFESSION

The social work profession has a long history of commitment to social justice, individual dignity, and the enhancement of human well-being. Professional social workers are concerned with problems associated with such issues as poverty, mental health, joblessness, homelessness, gender identity, abuse, and neglect.

The generalist practitioner works to alleviate problems with individuals and groups (e.g., families, organizations, and communities) and does so within the context of the Code of Ethics established by the National Association of Social Workers (NASW). The Code of Ethics (accessible at: https://www.socialworkers.org/LinkClick.aspx?fileticket=ms_ArtLqzeI%3d&portalid=0) addresses the social worker's conduct and comportment as well as the worker's ethical responsibilities to clients, to colleagues, to employers, to the profession and to society. A commitment to the program implies a commitment to the values and ethics of the profession.

Social work education provides the student with a structured process in which to develop an understanding of personal and professional values. The identification, clarification and refinement of values are parts of this development process. The advising process complements the formal classroom instruction in providing a vehicle for students to explore personal values and to develop an appreciation for the values of the profession.

SOCIAL WORK - Facts About the Profession

- Social workers have the right education, experience, and dedication to help people help themselves whenever and wherever they need it. It takes a bachelor's, master's, or doctoral social work degree — with a minimum number of hours in supervised fieldwork — to become a social worker.
- Social workers help people in all stages of life, from infants to the elderly, and from all situations from adoption to hospice care.
- You can find social workers in hospitals, police departments, mental health clinics, military facilities, community development corporations and numerous public and private organizations.
- Professional social workers are the nation's largest providers of mental health services. According to government sources, more than 60 percent of mental health treatment is delivered by social workers.
- More than 713,000 people in the United States hold social work degrees and is expected to grow by 12% by 2030.
- The Veteran's Administration employs more than 13,000 professional social workers to assist veterans and their families with individual and family counseling, patient education, end of life planning, substance abuse treatment, crisis intervention, and other services.
- Forty percent of mental health professionals working with the Red Cross Disaster Services Human Resources system are social workers.
- There are many social workers in national, state, and local elected office, including two U.S. Senators and three U.S. Representatives.
- According to the Bureau of Labor Statistics, the need for social workers is expected to grow much greater than the average of any other occupations by 17% between 2016 and 2026, especially in gerontology, home healthcare, substance abuse, private social service agencies, and school social work.

Source: National Association of Social Workers, **July, 2022**
URL: https://www.socialworkers.org/News/Facts/Facts-About-NASW

Section II

THE SOCIAL WORK DEPARTMENT

MISSION, GOALS AND OBJECTIVES

The mission of the Sisters of Mercy, sponsors of Salve Regina University, includes a direct call to "magnify mercy and justice while promoting systemic change". The University responds to that call by "encouraging students to work for a world that is harmonious, just, and merciful". This focus of education on service and social justice is the context in which the Social Work Department defines its mission.

In keeping with the teachings of the Catholic Church and the mission of the University, the Social Work Department promotes economic and social justice through the inculcation of values, the expansion of knowledge, and the development of professional skills. In response to the call of the Sisters of Mercy, the Social Work Department strives to work toward the alleviation of oppression, especially that which impacts poor women and poor children. It does so by preparing students both personally and professionally for entry-level generalist practice with individuals, families, groups, organizations, and communities while providing them with a solid foundation for graduate study.

The Department Faculty fulfills this mission by providing an integrated course of study consistent with the purposes, values, and ethics of the social work profession. While the primary focus of the Department is the preparation of its majors, the goals of the Department include a clear commitment of service that fosters the purposes, values, and ethics of the social work profession throughout the larger University and civic communities of which it is a part. The stated goals of the Department are as follows:

Goals of the Social Work Department

1. To develop and maintain a curriculum that responds to the needs of students and reflects the dynamic nature of the social work profession.

   Objectives:
   a. ensuring that each graduate with a major in Social Work demonstrates competency in each of the nine Core Competencies (CSWE – EPAS Standards, 2015) and their associated 31 Practice Behaviors and the Department Competency and four Practice Behaviors;
   b. challenging students to reach a level of understanding that demands not only mastery of individual competencies, but the ability to synthesize information gleaned from various sources as they work toward the development of an integrated knowledge base through ongoing assessment;
   c. providing Social Work majors a comprehensive generalist curriculum, emphasizing the need for on-going self-assessment and the integration of Social Work knowledge, skills and values for problem solving in a systems framework from an empowerment based perspective.

2. To provide opportunities for all students in the University to learn more about the values and knowledge base of the social work profession and its commitment to alleviate oppression in all of its forms.

   Objectives:
   a. offering courses, workshops and activities that are open to all students at the University and through which students can learn more about the values and knowledge base of the social work profession, especially its respect for the contributions made through diversity in a pluralistic society;
   b. serving as resource persons and agents of change on campus by promoting activities to educate around issues of oppression;

3. To establish and to strengthen a mutual and visible relationship between the Social Work Department and the civic community, especially social service agencies.

Objectives:
  a. working with agencies and individuals in the civic community to share resources of talent, time and energy toward the fulfillment of shared goals;
  b. developing and sustaining working relationships with external colleagues that are enriching to both students and clients;
  c. participating as professional social workers in various local, state and national conferences, workshops and initiatives, while encouraging students to do likewise.

Goals for Learning and Associated Practice Behaviors

The Council on Social Work Education has set forth in their Educational Policy and Accreditation Standards (2015) a set of 9 competencies and 31 related practice behaviors which must be achieved by graduates of BSW accredited programs. The Department of Social Work has adopted those competencies and added four additional practice behaviors under an additional competency (#10 On-Going Professional Challenges). The full set of 10 competencies and 35 related practice behaviors form the specific learning goals (outcomes) for the program. They are as follows:

Competency 1: Demonstrate Ethical and Professional Behavior

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- demonstrate professional behavior; appearance; and oral, written, and electronic communication
- manage personal and professional value conflicts and affective reactions
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior..

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

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

Competency 3: Engage Anti-racism, Diversity, Equity, and Inclusion in Practice

- demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- 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.

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

- apply research findings to inform and improve practice, policy, and programs; and;
- 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.

Competency 5: Engage in Policy Practice

- use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

- apply knowledge of human behavior and the social environment, person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to engage culturally responsive practice with clients and constituencies.

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

- apply knowledge of human behavior and person-in-environment and other culturally responsive interprofessional theoretical frameworks when assessing clients and constituencies; and
- demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing mutually agreed-om goals

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

- engage with clients and constituencies to critically choose and implement culturally responsive, evidenced-informed interventions to achieve mutually agreed-on plans and increase the capacities of clients and constituencies; and
- incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies.

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

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

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

Competency 10: Prepare for On-going Professional Challenges

- demonstrate an understanding of boundaries that determine professional roles and agency function;

- engage in career-long learning;

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; and

- respond to contexts that shape practice by attending to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

FACULTY OF THE SOCIAL WORK DEPARTMENT

The Social Work Department faculty, both full-time and adjunct, are trained and experienced social workers, with advanced academic degrees in social work. They hold their degrees in social work from various universities. All share a strong commitment to teaching, but bring to the program diverse backgrounds, interests and experiences. In addition to their degrees in Social Work, the faculty are actively involved in several community-based programs and initiatives. This involvement helps the faculty to maintain a network of contacts with social service agencies and other professionals, which directly benefits students.

In addition to these faculty, the social work program has the advantage of the service of a variety of instructors who directly supervise students in field practice settings. These field instructors include talented social workers and individuals from a variety of other disciplines. The field instructors work closely with the faculty, spending many hours each week assisting students both in supervision and in modeling professional roles. This contact with professional persons in the field is an important aspect of social work education.

SOCIAL WORK DEPARTMENT ADVISORY COUNCIL

The purpose of the Social Work Department Advisory Council is to promote an on-going partnership between the department and the practice community. The twelve member Council is composed of alumni, professional social workers, field instructors and the department chair. The Council meets two times each year and serves a variety of functions including:
1). providing the Department with input to strengthen curricula development;
2). participating in long range planning, program development, and evaluation;
3). assisting the Department in ensuring that the program meets the ever changing needs of the social work profession and human service agencies; and
4). encouraging, supporting and assisting in joint research endeavors and scholarship.

THE SOCIAL WORK CURRICULUM

The social work curriculum is built on a strong foundation in the liberal arts. The liberal arts foundation for social work majors at Salve Regina University is gained through the completion of the core curriculum requirements of the University and the foundation courses required of all social work majors. A minimum of 120 credits is required for the baccalaureate degree at the University. The credits needed for a degree are divided into three categories: 1) core curriculum requirements; 2) requirements for the major and 3) elective credits. The University has designated approximately 40% of the course work that leads to a degree as core curriculum requirements. Course work in literature, religious studies, philosophy, modern languages, mathematics, natural sciences, social sciences, and visual and performing arts constitute the framework for the core curriculum requirements.

Beyond meeting the core curriculum requirements, majors in Social Work must complete specific foundation courses in biology and political science (see Undergraduate Catalog). These courses were chosen because they provide essential content foundational for social work courses. For example, SWK 190 Social Welfare Policy builds on the knowledge of national, state and local governments gained in POL 115. SWK 215 & SWK 216 Human Behavior and Diversity I and II build on the concepts learned in BIO110 Human Biology, a course designed for non-science majors addressing the interrelationships and variations in physiological processes such as health, disease, and sexuality. As a collective body these courses support the person/environment interactional focus of the social work program. The foundation courses

may be applied toward fulfilling the core curriculum requirements.

The required social work courses consist of four sequences (policy, human behavior and diversity, research and practice) that build upon the required introductory course (SWK120/120s). The policy, human behavior and diversity and research sequences consist of two required courses each. The practice sequence consists of eight courses. The capstone course is the integrative seminar. One three-credit social work elective is also required. Three one-credit workshops (SWK 087 Violence in the Workplace and two others) are designed to address issues concerning diversity, oppression, social justice and/or special populations and also must be completed by all majors.

Students should consult the current Undergraduate Catalog or online materials at *www.Salve.edu* for course descriptions and the required course prerequisites. Course syllabi are available for review in the Social Work Department.

Four Year Plan of Study – Social Work
(Bachelor of Science)

The courses specified below include 57 credits of SWK classroom instruction and credits in foundation courses for the major. Foundation courses may also be used to satisfy core curriculum requirements. No minor is required.

FIRST SEMESTER	*CREDIT*	*SECOND SEMESTER*	*CREDIT*

FIRST YEAR

SWK 120 * Social Problems: Analysis by Race, Class & Gender	(3)	BIO 110* Human Biology	(3)
SWK 120S Soc Prob.: Service Learning	(1)	SWK 190 A History of American Social Welfare Policy	(3)
POL 115 American Political System	(3)		

SECOND YEAR

SWK 215 Human Behavior & Diversity I	(3)	SWK 216 Human Behavior & Diversity II	(3)
		SWK Workshop	(1)

THIRD YEAR

SWK 320 Methods of Practice I	(3)	SWK 330 Methods of Practice II	(3)
SWK 360 Generalist Practice Sem. I.	(3)	SWK 370 Generalist Practice Sem. II	(3)
SWK 361 Gen Practice Field Internship I	(1.5)	SWK 371 Gen Practice Field Internship II	(1.5)
SWK 087 Violence in the Workplace	(1)	SWK Workshop	(1)

FOURTH YEAR

SWK 403 Research Methods I	(3)	SWK 404 Research Methods II	(3)
SWK 410 International Social Work	(3)	SWK 451 Senior Field Seminar II	(3)
SWK 421 Senior Field Seminar I	(3)	SWK 452 Senior Field Internship II	(3)
SWK 422 Senior Field Internship I	(3)	SWK 470 Integrated Seminar	(3)

* These courses are applied towards the Core requirements of the University for a SWK Major.

Minimum number of credits necessary to graduate is 120.

SWK 190 may be taken sophomore or junior year, second semester only.
SWK 120 and SWK 120S should be taken before junior year or in the first semester of junior year concurrently with SWK 215, 320, 360 and 361.
One Social Work elective (3 cr.) *AND* three (1 cr.) SWK Workshops (SWK 087 and two others) must be completed with SWK 087 being completed together with SWK 360 and SWK 361.

THE ADVISING PROCESS

The advising process is an essential component of social work education as it extends far beyond course selection and registration to the professional development of an entry-level generalist practitioner. Therefore, the number of points of contact between the academic advisor and the student vary according to circumstances. There is at least one meeting each semester with additional meetings held at the request of either the advisor or the advisee.

Students wishing to meet with their advisor should call or email the faculty member to arrange an appointment. While each faculty member in the department post five office hours per week, arrangements may be made to meet the faculty member at other times. It is the responsibility of the student to request special arrangements (e.g., time, place, day). If a voice mail or email message is left, please be certain to leave your full name, a phone number where you can be reached and the requested date and time for the appointment.   Students can also call the Social Work Office Coordinator for an appointment with a professor.

The academic advisor may request additional meetings based on student performance in courses within and outside the department. For example, if a student receives a fifth week warning in a course, the advisor may determine that it is necessary to convene a meeting. Conferences may also be convened with students to discuss attitudes and behaviors perceived to be contrary to the values and ethics of the social work profession and/or the University (see Guidelines and Procedures for Student Retention and Termination Based on Nonacademic Performance).

The advising process provides opportunities to share information regarding conferences/workshops, employment prospects, community-based events, and a myriad of other programs both on and off campus. While it is the student's responsibility to seek occasions for personal enrichment, the advisor can serve as a resource person to the student in this process.

Students are assigned a member of the department faculty to serve as an academic advisor. Those students who are accepted into the department and have, at the time of their acceptance, an academic advisor who is a member of the department faculty may request the same advisor or a new advisor. Decisions to change an advisor will be evaluated on a case-by-case basis by the department chairperson. Faculty workloads will be one of the determining factors in the decision.

Role of the Academic Advisor

Academic advisors work to help students in the development of their identities as professional social workers. They do so by establishing a structured process and an educationally focused relationship with students. Advisors, conscious of role and function, do not do personal counseling with students. Students in need of personal counseling are referred to the appropriate persons on or off campus.

The academic advisor collaborates, as the need arises, with other members of the department regarding a student's progress in course work or in the field. When necessary, the advisor may also confer with faculty outside the department. On occasion, the faculty advisor may convene a meeting with the student and faculty in the department to identify areas of strength and areas in which the student might need to improve.

While the instructor of the course is the best person to contact if the student is experiencing difficulty with course material and/or assignments, the academic advisor can also be a useful resource in identifying strategies and personnel to help the student meet their educational goals. For example, students who are having difficulty with written assignments may be referred to the Academic Center for Excellence (ACE). Students are expected to help define educational and professional goals and ways of achieving them. As such, students play a vital role in the advising process.

DEPARTMENT POLICIES AND PROCEDURES

ADMISSION AND RETENTION REQUIREMENTS

1. Admission to the University

2. Requirements for Admission to the Social Work Department

   Step 1:   The student achieves a C or better in SWK120/120s-Social Problems: Analysis by Race, Class & Gender

   Step 2:   The student requests an application to the Department from faculty services. At that time, the student is given the link to the Department Handbook and is asked to review it before completing an application form.

   Step 3:   The student completes the department admissions application form and submits it, along with an unofficial transcript, to the Department Chairperson and requests an interview with the Chairperson.

   Step 4:   The Department Chairperson interviews the applicant, reviews the completed application and, if the student is accepted, the Chair assigns a department faculty member to serve as the student's Academic Advisor and notifies the candidate in writing of his/her acceptance to the Department. If the student is not accepted to the Department, the applicant is so notified by the Chair and referred to Academic Advising for support in choosing an appropriate major.

   Step 5:   Accepted students complete the process by completing, with the Department Chair, a Major/Minor Declaration Form available from the Registrar's Office or online.

3. Requirements for Retention in the Department

   Student progress will be monitored to ensure successful completion of both course work (maintenance of an overall C average and C or better in Social Work courses) and field work (demonstration of professional knowledge, values, cognitive processes, behaviors, and skills). The Department has adopted the following Guidelines and Procedures for Student Retention and Termination Based on Academic and Non-academic Performance.

   The faculty of the Social Work Program reserves the right to dismiss from the department students who give evidence, academically or behaviorally

(as defined by the University Student Handbook and the National Association of Social Workers (NASW) Code of Ethics) of an inability to carry out professional responsibilities at the baccalaureate level.

Policies and Procedures for Evaluating Academic Performance

a. Students are required to maintain an overall grade point average of 2.0 (C)
b. In addition, students are expected to earn a grade of C or better in each Social Work course. However, after an interview and an assessment with the department chair, a student could be allowed to continue in the program with a grade lower than a C.
c. If a student earns less than a C in the first semester of courses in a two-semester sequence (Human Behavior I and II, Methods of Practice I and II and Research I and II), the average of the courses is taken into account. If the average is a C or better, the student is able to continue with the normal course sequencing.
d. Students who earn a grade of D in a social work course (not sequenced) must repeat the course for an improved grade when the course is next offered.
e. Since field is the signature pedagogy of the profession, a student who fails Generalist Practice I or II, or Senior Field Internship I or II, will be asked to repeat the semester of field or in cases where the student has been asked to leave the field agency for breaching the learning agreement, dismissed from the department.

Dismissal from the department and other consequences of these policies may be appealed. Students should follow the appeals process as outlined in the University Student Handbook.

Policies and Procedures for Evaluating Professional Performance

Advising conferences may be convened with students to discuss attitudes and behaviors perceived to be contrary to the values and ethics of the social work profession and/or the University. The following are the criteria used to evaluate professional performance:

♦ behavior or conduct that is in conflict with professional standards;
♦ failure to meet minimum expectations of professional conduct while in the classroom or in field placement, as set forth by faculty and/or field instructors;
♦ inability to communicate effectively and respectfully with peers, faculty, field instructors, colleagues and/or clients;
♦ lack of progress in meeting stated objectives for professional development (e.g., in the professional use of self as delineated in practice and field course syllabi);
♦ inability to set and maintain boundaries necessary to support the

helping process in the field:
♦ demonstrated lack of respect for peers, faculty, field instructors, colleagues, clients, and/or the values and ethics of the profession.

If a faculty member of the Department determines that a problem exists in academic or professional performance, the following steps will be taken:

a. The student's Academic Advisor, if not the same faculty member who first identified the inappropriate behavior/attitudes, will be notified of the concern and the basis for that concern. Specific and discernible actions/events will be documented and reported to provide the advisor with a clear context for the concern.

b. The Academic Advisor will call a meeting with the student to discuss and to confront the behaviors of concern. Within that meeting, a plan of action will be clearly outlined. A copy of the plan (inclusive of a time frame) will be signed by both the student and the advisor. The student will retain one copy and another will be included in the student's departmental file. This plan will then be shared with the Department faculty.

c. If the plan is not adhered to within the specified time frame, the student will then be referred to the Department Chairperson for a final attempt at reconciliation. If and when appropriate, adjustments will be made in every effort to assist the student.

d. If the situation is not reconciled to the satisfaction of the Department faculty, the student will be informed in writing of the Department's decision to terminate the student from the program.

e. The student will be assisted by the advisor in choosing another area of study. It is at this time that the decision is communicated in writing to Dean of undergraduate Studies and the Academic Advising Office, whose services will be requested to assist with the transition into a new major.

Guidelines for Students Response:
Students who wish to appeal a departmental decision based on their academic or professional practice should follow the grievance procedures and policies as listed.

Grievance Procedures and Policies

♦ Students who want to appeal a grade or have been dismissed from the department can write to the department chair asking for consideration with an explanation as to why this consideration is requested within one week of receiving notification of a grade or notice of dismissal.

♦ Upon receipt of the student's letter of appeal, the department chair will convene a meeting of the faculty to review. As part of the student's due process, the student will be invited to the meeting with the chair and

faculty.

♦ Once the student has received a letter rendering a decision, the student's Social Work faculty advisor will meet with the student to review the decision and any conditions related to remaining in the Social Work program.

♦ If the student is not satisfied with the outcome of the process, the student has the right to a formal grievance. Procedures for this process are contained the Salve Regina University Student Handbook (2019-2020 as follows:

A student who has been academically dismissed may submit a written appeal to the dean of undergraduate studies, following the process specified on the dismissal notice.

In consultation with the Academic Standing Committee a decision regarding an appeal will be communicated to the student in writing. If readmission is granted, a student will be re-enrolled on academic probation and will be informed of specific academic criteria and expectations in writing. Students reinstated by appeal may not, if dismissed again in subsequent semesters, submit any further appeals for readmission.

STUDENT ATTENDANCE POLICY

Students are expected to take full advantage of the educational opportunities available to them in preparing to become professional social workers. As such, the Department (has adopted a no-cut policy with regard to classes and field internship. Students are expected to attend each and every regularly scheduled class, being both prompt and well-prepared to fully engage in the learning process. Students are expected to contact the instructor when emergencies prevent their attendance. Grades for class participation are based not only on attendance but on the quality of class participation.

TRANSFER STUDENT POLICIES

Should a student have college credits earned at another institution prior to enrollment at Salve Regina, those credits may be considered for transfer to the University if the grades earned were at least C and the courses do not duplicate those earned at Salve Regina or elsewhere (Undergraduate Catalog). The University Registrar evaluates students' transcripts of completed course work.

It is important to note that, although credits for previous course work may be granted by the University, each department determines those courses which may be applied toward the respective major. That is, transfer students with courses completed in areas required by the Social Work Department must petition for those credits to be applied toward the major. Students transferring from non-accredited social work programs may

not transfer practice related courses. The steps to be followed in the process are:

1.   The student submits a written request for consideration of transfer credits at the time of application to the department. The request should contain a cover letter, a syllabus for each course under consideration, and an official transcript(s) from the institution at which the course(s) was completed. All materials must be submitted as one complete packet and must accompany the application for admission to the department.

2.   The faculty of the Social Work Department, upon careful examination of course syllabi and transcripts submitted by the student, will determine the comparability of these courses to those required for the program.

3.   Students will be notified in writing of the action taken on their request. Transfer credits approved for use in fulfilling degree requirements for the major will be listed on the Major/Minor Declaration Form (see form in this Handbook). A copy of the completed form, signed by the Department Chairperson, will be sent to the student upon acceptance into the Department.

      NOTE: Credits will be accepted from other institutions and applied to a major in Social Work. However the program will not apply credits toward practice courses.

CREDIT BY EXAMINATION

The faculty of the Social Work Department determine, on a case-by-case basis, the suitability of granting credit based on successful completion of a Departmental exam that adequately tests the knowledge and skill inherent in a course normally offered by the Department. It is the responsibility of the student to petition in writing for such consideration through the academic advisor, who will seek approval from the Department faculty. Normally, consideration will be given to those transfer students whose credits have not been approved by the Department for use in fulfilling requirements of the major, but who wish to demonstrate that their competency in the subject area is satisfactory. The University regulations governing credit-by-examination are in effect for this process (see Undergraduate Catalog for more information).

LIFE EXPERIENCE CREDIT

While the University may grant credit based on life/work experience, the Social Work Department does not accept these credits toward the requirements for a Social Work major. Furthermore, the Social Work Department will not accept such credits in transfer from other institutions. Credits based on life experiences granted by other departments may be applied toward the 120 credits needed for the baccalaureate degree, but they may not be applied toward the credits needed for the major in social work.

HONOR SOCIETY

<u>STUDY ABROAD</u>

STUDENT INVOLVEMENT

Preparation for generalist practice includes the development of leadership, organizational and communication skills. The theoretical knowledge learned in the classroom and applied in the field practicum can be enhanced through student participation in clubs, organizations, and professional activities. Student involvement in campus and community events fosters personal development while often enhancing the lives of others (e.g., members of the local community and/or peers). The following list is not meant to be exhaustive, rather merely representative of some of the many opportunities provided students.

<u>DEPARTMENT ACTIVITIES</u>

The Social Work Club is open to all majors in the department (as well as to non-majors in the University) and is concerned with the promotion of activities that increase awareness of the social work profession, raise consciousness regarding relevant social issues, and foster positive collegial relationships among students. The Club is self-governing with a faculty member serving as liaison and moderator.

In the past, the Club has co-sponsored activities aimed at providing relief to victims of disasters (e.g., in Haiti, New Orleans, Puerto Rico), actively supported walks (e.g., Breast Cancer, NAMI) aimed at increasing awareness of current social problems and raising money for further research, as well as organized events for Social Work Month, optional book discussions and worked with the department faculty to plan socials and presentations.

The Alumni / Student Mentorship Program renders a unique vehicle of support to students in the program. A group of alumni serve as a mentor to one or more students. Aimed particularly at junior and senior level students, the program is also available to others who might find a mentor to be helpful. The mentor has the advantage of knowing both the program and the profession and can serve as a resource person beyond those available on campus.

The Student Mentorship Program links juniors and seniors to freshmen and sophomores, with upper-class majors serving as mentors to students in the early stages of their academic programs. Student mentors provide their mentees with a student contact that is both knowledgeable and successful in navigating the challenges of the program. Students connect via email and social networks, by phone, and in both academic and social settings, often attending departmental and club events together.

March is Social Work Month and a time for students and faculty in the department to offer programs that reach out to the larger University and civic communities, while strengthening the knowledge base of those in the department. In recent years, the Department sponsored educational seminars and movies, often with a diverse panel of

experts in both social work and related fields (e.g., criminal justice, psychology, sociology, etc.) to challenge the audience's thinking on a critical issues. Planning for the events held in March begins early in September. All students are invited to participate in this process and to assist in the implementation of plans.

Student involvement in the department also takes the form of active participation in program evaluation processes. A Student Advisory Council, comprised of representatives from each class as well as the Social Work Club, provides on-going recommendations to support positive change within the department. Also, at the close of each semester, students complete course evaluations. Feedback from students has been helpful in the selection of required readings, the organization of topics, and the use of guest speakers. Furthermore, informal socials and the exit interview provide opportunities for students to share with faculty ideas for improving the program. Students are encouraged to take an active role in their education by participating fully in the on-going assessment and improvement of the program.

In addition to the formal activities sponsored by the Department, The Gay, Straight, Lesbian, Bisexual Alliance was originally founded by several social work majors. Members of the Social Work Club and other students continue to be active members in the Alliance. This provides another opportunity for student involvement as the alliance has raised money for AIDS research, made panels for the AIDS quilt, and worked cooperatively with members of the Social Work Club and other clubs to raise funds for victims of Haiti's recent earthquake.

.UNIVERSITY ACTIVITIES

The Student Government Association (SGA) affords students opportunities to learn more about Salve Regina University while developing leadership skills and serving the student body. A five member Executive Board leadership is elected in the spring semester while representatives are elected at the start of the fall semester. Involvement of all students, particularly freshmen, is encouraged. SGA communicates with the administration, the faculty and the staff through elected representatives who serve on various SGA and University committees (for every 100 matriculated students, 1 representative is elected.) A number of clubs, organizations and programs exist on campus to provide students both recreation and opportunities for personal/social development. Social Work majors have been actively involved in the Gay/Straight Alliance on campus, the Salve Hearts for Haiti organization and the SR*You* Student Exposition Day. The Multicultural Student Organization provides opportunities for all students to increase their awareness of cultures other than their own and is, therefore, a fine vehicle for Social Work majors to develop their knowledge base while serving others.

OTHER OPPORTUNITIES FOR INVOLVEMENT

Various community based and professional organizations are available for students to join. The Rhode Island Chapter of NASW encourages student membership. Social Work majors attend the State Legislative Day each year and Salve's Social Work

program co-sponsors this annual event every third year.

Grassroots organizations, such as Rhode Island Kids count in Rhode Island, offer excellent learning experiences to students interested in systemic change. A number of local, state, and national organizations concerned with human well-being and social justice issues welcome new members who are willing to volunteer their time in support of their cause.

OPPORTUNITIES FOR GRADUATES OF THE PROGRAM

Once students receive the Bachelor of Science degree with a major in social work they are trained for entry level professional employment and, as graduates of a program accredited by the Council on Social Work Education, are eligible for:

♦ advanced standing in most graduate social work programs if the student has the appropriate GPA,
♦ full membership in the National Association of Social Workers (NASW)
♦ entry-level licensure in many states
♦

A graduate of an accredited social work program can work in many agency settings and with a variety of populations. The person with a professional degree in social work is at an advantage in searching for positions in the helping professions. Increasingly, employment listings specify BSW required. Salve Regina's social work program emphasizes training for employment with a special unit during the senior year devoted to job search and application.

Alumni have had consistent success in the social work job market. Graduates of the program are working with individuals, families, small groups, communities, and organizations. They hold positions such as: Adjustment Counselor/Social Worker, Adult Protective Services Caseworker, Assistant Chief Probation Officer, Assistant Director of the Consortium for Child Welfare, Behavior Modification Specialist, Bereavement Coordinator, Case Manager with Child Protective Services, Child Protective Investigator, Civilian Army Social Worker, Clinical Oncology Social Worker, Clinical Social Worker, Community Outreach Worker, Coordinator of Community Diversion, Coordinator of Substance Abuse Prevention Program for school age children, Counselor for Therapeutic Mentoring, Crisis Intervention Counselor, Director of Social Services in a nursing home, Director of Volunteers at Catholic Charities, Discharge Planner in a hospital, Director of a Group Home for Adolescents, Emergency Services Supervisor, Equal Employment Opportunity Specialist, Executive Director of an agency, Family Service Coordinator, Geriatric Social Worker, Hospice Social Worker, Housing Advocate, Individual and Family Counselor, Juvenile Probation Officer, Long Term Care Ombudsman, Medical Social Worker, Mental Health Caseworker, Multi Systemic Therapy Program Director, Patient Advocate, Peace Corps Volunteer, Program Coordinator of Children's Intensive Services, Research Assistant, School Social Worker, Senior Service Coordinator, Social Worker in a Medical Dialysis Clinic, Staff Therapist at a Mental Health Clinic, State Representative and State Social Worker/Division of Developmental Disabilities and Mercy Corps. While the salary range for these workers

is between $30,000 to well over $70,000, starting salaries are often in the mid to high 30s.

Approximately half of our graduates have a Master of Social Work (MSW) or are currently enrolled in both traditional and online MSW programs. A total of 94% of those who applied to an MSW program received acceptance at each and every one of the institutions to which they applied. A related and equally positive fact is that a 2017 survey of alumni revealed that 94.3% of those who were eligible to apply for advanced standing (meeting minimum GPA requirements of the MSW program) were granted acceptance with advanced standing, reducing considerably the cost and time commitment required to complete their advanced degree. Some colleges and universities that our students attend for their advanced degree are: Barry University, Boston College, Boston University, Bridgewater State, Case Western University, Catholic University, Columbia University, Fordham University, Howard University, Loyola University (Chicago), New York University, Rutgers University, Salem State College, Simmons College, Smith College, Southern Connecticut State University, Springfield College, Syracuse University, the University of Connecticut, the University of Denver, the University of Maryland, University of New Hampshire, the University of Pennsylvania, the University of Vermont, the University of Wisconsin/ Madison, and Virginia Commonwealth University.

Section III

FIELD EDUCATION

POLICIES & PROCEDURES

SOCIAL WORK FIELD EXPERIENCE – POLICIES AND PROCEDURES

The field experience is the signature pedagogy of social work education and, as such, is an essential component of the program. The integrative component of the Social Work curriculum is the field experience, which begins in the fall semester of the junior year. By the end of the senior year, social work students have completed over 660 hours in social service agencies, performing social work tasks under professional supervision. The Field Placement Coordinator works with each student to design practicum experiences that are academically sound and personally enriching.

Students practice in many different work settings under public and private auspices, from nursing homes to agencies for children and youth. They work with all age groups and with all types of problem situations. Over the past several years, some of the agencies that students worked in were: Boys Town New England, Child & Family, CODAC, Community Action Programs, Crossroads RI, Department of Children, Youth and Families, East Greenwich School System, Family Services of RI, Grand Islander Health Care Center, Groden Center, Jonnycake Center, Looking Upwards, Lucy's Hearth, Newport Hospital, The Providence Center, Providence Public Schools, RI Coalition for the Homeless, RI Department of Corrections, RI Foster Parents Association, RI NASW, RI Public Defenders Office, RI Training School, St. Clare's Home, St. Mary's Home for Children, Tides Family Services, Village House Rehabilitation Center, Welcome House of South County, Women & Infants Hospital, and Youth Pride, INnc.

FIELD PLACEMENT OBJECTIVES

GENERALIST PRACTICE

The Council on Social Work Education has defined generalist practice in its 2015 Educational Policy 2.0. There it states the following:

> Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. The baccalaureate program in social work prepares students for generalist practice.

The primary objective of the field placement is to provide the student with the practice opportunity to develop and to demonstrate competence in beginning generalist practice. Both the adequacy of the placement and the abilities of the student are judged according to the following competencies and dimensions:

SPECIFIC LEARNING OBJECTIVES

The student is expected to demonstrate knowledge and skill in each of the 10

competencies and 35 related practice behaviors set forth by the Social Work Department as its Learning Objectives. The first nine competencies (and their 31 related dimensions) are those set forth by the Council on Social Work Education in their Educational Policy and Accreditation Standards (2015).

Graduates of the program will be able to…

Competency 1: Demonstrate Ethical and Professional Behavior

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- demonstrate professional behavior; appearance; and oral, written, and electronic communication
- manage personal and professional value conflicts and affective reactions
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

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

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

Competency 3: Engage Anti-racism, Diversity, Equity, and Inclusion in Practice

- demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- 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.

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

- apply research findings to inform and improve practice, policy, and programs; and;
- 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.

Competency 5: Engage in Policy Practice

- use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

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

- use empathy, reflection, and interpersonal skills to engage culturally responsive practice with clients and constituencies.

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

- apply knowledge of human behavior and person-in-environment and other culturally responsive interprofessional theoretical frameworks when assessing clients and constituencies; and
- demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing mutually agreed-om goals

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

- engage with clients and constituencies to critically choose and implement culturally responsive, evidenced-informed interventions to achieve mutually agreed-on plans and increase the capacities of clients and constituencies; and
- incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies.

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

- select and use appropriate methods for evaluation of outcomes; and
- critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities

Competency 10: Prepare for On-going Professional Challenges

- demonstrate an understanding of boundaries that determine professional roles and agency function;
- engage in career-long learning;
- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; and
- respond to contexts that shape practice by attending to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

4.   Required Procedures for Junior / Senior Internship Placement

   Step 1: All social work students attend the Student Internship Fair in early March of their sophomore and junior years to begin the formal process of field placement selection. Prior to the Student Internship Fair, students are expected to review the list of available agencies available online.

   Step 2: Within two weeks following the Internship Fair, students will schedule a meeting with the Field Placement Coordinator to discuss their top three field placement preferences for the fall semester.

   Step 3: Students bring to the meeting with the Field Placement Coordinator the completed Junior/Senior Year Internship Placement Request Form (see Appendix).

Step 4: During the first week of April, students will be notified by the Field
Placement Coordinator and provided the name of the agency for possible
placement in the fall semester. At this time students should
contact the agency and arrange to meet with their prospective
field instructor before the student leaves for the summer intercession. An
interview is required before final placement is made..

Step 5: Following a meeting between the potential field instructor and student,
the student is required to inform the Field Placement Coordinator that this
contact has been made. The Field Placement Coordinator contacts the
agency to confirm suitability of the placement. When a successful
meeting has taken place, a letter confirming the placement will be sent to
both the student and field instructor.

Step 6: The student obtains her/his own Bureau of Criminal Identity Report and
fingerprints from their state police department. If a record of any crimes is
listed, the report should be discussed with the Field Placement
Coordinator immediately. The Social Work Department
requires students to obtain the BCI check and fingerprints before the
junior and senior year field placements. A copy of the BCI checks must
be on file in the Social Work Department by August 1 of both the junior
and senior year.

Step 7: Students are required to meet all agency specifications for training and
health requirements.

5.	Requirements for Graduation

Step 1: The Department Chair reviews the petition to graduate forms provided by
registrar for accuracy in the spring semester.

Step 2: During the final semester of the senior year, the Chairperson of the
Social Work Department will convene a meeting to review the
comprehensive portfolio with each graduating senior.

Step 3: Awarding of the Bachelor of Science with a major in Social Work is made
upon successful completion of all University and Department
requirements.

RELATED FIELD WORK ACTIVITIES

The selection of activities to meet the above objectives is done by means of
communication among the field instructor, the field seminar instructor and the student.
While activities may begin with observation, they should move to assigned responsibility
for direct assessment and intervention as soon as possible. This helps all concerned to
identify early the student's strengths and areas for improvement while meeting the
student's educational needs.

The following list outlines some of the activities in which students are generally involved. These activities offer the student the potential to meet the field placement objectives.

- Fully exploring all programs and services offered by the agency
- Reading materials related to the special function of the agency policies
- Reading case histories
- Visiting other agencies and departments to establish a referral network
- Attending board meetings of the agency (and taking minutes when appropriate)
- Observing individual support and education group sessions conducted by other staff members
- Conducting interviews in the office, client's home or related setting
- Observing, organizing and facilitating (or co-facilitating) groups
- Serving on committees and taking responsibility for portions of the work
- Accompanying clients to appointments to provide support and/or advocacy
- Actively participating in meetings within the agency
- Preparing case summaries for records and reviews
- Writing process recordings of individual and group sessions
- Giving oral reports and formal presentations
- Attending legislative hearings
- Analyzing the impact of legislation on clients served
- Completing case notes, DAPs, etc.
- Conducting community education
- Assisting in research and evaluation
- Working in partnership with other agencies
- Developing psychosocial assessments
- Observing psychosocial rounds
- Attending in-service training

Each placement is different, and each student is unique. The activities are meant to provide general guidelines that students and field instructors can use to develop individual learning agreements.

THE LEARNING AGREEMENT-EVALUATION CONTINUUM

Each student and field instructor team is expected to develop a written working contract encompassing the expectations of each regarding teaching-learning objectives and assignments (see Sample Education Forms). Within the first six weeks of the fall semester, the student must submit to the seminar instructor the Learning Agreement for the instructor's approval. An addendum to the agreement may be completed for the spring semester.

In addition to the objectives and work activities listed above, the student and the field instructor should refer to the Field Placement Evaluation Rubric (see Appendix) to help them in designing a rewarding field experience that best addresses the student's learning objectives. This process helps to ensure that tasks outlined are written in

measurable terms, forming the basis for subsequent performance evaluations. The objectives of the contract, and the criteria in the evaluation component, form a learning continuum that provides the student with an understanding of the department's expectations.

Weekly journals are expected throughout the field education experience. The seminar instructor will address specific details and information about journal writing. A reflective journal is a great way to record experiences and to track personal growth and development.

EVALUATION

The evaluation of the field process is on-going and multi-faceted. Students play an important role in evaluating their own performance by preparing monthly field experience reports. The field seminar instructor receives these reports and uses them to monitor the placement experience, to identify potential problems and to explore learning options with the student in supervision. The student submits weekly journals and agendas for review by the field seminar instructor.

Field instructors prepare an evaluation of the student's performance at the end of each semester (see Field Instructor Evaluation for a copy of that evaluation form and corresponding rubric). The evaluation is expected to be the written product of a shared evaluation session between student and instructor. Evidence should be provided that will help clarify student progress in meeting the competencies. Using that same Field Placement Evaluation Rubric, students complete a self-assessment of their progress in meeting stated generalist practice competencies.

In addition to the maintenance of a satisfactory grade average in course work, students are expected to demonstrate professional values, attitudes and skills in field placement. For this reason, the field instructor's comprehensive assessment of the student's performance is critical to the evaluation of the student's competence. Any concerns the field instructor may have about the student's competence for professional practice of social work should be brought to the attention of the field seminar instructor as soon as possible.

Students themselves can have doubts about their own performance. Some doubts early in the field experience are natural because students are facing actual practice situations rather than classroom simulations. These doubts related to lack of experience usually diminish with experience and encouragement. When doubts persist and students continue to feel uncomfortable with their work, they should discuss this with their field instructor, seminar instructor, Chair of the Department and/ or the Coordinator of Field Placement.

Occasionally, a student will be asked to leave the department. This occurs when the necessary grades have not been maintained for classroom work and/or field performance has been unsatisfactory. Rarely does this occur however, when this does occur, the department chairperson works closely with the student and the academic dean to plan a course of action.

GRADING

The grade in field internship is based on the field instructor's evaluations and information gained in consultation between the field instructor, student, faculty liaison and/or field coordinator. The faculty field liaison is responsible for making the final assessment of the student's performance.

CRITERIA FOR SELECTION OF AGENCIES & FIELD INSTRUCTORS

FIELD PLACEMENT SETTINGS

1. The philosophy of the agency must be compatible with the values of the social work profession and Salve Regina University, and fit the educational objectives of the Social Work Department; that is, a commitment to improving the human condition by empowering clients to utilize the resources and supports in their environment, and when necessary, to assist in establishing these resources where they are absent.

2. The agency must be committed to the value of professional social work education at the undergraduate social work level, and should understand and support the principles of generalist social work practice.

3. The agency should accept students without regard to age, race, creed, color, ethnic or national origin, gender, disability, veteran status, political or sexual orientation.

4. The agency should provide adequate office space and equipment for the students.

5. The agency should arrange release time for field instructors in order that they may have time to provide: a) supervisory time (1 hour per week), b) time for field-related paper work and analysis of student's written material, and c) attendance at field instructor orientation and trainings and other meetings (3-4 hours per semester).

6. The agency should be open to including social work interns in staff meetings and other in-service educational meetings.

FIELD INSTRUCTORS

Senior field instructors must have demonstrated competence in their area(s) of practice by holding a master's degree from a CSWE accredited social work program.

Junior field instructors must have demonstrated competence in their area(s) of practice by holding a bachelor's degree or higher in social work from a CSWE accredited program along with two or more years of post-degree experience.

The field instructor must be willing to devote sufficient time and energy to the

following:
- participate in orientation and trainings for new field instructors
- review the student's curriculum in order to understand the educational program
- plan student learning experiences
- provide regularly scheduled supervision (1 hour per week)
- confer as needed with the field seminar instructor and participate in two site visits per year
- participate in department meetings and receptions related to field placement
- submit an Incident Report (see Appendix) to the Field Placement Coordinator and/or the field liaison with 24 hours of an incident occurring which involves a social work intern.

- The Nature of Supervision

  Supervision is central to the field learning experience. Each agency is responsible for providing a supervisor for students placed within that agency. The designated supervisor should have sufficient authority to allow students to participate fully in the learning experiences in the agency and sufficient time to meet the student's needs for administration, education, mentorship and nurturing.

  It is acknowledged that each supervisor is different and brings to the supervising relationship a variety of experiences, perspectives and strengths. In addition, it is expected that some element of each of the following be present.

  As **administrator**, the supervisor should provide the student with information regarding the overall operations of the agency. An understanding of funding sources, constituent recruitment, staffing and evaluation procedures are required as part of the knowledge base for student social workers. In addition, the field instructor, as supervisor, provides the intern their weekly workload.

  As **educator**, the supervisor should be prepared to impart information to the student regarding: agency policies and structures; specific client populations served by the agency and the place of the agency in the larger social service community. Social work skills should be developed through observation and practice. As an educator, the supervisor helps the intern develop necessary social work skills through observation, role plays and practice.

  As **mentor**, the supervisor is the role model for professional practice. While embodying professional values, knowledge and skills, the mentor has a further responsibility to guide and advise the student in those ethical and practical dilemmas which arise in social work practice. In addition, the supervisor assists the student in critically analyzing and reflecting on his/her practice experiences and helps the student to take the necessary self-corrective actions to enhance professional development.

  As **nurturer**, the supervisor's ability to be empathetic and understanding is vital. However, students who experience personal crises during their internships should be referred to their faculty liaison for appropriate assistance. The

supervisor should nurture the intern professionally, not personally.

ORIENTATION AND TRAINING OF FIELD PLACEMENT INSTRUCTORS

New field placement instructors are given an orientation by the field placement coordinator prior to the commencement of the semester. The purpose of the orientation is to acquaint new field instructors with the expectations of the department, the role of the field instructor and the program of study at the University. In addition, all field instructors attend a series of seminars, usually two per year, aimed at strengthening field education. These seminars provide field instructors with pertinent information regarding the social work program mission, goals and objectives. In addition, the seminars provide an opportunity to discuss the philosophy of the program and field related issues such as generalist practice, student field contracts, supervision, ethical dilemmas, professional boundaries, student evaluation and safety issues. Field instructors are also able to network and learn from the other field instructors' experiences with students.

RELATIONSHIPS AMONG DEPARTMENT, AGENCY AND STUDENT

Department's Responsibility to Agency and Field Instructor
* Provide a faculty member to coordinate the field program.

* Provide a faculty member to be the liaison between the university and the agency. The faculty liaison will visit each field placement site in the fall semester and again in the spring semester.

* Plan and convene meetings for field instructors aimed at addressing th educational and informational needs in their roles as supervisors.

* Maintain ongoing communication with field instructors about students' progress.

* Take ultimate responsibility for students' field grades, placement termination and maintenance of students' records.

Department's Responsibility to Students
* Make careful assessment of student's learning needs and make the best match from available agencies and field instructors.

* Prepare students for entry into field settings.

* Provide a coordinator of field placements and a field seminar instructor who confers with students regularly to act as a resource in problem-solving issues related to the field.

* Enhance learning through a regularly scheduled field seminar.

* Monitor student progress through on-going communication.

- Provide helpful feedback on all written assignments (e.g., learning agreements, weekly journals, process recordings),

- Provide liability insurance ($2 million individual and $4 million aggregate for each of the interns). This coverage is for direct practice only and does not cover transportation of clients.

Responsibility of the Agency

- Provide adequate workspace.

- Assign a field instructor of sufficient authority and time to arrange an appropriate student learning experience.

- Give field instructor sufficient release time to meet supervisory responsibilities.

- Provide appropriate learning opportunities according to guidelines listed in Field Placement Objectives.

- Provide sufficient release time for the field instructor to attend all scheduled field related meetings at the University.

Responsibility of the Field Instructor

- Hold a bachelor's degree or higher in social work from an institution accredited by CSWE

- Orient the student to the agency.

- Negotiate a learning contract with the student each semester.

- Ensure safety of the student through trainings and on-going discussion.

- Schedule weekly supervision meetings with the student.

- Provide coverage for supervision in the event the field instructor is not available.

- Help student to integrate field experience and classroom learning.

- Attend supervisory seminars at the University.

- Communicate weekly with the student about his/her performance.

- Prepare reports required by the University.

- Submit a written evaluation of the student's performance twice a year (mid-year and final).
- Complete a national BCI and Fingerprinting check prior to the start of field
- Review and assess process recordings.

- Help students to achieve the 10 core competencies and 35 practice behaviors outlined by CSWE.

Responsibility of the Student

- Follow policies & procedures as outlined in this manual.

- Undergo a criminal background check and submit the report prior to beginning the field internship.

- Assume responsibility for own transportation.

- Negotiate a contract with the field instructor.

- Keep the hours agreed upon with the agency.

- Attend field seminars and meet all requirements.

- Adhere to the health requirements and protocols of the agency.

- Meet requirements specified by the agency.

- Prepare and submit monthly reports and process recordings.

- Complete a self-assessment of progress in attaining the 10 core competencies and 41 related practice behaviors.

- Notify field seminar instructor of any difficulties arising in the field.

PLACEMENT-RELATED POLICIES

Placement and Supervisor Assignment Policies

Students complete a total of four semesters of field placement. In the fall of the junior year, students are assigned to a placement (Generalist Practice and Seminar I) and continue in that placement through the spring semester (Generalist Practice and Seminar II). This is repeated in their senior year for Senior Field Seminar and Internship I and II.

The four semesters of field experience offer students a special opportunity to learn from a variety of social service professionals, experiencing the challenge of a wide spectrum of human services. In addition, each student will have an opportunity to work under the supervision of a trained social worker. Students are placed in two different settings, one during the junior year, and the second in the senior year.

To ensure maximum learning, students are assigned to placements that differ from current or previous employment, volunteer, or consumer experiences. Students will not be placed in field situations where they will be remunerated for their services, since there are significant differences between the goals and processes of paid employment and those of a professional field experience.

Guidelines for Learning Opportunities

Junior Level Students
Social Work junior-level interns are required to complete 220 hours (8 hours per

week on average) of practicum under the supervision of a bachelor's or master's level social worker. Throughout the year students are expected to meet the following requirements:

- Gain a thorough knowledge of the agency
- Shadow their field instructor and other staff (intakes, home visits, delivery of services, meetings, etc.)
- Review agency policies
- Develop a working knowledge of the community resources
- Assist in making linkages for clients
- Provide client support
- Attend agency trainings
- Read case records
- Assist with Social Work Month celebration
- Complete one process recording (each semester)
- Involvement in prevention activities
- Case management for 3-5 clients
- Meet with supervisor for formal supervision (1/2 hour per week)
- Maintain a writing portfolio inclusive of case notes, DAPs, memos and any external communication
- Other (co-facilitate a group, assist with grant writing, etc. if an opportunity is available)
-

Senior Level Students

Senior-level interns are required to complete 440 hours (16 hours per week on average) of practicum under the supervision of a master's level social worker. Throughout the year, students are expected to meet the following requirements:

- Carry a caseload of 5-8 clients
- Work with clients through each step of the helping process
- Create case plans and conduct psychosocial assessments
- Participate in staff meetings and board meetings
- Accompany clients for supplemental and support services
- Conduct home visits (if appropriate for the agency)
- Write two process recordings (one each semester)
- Assist with grant writing and proposal development (if the opportunity exists)
- Co-facilitate a group (in second semester if the opportunity exists)
- Organize an activity to highlight Social Work Month (March)
- Maintain a writing folder (internal and external communications) Research (topic to be discussed with supervisor)
- Give a formal in-agency presentation in spring semester
- Meet with supervisor for formal supervision (1 hour per week)

The field seminar instructor and field coordinator are available to assist in the facilitation of the field experience. Questions and concerns should be directed to either as soon as is possible to assure a speedy response. If this agreement is acceptable to you, please sign the highlighted area on both copies and return them at your earliest convenience.

One will be returned to you for your records.

Scheduling, Attendance and Required Hours

The University calendar is provided to each student and each field instructor. <u>If a student asks the field instructor for permission to be away from placement on an assigned day, he/she is expected to make up the missed hours at a time mutually agreeable to the field instructor and the student.</u>

In accordance with the Salve Regina University Social Work Department's policy, students are expected to attend all scheduled classes and all scheduled placement days. Field work should be scheduled in such a way that it does not conflict with class time. If additional field opportunities (workshops, conferences, court dates, etc.) become available, these may be attended by the student at any time other than scheduled class time. Every effort has been made to design the Social Work program to ensure ample time for the completion of required field hours and to afford maximum opportunity for field learning experiences.

The student has the primary obligation to be at internship the hours and days arranged. The supervisor should report to the field liaison as soon as it appears that the obligation has not been met by the student. Weekly hours should be logged in on the time sheet found in the appendix.

The student is required to complete at least 660 hours of field experience. This is accomplished by working 110 hours in Generalist Practice I, 110 hours in Generalist Practice II, 220 hours in Senior Field Internship I and 220 hours in Senior Field Internship II.

1. **Holidays, Vacations and Sick Leave**

   - Students are not expected to report to the agency on University holidays, during semester and spring breaks, when the University is closed due to inclement weather, or when the University is otherwise not in session.
   - Students must make up all hours missed in internship due to inclement weather, etc.

2. **Illness and Emergency**

   - If illness or emergency renders a student unable to report to the agency, he/she is expected to notify the field instructor and the field placement coordinator. All time lost for such matters must be made up. Failure to complete the required number of hours before the semester ends will result in a grade of "Incomplete."

Professional Conduct Regarding Agency Policies

Students are expected to follow all agency practices with regard to professional conduct

as a representative of that agency. This includes wearing appropriate attire and a Salve Regina University student intern identification badge.

Students must secure the approval of their field instructors before any agency material can be used for classroom assignments. All policies established by the agency for release of information must be carefully observed.

Student Liability Insurance

Salve Regina University has an insurance policy that covers students during their field internship experience in the social work program. The insurance program is sponsored by the NASW Trust and administered by the American Professional Agency, Inc. in Amityville, NY. The limits of liability for the University's blanket coverage policy are $2,000,000 for each claim and $4,000,000 aggregate. Students enrolled in programs accredited by the Council on Social Work Education are also eligible for additional individual coverage. Individual membership in NASW is also required. Students may call (1.800.421.6694) if they are interested in additional liability insurance.

Vehicle Use in Field Placement

Students must assume the cost of transportation to and from their field site. Each student is encouraged to secure the use of an automobile to be used in the field education component of the social work program. Use of a personal vehicle should be restricted to commuting to and from the agency, making home visits and attending meetings and conferences. Costs of travel required by agencies are sometimes reimbursed by the agencies.

Students are prohibited from using their own vehicles to transport clients. If transporting of clients is required by the agency, the agency must provide the vehicle and obtain liability coverage specific for interns. Students must agree to the terms in writing and must provide a copy of their agreement to the Chairperson of the Social Work Department.

Safety Guidelines for Field Placement

Salve Regina University and its affiliated field agencies are committed to providing social work students with a safe environment during their internship experiences. By its very nature, the profession of social work addresses situations in which the physical well-being of its practitioners could occasionally be compromised. These situations could be of an overt or subtle nature. The social work department, as an agent of the University, has the obligation of raising the awareness of all students and conducting prevention training.

Experienced workers are trained to recognize signs of danger and, by acting accordingly, have enabled the social work profession to be recognized as a safe one. Although no blueprint to ensure the absolute safety of staff and students exists, the principles enumerated below, when adhered to, will maximize the safety of the field experience.

Additionally, safety can be considered to encompass many things. Safety can be comprehensively defined as a condition that involves the protection from injury, harm, loss, and danger.

Safety, as defined above, can be achieved by establishing the following:
1. Procedures/guidelines that ensure safety (Agency/University)
2. Preparation/training
3. Ongoing communication between student and supervisor

Finally, there should be a method of evaluating if safety is being achieved.

Tips for Safe Social Work Practice

I. General
- Wear Social Work Salve Regina University student intern badge at all times.
- Wear appropriate shoes at all times – no flip/flops.
- When leaving work at night, use a buddy system.
- Wear clothing and jewelry appropriate to the setting to which you are going.
- If a client is under the influence of alcohol or other drugs, cancel meeting and reschedule.
- Present information to clients in a non-threatening way, especially to those who appear agitated. Recognize the signs of agitation; a person's need for space tends to increase when agitated.
- Exit backwards.
- If your gut tells you something is wrong – LISTEN TO IT!

II. Office
- Schedule appointments only when there are other professionals in the building.
- Let co-workers know your whereabouts.
- Always have access to a telephone.
- If the situation is volatile, keep your office door open.
- Seating is important. Don't box yourself into the office.

III. Home Visits
- Know the neighborhood you are going to (have maps, a cellular phone or access to a phone and handy phone numbers).
- Only schedule daylight appointments.
- Carry only what is necessary – no large purses/bags.
- Make a dry run and know what you are walking into by phoning ahead.
- Emergency evening calls should only be responded to with the assistance of another person.
- Find out about pets and ask owners to restrain them.
- Stand to the side of the door.
- Do not sit in overstuffed chairs.
- Stay in general living areas with easy door access.
- If the person you are meeting is not home, refuse an invitation to wait.
- Never enter an open door to an apartment without first being invited in.

IV. Health safety
- Do not sit in upholstered chairs.

- Use caution when accepting food.
- Know the precautions your agency takes to avoid transmission of diseases.
- Be careful with babies

V.   Automotive
- Keep cars in good repair.
- Only transport clients in agency vehicles. See section on Vehicle Use in Field Placement).
- Know your agency's insurance policy and your own liability insurance.
- Only drop children off at a prearranged location, usually home or school.
- All students are encouraged to read *Security Risk* by Susan Weinger. Copies of this book are available at the McKillop Library.

Salve Regina University SOCIAL WORK DEPARTMENT Technology and Social Media Policy

Overview
Technology and social media platforms present both opportunities and challenges to the Social Work profession. Members of the SRU Social Work Department interface with multiple technologies in the classroom and throughout field internship experiences. The types of technologies vary greatly from person to person and among agencies, students, clients and faculty.
This policy is developed with an understanding of the above statement and seeks to provide responsible parameters that can be used to manage available electronic tools while being pliable enough to keep pace with emerging technologies and applications. The use of electronic communications and social media has the potential for enhancing the manner in which social work education and generalist practice are provided. In order to maximize these benefits, the use of technologies must be undertaken in a manner that embraces the values, skills and knowledge of the profession. "Best practice" differs depending on the diverse needs of populations served and the resources that are available. This serves as a guide to assist department members as they navigate technology and social media options.
Statement by the National Association of Social Workers
The Technology Standards in Practice (NASW, ASWB, CSWE, CSWA) draft policy statement on technology (2016) and NASW Code of Ethics (2008) directs its members to build and maintain competencies, provide leadership in the use of technology, advocate for the use of technology and support resources for those clients with limited access, and promote policies and programs that inform clients of their rights and responsibilities. NASW uses the social media sites Twitter, Facebook, Linkedin, Instagram, Youtube and others while maintaining a social work blog.

Ways to effectively engage Technology
Technologies are fast, convenient and provide a cost effective way of

communicating with one or many people. The extent to which technologies can be used depends on the available resources and whether the client system, agencies and educational setting are technology centered. Email blasts, social networks, social news, micro-blogging and other applications can reach large numbers of people for prevention efforts, policy activism, marketing, outreach, education, employment, collaboration and research. It is the responsibility of the user to ensure safety for all parties involved, confidentiality and privacy for client systems and the accuracy of the information being disseminated and obtained.

Guidelines for members of the SRU Social Work Department
The department embraces the right to self-determination when it comes to sharing of personal information. Communication that uses any form of digital technology and social media between faculty and students; students and agency co-workers; and students and clients should be done in a manner that is consistent with professional social work ethics and standards, HIPPA, the university's policy and state regulations and netiquette. Social media platforms have privacy settings, therefore it is essential that social workers educate themselves and have a working knowledge of the systems mechanics. All are encouraged to consider their digital footprint as well as consequences of self-disclosure, the potential for dual relationships and their impact on agency, the reputation of the university and professional development of the individual. Additionally, the distance that is created by remote technology between personal interactions may create more room for misinterpretation. Members of the department will attend an orientation on the parameters and expectations for responsible use of social media and technology in a social work program. Guidance can be sought through the IT department for those who have limited knowledge or are limited users of technology.

On campus
- Agencies and clients should have the expectation of privacy; therefore no identifying information about a student's field placement or clients should be disclosed via social media. If one is to post about a field placement (i.e. a blog; department Facebook); written prior approval is needed.
- Social media platforms should be restricted to personal interests and not be used to tweet or write about persons in the social work program or agency-related issues.
- Professors should state their expectations (verbally and written in the syllabus) regarding technology at the beginning of every semester so that students know the role and function of technology within the course. The individual use of technology (beyond the use of laptops or note-taking on cell phones) in the classroom can be distracting and this should be addressed by the professor.

At agency

When at agency and involved in direct practice, making and rescheduling appointments and receiving support for clients can be done instantly. The accessibility and low cost of email and texting may be preferable for clients attempting to communicate about services with workers. FaceTime and Skype provide a face-to-face method of communication for case conferences, online counseling, and visitations between children and estranged family members. Preference for technological approaches over traditional social work methods should be subject to on-going assessment.

Various forms of documentation (electronic behavioral health and medical records) can be written remotely, shared, stored and easily transmitted to the intranet or to a third party. Social media can promote access to agency programming and services. Technologies such as the agency or department Facebook page can target specific groups and share pertinent, yet general information about program updates, learning and client opportunities and upcoming events.

- Students and faculty field liaisons should have a clear understanding of the agencies' social media use and expectations.
- Social media policies should be shared with clients at the onset. Any client-related use of technology should begin with informed consent. Clients should be made aware of potential risks such as safety and privacy associated with the use of technology.
- The use of technology or social media as it relates to student learning should be done within the internship hours and the agency. Since electronic communications can set up an expectation for an immediate response, recipients should understand the timeframe that is required to respond. In the case of emergencies, the client should contact the agency by phone.
- All methods of electronic communications and social media should be password protected.
- Students should not disclose personal cell phone numbers. If cell phones are to be used in field, the number should always be blocked using *67. In the event that a cell phone is lost, the supervisor should be contacted immediately, and appropriate steps should be taken.
- The use of cell phones should be restricted to talking/texting and not used to take pictures or record any other identifying information of clients. Texting should be limited to non-sensitive and non-identifying information. Expectations regarding response time for texting should be established.
- Information sent via email, text, or any other electronic form should only be done so if accommodations for privacy have been taken. Students are discouraged from using personal electronic devices for record keeping. Students should use social media that automatically

retains messages and are discouraged from using forms that erase messages once read (such as Snapchat).

- The use of social media or search engines to gain information about clients may be done if the agency uses this method and only in instances where full disclosure is made to the client and written consent obtained.
- Professional boundaries should be set to ensure appropriate client/student interactions and avoid dual relationships.
- Personal social media (personal Facebook, Twitter, Snapchat, Instagram, etc. accounts) should be used exclusively outside of field placements.

- In situations where the student is contacted, "tagged" or receives friend requests via social media by a client or former client, the student should be seek immediate guidance from professors and field instructors about how to handle the situation.
- Remote technology should be used only when determined to be best practice.

In the event that a breach occurs from any platform of technology, a report should be made to the proper authority, whether that is a supervisor or faculty member.

Your signature below indicates that you have read and will adhere to the above policy. An annual review of the policy will be conducted, and necessary amendments made.

_____
Signature

_____
Date

Grievance Policy and Procedure

Most issues occurring in the field can be resolved through open, honest discussion between the field instructor and the student. When an occasion arises that problems cannot be resolved in this manner, either the field instructor or the student (or both) should ask the field liaison for assistance.

If a three-way dialogue does not settle the matter, the Field Coordinator of the department will convene a meeting of all concerned parties to
Explore the problem
- Consider alternative solutions
- Clarify the responsibilities of each of the parties
- Make a plan for resolution
- Determine a time and method for evaluating the plan

A written record will be kept of this conference and its follow-up, and each party will maintain a copy. When resolution fails by this process, termination of the placement will be made.

Sexual Harassment Policy and Procedure

Any student experiencing sexual harassment in a field placement should at once report this to the field instructor and then to the field liaison. The faculty field liaison will investigate the incident and take the necessary steps with the agency. Sexual harassment may be defined as any behavior, verbal or physical, which is denigrating, intimidating or professionally inappropriate in respect to the sexual status of the student. If the student is not satisfied with the resolution of the matter, the regular grievance procedure of the University is open to him/her.

Alcohol and Other Drugs Policy

Social Work students are expected to adhere to the drug and alcohol policy found in the Residence Handbook. In addition, under no circumstances should students be under the influence of drugs or alcohol while engaged in field placement-related activities. **Violations of this policy will result in immediate termination from placement.**

Section IV

SAMPLE EDUCATION FORMS

Office of the Registrar
Ochre Court, Room 203 100
Ochre Point Avenue,
Newport, RI 02840-4192
Tel: 401-341-2943 * Fax: 401-341-2996

ADD OR CHANGE OF MAJOR: CLASS OF 2022

Name: _____   Expected Graduation Date: _____

Local: _____   Permanent: _____
     (Street)   (Street)

    (City, State, Zip Code)   (City, State, Zip Code)

E-mail Address: _____   Phone #: _____

ADD OR CHANGE PROCESS   *To add or change majors, the following procedures apply:*
- Print a copy of your Academic Evaluation from Web Advisor for Students.
- Schedule an appointment to meet with the applicable department chairperson.
  - Return this completed form to the Office of the Registrar, Ochre Court, Room 203.

DEGREE INFORMATION   ***Student completes this section & attaches Academic Evaluation.***

Indicate major: _____

Indicate degree: □ Bachelor of Arts   □ Bachelor of Science   □ Bachelor of Arts & Science

Indicate one of the following: **New Major**   **Additional Major**   **Drop Major**

                                  □ **PELL**   □ **VIA**

GRADUATION REQUIREMENT INFORMATION

I understand I must complete a minimum of 120 credits for my degree. I may be required to supplement my core curriculum, major, and minor (if applicable) courses with elective courses in order to complete 120 credits (more if my program requires more credits.)

- I understand I may complete a maximum of 8 one-credit workshops. I also understand a maximum of 4 of these may be PED courses. If I choose to take additional one-credit workshops, they will not be applied toward my minimum 120 credits.
- I understand I must complete a minimum of 10 community service hours. Completion of this requirement will be recorded as GST 111 Feinstein Enriching America on my academic transcript.
- I understand I must maintain a minimum 2.00 cumulative grade point average (GPA). Certain majors, however, require higher GPA's. I am aware of the minimum cumulative GPA for my major.

ACKNOWLEDGEMENT OF RESPONSIBILITY

Student completes this section after meeting with the applicable department chairperson.

- I have read, understand, and agree to complete the requirements for earning a degree in this major.
- I understand I must submit a new Change of Major form if I choose to change my major or declare an additional major and doing so may require additional semesters to complete my degree.
- I understand failure to satisfy the department requirements will result in my dismissal from the department.

Signature: _____   Date: _____

ADMISSION INTO DEPARTMENT   ***Chairperson completes this section after meeting with student.***

- I have reviewed with the student all the requirements for earning a degree in this major.
- I have discussed with the student both the admission and good standing requirements for the department. Current Cumulative GPA _____
- I have assigned the following faculty member as this student's advisor: _____

Signature: _____   Date: _____

AGENCY DESCRIPTION

AGENCY NAME: _____   PHONE: _____

FAX: _____   EMAIL: _____

ADDRESS: _____

FIELD SUPERVISOR(S): _____

TITLE & PROFESSIONAL DEGREE OF FIELD INSTRUCTOR _____

CAR: Not necessary ☐   Recommended ☐   Required ☐

AGENCY MISSION STATEMENT: _____
_____
_____

STUDENT PREREQUISITES _____
_____

PRACTICE FOCUS: _____
_____

PRIMARY SKILLS ACQUIRED DURING TRAINING: _____
_____
_____
_____
_____

METHOD(S) OF SUPERVISION: _____
_____
_____

STUDENT EVALUATION PROCESS: _____
_____
_____
_____

RESEARCH / SPECIAL LEARNING OPPORTUNITIES _____
_____
_____

THIS EXPERIENCE WOULD HELP TO PREPARE A STUDENT FOR ENTRY LEVEL
PRACTICE IN:_____
_____

JUNIOR FIELD INTERNSHIP REQUEST FORM

Directions: Please answer each question as fully as you can as this information will be used to assist the field coordinator in placing you in your first field experience. This form should be completed and **returned to the field coordinator (Dr. Heather Pizzanello-Email:heather.pizzanello@salve.edu).**

Please note that you will be unable to meet with Dr. Pizzanello re: a placement until you have submitted your application to be a SWK major to the Department Chair, Dr. Montminy-Danna, and you have received notice that your application and admission into the department has been approved and that you have been accepted into the Social Work Department/Program.

NAME: _____ DATE: _____

LOCAL ADDRESS: _____PHONE: _____

E-Mail: _____

PERMANENT ADDRESS: _____ PHONE: _____

If you will not be at the above address this summer, please give your summer address and phone.

SUMMER ADDRESS: _____ PHONE: _____

E-Mail: _____

Although having a car is not required, placement opportunities are somewhat limited if you do not have access to one. Will you have a car for placement? _____

Describe any social service-oriented experiences you have had. (Include service learning, volunteer and paid employment.)
_____
_____

What do you think you have learned from these experiences? _____
_____
_____
_____

What area of practice do you anticipate as a career and why? _____
_____
_____

JUNIOR PLACEMENT INTERNSHIP REQUEST FORM (cont'd)

What types of practice settings would interest you for your junior field experience? (If you have difficulty defining a particular setting, identify some age groups, social problems and social issues in which you have an interest.)

_____
_____

What do you want to learn through this field experience? _____
_____
_____
_____
_____

Please note any particular placement interests or factors in your personal situation that should be taken into consideration in placement planning.

_____
_____

Have you reviewed the complete list of agencies received from the department?
Yes __ No__

Do you have any questions about the agencies that you reviewed? If so, explain.

_____
_____

List your top three choices for placement and include a brief rationale for each request.

1. _____

2. _____

3. _____

SENIOR FIELD INTERNSHIP REQUEST FORM

Directions: Please answer each question as fully as you can as this information will be used to assist the field coordinator in placing you in for your senior field experience. This form should be completed and returned **to the field coordinator Dr. Heather Pizzanello (**heather.pizzanello@salve.edu**) for review.**

NAME: _____ DATE: _____

LOCAL ADDRESS: _____ PHONE: _____

_____ E-Mail: _____

 PERMANENT ADDRESS: _____ PHONE : _____

_____ E-Mail: _____

If you will not be at the above address this summer, please give your summer address and phone.

SUMMER ADDRESS: _____ PHONE: _____

_____ E-Mail: _____

Although having a car is not required, placement opportunities are somewhat limited if you do not have access to one. Will you have a car for placement? _____

Where did you do your Junior Placement? _____

Describe your experience (include the opportunities to develop social work skills on the micro, mezzo and macro levels and the availability of supervision).

_____
_____
_____

Describe any other social service-oriented experiences you have had and explain how they have contributed to your knowledge of generalist practice. (Include volunteer and paid employment, trainings.)

_____
_____
_____
_____
_____
_____

What area of professional practice do you anticipate as a career and why?

_____
_____
_____
_____

What do you want to learn through this field experience? _____
_____
_____
_____
_____

Please note any particular placement interests or factors in your personal situation that should be taken into consideration in placement planning.

_____
_____

Have you reviewed the complete list of agencies received from the department?
Yes __ No__

Do you have any questions about the agencies that you reviewed? If so, explain.

_____
_____

List your top three choices for placement and include a brief rationale for each request.

1. _____

2. _____

3. _____

SALVE REGINA UNIVERSITY
FIELD PRACTICUM LEARNING AGREEMENT

PARTIES TO THE AGREEMENT:

_____ , *Social Work Intern*

_____ , *Agency Field Instructor*

_____ , *SRU Faculty Field Liaison*

PLACEMENT SITE:

(Agency Name) _____   **(telephone number)**_____

(Address) _____   **(fax number)** _____

_____

PURPOSE: To partially fulfill the requirements for an undergraduate degree in social work

COMPLETION DATES: _____to _____or upon satisfactory completion of a minimum of _____ hours. These hours may not be completed before the end of the semester

INTERN'S ROLES AND RESPONSIBILITIES:

I, (student's name)   _____ , hereby:

1.   Agree to be in my placement site from _____ to_____on _____days of each week and meet with my MSW Supervisor every _____ from _____ to _____ for a combined total of   hours each semester. I understand that I will have to make up any absences and that if absences are prolonged or unexcused it may result in termination from field.

2.   Agree to notify my agency field instructor and SRU faculty liaison of any absences or tardiness beyond my control and agree to work with both these parties to compensate for any time lost before the end of the semester in which the absences occurred.

3.   Agree to follow agency policies and procedures as well as the policies and procedures of the Social Work Department inclusive of the scheduling of any agency activities during class time and the use of my private car for field related matters.

4. Agree to adhere to the NASW Code of Ethics in all aspects of my professional and personal life (e.g., professional boundaries, confidentiality, etc.).

GOALS AND OBJECTIVES:

Intern's Roles and Responsibilities

Competency #1: Demonstrate Ethical and Professional Behavior

Learning objectives (Practice Behaviors):
1. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
    Learning tasks[*] and timeframe:
      *Note: Learning tasks should be directly related to the identified learning objective

2. demonstrate professional behavior; appearance; and oral, written, and electronic communication

    Learning tasks and timeframe:
3. manage personal and professional value conflicts and affective reactions;

    Learning tasks and timeframe:
4. use technology ethically and appropriately to facilitate practice outcomes and;

    Learning tasks and timeframe:

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

     Learning tasks and timeframe:

Plan for assessing progress:

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

Learning objectives:

1. advocate for human rights at the individual and system levels; and

    Learning tasks and timeframe:

2. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

    Learning tasks and timeframe:

Plan for assessing progress:

<u>Competency #3</u>:   Engage Anti-racism, Diversity, Equity, and Inclusion in Practice

Learning objectives:

1.   demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research and policy levels; and

   Learning tasks and timeframe:

2.   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.

   Learning tasks and timeframe:

Plan for assessing progress:

<u>Competency #4</u>:   Engage Practice-informed Research and Research-informed Practice

Learning objectives:

1.   apply research findings to inform and improve practice, policy, and programs; and

   Learning tasks and timeframe:

2.   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.

   Learning tasks and timeframe:

Plan for assessing progress:

<u>Competency #5</u>:   Engage in Policy Practice

Learning objectives:

1.   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

   Learning tasks and timeframe:

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

   Learning tasks and timeframe:

Plan for assessing progress:

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

Learning objectives:

1. apply knowledge of human behavior and person-in-environment as well as interprofessional conceptual frameworks to engage with clients and constituencies; and

    Learning tasks and timeframe:

2. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

    Learning tasks and timeframe:

Plan for assessing progress:

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

Learning objectives:

1. apply knowledge of human behavior and person-in environment and other culturally responsive interprofessional theoretical frameworks when assessing clients and constituencies; and;

    Learning tasks and timeframe:

2. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing mutually agreed-on goals.

    Learning tasks and timeframe:

Plan for assessing progress:

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

Learning objectives:

1. engage with clients and constituencies to critically choose and implement culturally responsive, evidenced-informed interventions to achieve mutually agreed-on plans and increase the capacities of clients and constituencies; and

    Learning tasks and timeframe:

2. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies;

Learning tasks and timeframe:

Plan for assessing progress:

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

Learning objectives:

1. select and use culturally responsive methods for evaluation of outcomes; and

Learning tasks and timeframe:

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

Learning tasks and timeframe:

Plan for assessing progress:

Competency #10: Prepare for On-going Professional Challenges

Learning objectives:

1. demonstrate an understanding of boundaries that determine professional roles and agency function;

Learning tasks and timeframe:

2. engage in career-long learning;

Learning tasks and timeframe:

3. recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;

Learning tasks and timeframe:

4. respond to contexts that shape practice by attending to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

Learning tasks and timeframe:

Plan for assessing progress:

All parties affixing their signatures to this document have read it thoroughly, understand it, and agree to the terms established therein. Any changes in this agreement can occur only if all the concerned parties mutually agree that changes are necessary.

Signatures:

_____   _____
Student Intern   Date

_____   _____
Agency Field Instructor   Date

_____   _____
SRU Faculty Liaison   Date

Salve Regina University

Personal Safety/ Incident Report
Student Report

This form is to be completed by the student and returned to the Faculty Liaison (with a copy to the Field Placement Coordinator) within 48 hours of an incident arising in field placement. Please attach any pertinent information (agency incident report, police report).

Student's name: _____

Field supervisor: _____

Agency: _____

Date and time of incident: _____

Detailed description of the incident (append additional pages as needed):

Names of all persons involved (include affiliation with agency):

Persons with whom the incident was discussed:

Interventions (within and outside of the agency-include medical and legal):

Resolution to incident (include all actions taken):

Issues that need to be followed up:

_____   _____
       Student's signature & Date   Field Coordinator's signature & Date

_____   _____
       Field Instructor's signature & Date   Chairperson's signature & Date

_____
       Faculty Liaison's signature & Date

Salve Regina University-Social Work Department
Monthly Field Experience Report

Name: _____   Agency: _____

Month: _____   Field Instructor: _____

# Hours	Activities
_____	_____
_____	_____
_____	_____
_____	_____

How did the activities contribute to your development of the 10 core competencies and 35 practice behaviors?

What were your STRENGTHS and AREAS IN NEED OF GROWTH this month?

Did you miss any scheduled internship days this month?   Yes   No

Did you arrive on time each day?   Yes   No

If you missed field, or were late, please give a detailed explanation.

What is your plan for making up missed hours?

Did you encounter any obstacles during this past month? If so, give a detailed explanation and outline your plan to address the obstacle(s).

Please note the days, times, location and amount of supervision you had during the month.

Please circle the answer that most accurately describes your experience of supervision.
Outstanding   Good   Satisfactory   Less than Adequate   Poor

Please comment:

Student's signature: _____ Date: _____

PROCESS RECORDING

The format of the Process Recording may vary by instructor. The following formats are representative.

SAMPLE #1

Process Recording   **Name:**   **Date:**

Directions for this assignment:

There are three important components of this assignment. First, begin by describing the context for the process recording. You should indicate where the interaction took place, the participants, the intent of the interaction and provide any other details that would help the reader in forming a clear picture of the purpose. Complete the matrix immediately following the meeting. You may complete the matrix in a verbatim or thematic fashion. It is helpful to the reader if you use different colors of ink to identify the participants. (You should submit two different process recordings throughout the semester.) Your supervisor should be given ample time to comment on your work and to discuss those comments with you. Finally, provide a reflection page in which you assess the overall process. For example, you might point out areas where you have incorporated the most useful skill or theory for the interaction, or you might identify areas that you would change if you were able to repeat the interaction. It is important to remember that the objective of the assignment is to show that you understand the process and are able to think critically about your work rather than doing a perfect job. Your reflection page should include two professional references.

Verbal Content	Gut Feelings	Observations and Non-Verbal Content	Theories	Roles/Skills	Values/Ethics	Supervisory Comments

SAMPLE #2

Process Recording
Brief summary (purpose of interview, date, general beginning observations, etc.)

Verbatim	Observations (e.g., nonverbal communication)	Feelings and/or Emotional Reactions	Skills/Theories/Core Competencies/Practice Behaviors/Values	Field Instructor Comments

Assessment Summary: (one paragraph pulling together the worker's thoughts on the session. Also include a statement outlining the plan for further client contact. Incorporate and discuss at least two articles that support or challenge your interaction in the session).

Social Work Department - Salve Regina University
AGENCY EVALUATION - SWK 361, 371, 422 and 452

Student _____ Date _____

Agency _____ Date of Placement _____

Briefly describe your assignment:
_____

_____

_____

_____

_____

_____

Describe and evaluate your field instructor and the supervisory experience:
_____

_____

_____

_____

_____

_____

In the area provided, please make any suggestions that would improve the experience
of a social work student at this agency:
_____

_____

_____

_____   _____
Student's Signature   Field Instructor's Signature
Date: Date:

FIELD INSTRUCTOR EVALUATION
Salve Regina University
Department of Social Work

Student Name: Click here to enter text.   Date: Click here to enter text.

Class Standing: ( ) Junior   ( ) Senior   Semester: ( ) Fall   ( ) Spring

Agency: Click here to enter text.

Briefly Describe Student's Assignment(s): Click here to enter text.

Evaluation of Field Placement Performance:
You are being asked to evaluate the student in ten areas of practice competency, each of which has specific, identified practice behaviors associated with it. In addition, opportunity is provided for supporting evidence and comment. For each practice behavior, please evaluate the student's level of achievement by circling the number best representing the ***student's performance at this time***. Levels of functioning are rated on a 5-point scale, with each number being associated with a level of competency described more fully in the Assessment Rubric for Field Instructor's Evaluation. Please carefully review the rubric prior to evaluating the student relative to each practice behavior. Numerical ratings correspond to the following assessments of performance relative to stated criteria outlined in the rubric:

Level of Competency:	***Rating***
Not Achieved	1
Minimally Achieved	2
Moderately Achieved	3
Achieved	4
Highly Achieved	5
NA = Not Attempted at this time	

Core Competency #1	Demonstrates Ethical and Professional Behavior

	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
1) make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;	☐	☐	☐	☐	☐	☐
2) demonstrate professional behavior; appearance; and oral, written, and electronic communication;	☐	☐	☐	☐	☐	☐
3) manage personal and professional value conflicts and affective reactions	☐	☐	☐	☐	☐	☐
4) use technology ethically and appropriately to facilitate practice outcomes; and	☐	☐	☐	☐	☐	☐
5) uses supervision and consultation to guide professional judgment and behavior.	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: Click here to enter text.

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

	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
6) advocate for human rights at the individual and system levels; and	☐	☐	☐	☐	☐	☐
7) engage in practices that advance human rights to promote social, racial, economic, and environmental justice	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: Click here to enter text.

Core Competency #3	Engage Anti-racism, Diversity, Equity, and Inclusion in Practice

	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
8) demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and	☐	☐	☐	☐	☐	☐
9) demonstrate cultural humility by applying critical reflection, self-awareness, and 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.	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: Click here to enter text.

Core Competency #4	Engage Practice-informed Research and Research-informed Practice

	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
10) apply research findings to inform and improve practice, policy, and programs; and;	☐	☐	☐	☐	☐	☐
11) 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.	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: Click here to enter text.

| **Core Competency #5 Engage in Policy Practice** |

	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
12) 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	☐	☐	☐	☐	☐	☐
13) apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: Click here to enter text.

| **Core Competency #6 Engage with Individuals, Families, Groups, Organizations, & Communities** |

Individuals	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
14) apply knowledge of human behavior and the social environment, person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies; and	☐	☐	☐	☐	☐	☐
15) use empathy, reflection, and interpersonal skills to engage culturally responsive practice with clients and constituencies.	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: Click here to enter text.

Core Competency #6 Engage with Individuals, Families, Groups, Organizations, & Communities

Families	**Not Achieved 1**	**Minimally Achieved 2**	**Moderately Achieved 3**	**Achieved 4**	**Highly Achieved 5**	**NA**
16) apply knowledge of human behavior and the social environment, person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies, and	☐	☐	☐	☐	☐	☐
17) use empathy, reflection, and interpersonal skills to engage culturally responsive practice with clients and constituencies.	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: Click here to enter text.

Core Competency #6 Engage with Individuals, Families, Groups, Organizations, & Communities

Groups	**Not Achieved 1**	**Minimally Achieved 2**	**Moderately Achieved 3**	**Achieved 4**	**Highly Achieved 5**	**NA**
18) apply knowledge of human behavior and the social environment, person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies, and	☐	☐	☐	☐	☐	☐
19) use empathy, reflection, and interpersonal skills to engage culturally responsive practice with clients and constituencies.	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: Click here to enter text.

Core Competency #6 Engage with Individuals, Families, Groups, Organizations, & Communities

Organizations	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
20) apply knowledge of human behavior and the social environment, person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies, and	☐	☐	☐	☐	☐	☐
21) use empathy, reflection, and Interpersonal skills to engage culturally responsive practice with clients and constituencies.	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: Click here to enter text.

Core Competency #6 Engage with Individuals, Families, Groups, Organizations, & Communities

Communities	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
22) apply knowledge of human behavior and the social environment, person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies, and	☐	☐	☐	☐	☐	☐
23) use empathy, reflection, and interpersonal skills to engage culturally responsive practice with clients and constituencies.	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: Click here to enter text.

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

Individuals	**Not Achieved** 1	**Minimally Achieved** 2	**Moderately Achieved** 3	**Achieved** 4	**Highly Achieved** 5	**NA**
24) apply knowledge of human behavior and person-in-environment and other culturally responsive interprofessional theoretical frameworks when assessing clients and constituencies; and	☐	☐	☐	☐	☐	☐
25) demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing mutually agreed-on goals	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: *Click here to enter text.*

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

Families	**Not Achieved** 1	**Minimally Achieved** 2	**Moderately Achieved** 3	**Achieved** 4	**Highly Achieved** 5	**NA**
26) apply knowledge of human behavior and person-in-environment and other culturally responsive interprofessional theoretical frameworks when assessing clients and constituencies; and	☐	☐	☐	☐	☐	☐
27) demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing mutually agreed-on goals.	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: *Click here to enter text.*

Core Competency #7 **Assess Individuals, Families, Groups, Organizations, and Communities**

Groups	**Not Achieved 1**	**Minimally Achieved 2**	**Moderately Achieved 3**	**Achieved 4**	**Highly Achieved 5**	**NA**
28) apply knowledge of human behavior and person-in-environment and other culturally responsive interprofessional theoretical frameworks when assessing clients and constituencies; and	☐	☐	☐	☐	☐	☐
29) demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing mutually agreed-on goals.	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: *Click here to enter text.*

Core Competency #7 **Assess Individuals, Families, Groups, Organizations, and Communities**

Organizations	**Not Achieved 1**	**Minimally Achieved 2**	**Moderately Achieved 3**	**Achieved 4**	**Highly Achieved 5**	**NA**
30) apply knowledge of human behavior and person-in-environment and other culturally responsive interprofessional theoretical frameworks when assessing clients and constituencies; and	☐	☐	☐	☐	☐	☐
31) demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing mutually agreed-on goals.	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: *Click here to enter text.*

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

Communities	**Not Achieved 1**	**Minimally Achieved 2**	**Moderately Achieved 3**	**Achieved 4**	**Highly Achieved 5**	**NA**
32) apply knowledge of human behavior and person-in-environment and other culturally responsive interprofessional theoretical frameworks when assessing clients and constituencies; and	☐	☐	☐	☐	☐	☐
33) demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing mutually agreed-on goals.	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: *Click here to enter text.*

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

Individuals	**Not Achieved 1**	**Minimally Achieved 2**	**Moderately Achieved 3**	**Achieved 4**	**Highly Achieved 5**	**NA**
34) engage with clients and constituencies to critically choose and implement culturally responsive, evidenced-informed interventions to achieve mutually agreed-on plans and increase the capacities of clients and constituencies; and	☐	☐	☐	☐	☐	☐
35) incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies.	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: *Click here to enter text.*

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

Families	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
36) engage with clients and constituencies to critically choose and implement culturally responsive, evidenced-informed interventions to achieve mutually agreed-on plans and increase the capacities of clients and constituencies; and	☐	☐	☐	☐	☐	☐
37) incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: Click here to enter text.

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

Groups	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
38) engage with clients and constituencies to critically choose and implement culturally responsive, evidenced-informed interventions to achieve mutually agreed-on plans and increase the capacities of clients and constituencies; and	☐	☐	☐	☐	☐	☐
39) incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: Click here to enter text.

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

Organizations	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
40) engage with clients and Constituencies to critically choose and implement culturally responsive, evidenced-informed interventions to achieve mutually agreed-on-plans and increase the capacities of clients and constituencies; and	☐	☐	☐	☐	☐	☐
41) incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: Click here to enter text.

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

Communities	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
42) engage with clients and Constituencies to critically choose and implement culturally responsive, evidenced-informed interventions to achieve mutually agreed-on-plans and increase the capacities of clients and constituencies; and	☐	☐	☐	☐	☐	☐
43) incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: Click here to enter text.

Core Competency #9 Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities

Individuals	**Not Achieved 1**	**Minimally Achieved 2**	**Moderately Achieved 3**	**Achieved 4**	**Highly Achieved 5**	**NA**
44) select and use appropriate methods for evaluation of outcomes; and	☐	☐	☐	☐	☐	☐
45) critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments:

Core Competency #9 Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities

Families	**Not Achieved 1**	**Minimally Achieved 2**	**Moderately Achieved 3**	**Achieved 4**	**Highly Achieved 5**	**NA**
46) select and use appropriate methods for evaluation of outcomes; and	☐	☐	☐	☐	☐	☐
47) critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: Click here to enter text.

Core Competency #9 Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities

Groups	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
48) select and use appropriate methods for evaluation of outcomes;	☐	☐	☐	☐	☐	☐
49) critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: Click here to enter text.

Core Competency #9 Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities

Organizations	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
50) select and use appropriate methods for evaluation of outcomes;	☐	☐	☐	☐	☐	☐
51) critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: Click here to enter text.

Core Competency #9 Evaluates Practice with Individuals, Families, Groups, Organizations & Communities

Communities	**Not Achieved 1**	**Minimally Achieved 2**	**Moderately Achieved 3**	**Achieved 4**	**Highly Achieved 5**	**NA**
52) select and use appropriate methods for evaluation of outcomes;	☐	☐	☐	☐	☐	☐
53) critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: Click here to enter text.

Core Competency #10 Prepare for On-going Professional Challenges

	Not Achieved 1	**Minimally Achieved 2**	**Moderately Achieved 3**	**Achieved 4**	**Highly Achieved 5**	**NA**
54) demonstrate an under-Standing of boundaries that determine professional roles and agency function;	☐	☐	☐	☐	☐	☐
55) engage in career-long learning;	☐	☐	☐	☐	☐	☐
56) recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; and	☐	☐	☐	☐	☐	☐
57) respond to contexts that shape practice by attending to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: Click here to enter text.

MID-YEAR OVERALL EVALUATION

☐ Student is excelling in field placement. Performance exceeds expectations for a social
     work intern.

☐ Student's performance is above average for a social work student intern.

☐ Student's performance meets the expectations for a social work student intern.

☐ Student's performance is below expectations for a social work intern. Improvement is
     necessary before the final evaluation.

☐ Student's performance is unacceptable for a social work intern. Serious corrective action is
     necessary if the intern wants to remain in social work.

Supporting Evidence / Comments: Click here to enter text.

FINAL OVERALL EVALUATION

☐   Student's performance was outstanding for an intern. If an appropriate position was
      available at the agency, this intern would be considered a top contender.

☐   Student's performance met all expectations to an above average degree. Student is ready
      for the next level of social work practice (senior field placement if a junior; beginning
      generalist practice if a senior).

☐ Student's performance was acceptable. Improvement in several areas would enhance
     performance.

☐ Student's performance did not meet the defined standards. Remedial action is necessary.

☐ Student's performance is unacceptable for a social work intern. Termination is
     recommended.

Supporting Evidence / Comments: Click here to enter text.

Number of cases student carried: Click here to enter text.

Field Instructor's Signature: Click here to enter text.

Field Instructor's Credentials (highest degree earned, area, etc.)Click here to enter text.

Field Instructor's Years of post-degree experience: Click here to enter text.

M.S.W. Instructor's Signature (if different from the Field Instructor): Click here to enter text.

The following section should be completed by the Social Work Intern:

My field instructor and faculty liaison have discussed this evaluation with me and provided me with a copy. My agreement or disagreement with the evaluation follows:

☐   I agree with the evaluation

☐   I do not agree with the evaluation

Intern's Signature: Click here to enter text.   Date: Click here to enter text.

Note: If the intern disagrees with the evaluation he/she should state that disagreement in writing and submit a copy to both the field instructor and faculty liaison. A copy should also be submitted to the faculty liaison for inclusion in the student's file.

I have carefully reviewed the evaluation.

Field Coordinator's Signature: _____ Date: _____

Faculty Liaison's Signature: _____ Date: _____

Salve Regina University – Department of Social Work
ASSESSMENT RUBRIC FOR FIELD INSRUCTOR EVALUATION

EPAS 2022 Accreditation Standards – Core Competencies	Practice Behaviors	NOT ACHIEVED	MINIMALLY ACHIEVED	MODERATELY ACHIEVED	ACHIEVED	HIGHLY ACHIEVED
		1	**2**	**3**	**4**	**5**
EPAS Competency 1: Demonstrate Ethical and Professional Behavior	1.1 make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;	Decisions seem to be unrelated to the ethical standards set forth by the profession. Student appears to have limited knowledge of the Code of Ethics and/or how the Code relates to practice.	Student appears to be knowledgeable about the content of the NASW Code of Ethics but has difficulty applying the principles to practice situations as they emerge	Student has demonstrated a working knowledge of the NASW Code of Ethics and has, on 1 – 3 occasions, applied them in formulating a plan for client work	Student has demonstrated, through consistent reference to the Code of Ethics, an understanding and appreciation for the values of the profession. The student typically refers to the values and ethics of the profession in formulating decisions.	The student appears to have internalized the values and ethics of the profession so well that all decisions can be directly traced to one or more core values and/or ethical principles.
		1	**2**	**3**	**4**	**5**
	1.2 Demonstrate professional value conflicts and affective reactions;	Allows personal values to interfere with practice (e.g., restricting services or options to clients due to personal values, not advocating in support of legislation beneficial to clients due to personal prejudices). Appears unaware of the values of the profession and/or does not appear to self-regulate.	Recognizes possible conflicts in personal and professional values but has not shown sufficient skill in either identifying conflicts in values or actively working to manage them. Passive compliance. Appears to have a limited knowledge of professional values and/knows the values but finds application difficult.	Once personal/ professional value conflicts have been identified, student appears to engage in self-reflection and self-regulation. Openly discusses with supervisor ways to manage conflicts.	Initiates efforts to identify conflicts in personal and professional values before openly exploring in supervision ways of managing conflicts.	Readily identifies personal/professional value conflicts and is frequently able to plan effective ways to manage them.

EPAS 2022 Accreditation Standards – Core Competencies	Practice Behaviors	NOT ACHIEVED	MINIMALLY ACHIEVED	MODERATELY ACHIEVED	ACHIEVED	HIGHLY ACHIEVED
		1	**2**	**3**	**4**	**5**
EPAS Competency 1: Demonstrate Ethical and Professional Behavior	1.3 Manage personal and professional value conflicts and affective reactions;	Student frequently does not maintain a calm and objective demeanor and/or time management skills interfere with the work of the agency. Student punctuality and overall dependability is inconsistent. Does not show regard for co-workers and supervisor. Student has been advised of the need for corrective action.	Student is inconsistent with regard to poise, punctuality, dependability and professional demeanor (according to agency and professional standards). Shows some regard for co-workers and supervisor.	Generally poised, punctual, dependable and objective demeanor under ordinary circumstances. Behavior is generally in accord with agency expectations and professional standards. Shows respect for co-workers and supervisor.	Calm and objective under usual circumstances and frequently when under stressful situations. Punctual and dependable. Behavior (90% of the time) is consistent with agency expectations and professional standards Understands impact of self on co-workers and supervisor.	Exhibits calm and objectivity even under stressful situations. Always punctual and dependable, consistent with agency expectations and professional standards. Time management skills are exemplary. Very appropriate interactions with co-workers and supervisor.
		1	**2**	**3**	**4**	**5**
	1.4) Use technology ethically and appropriately to facilitate practice outcomes; and	Student frequently does not maintain a professional appearance and has been advised of the need for corrective action.	Student is inconsistent with regard to appearance being, at times, not in accord with agency and professional standards. This issue has been discussed in supervision.	Appearance is typically in accord with agency expectations and professional standards, including clothing as well as accessories.	Appearance (90% of the time) is consistent with agency expectations and professional standards.	Appearance (including clothing and accessories) is always consistent with agency expectations and professional standards.

EPAS 2022 Accreditation Standards	Practice Behaviors	NOT ACHIEVED	MINIMALLY ACHIEVED	MODERATELY ACHIEVED	ACHIEVED	HIGHLY ACHIEVED
		1	2	3	4	5
EPAS Competency 1: Demonstrate Ethical and Professional Behavior	1.5 Use supervision and consultation to guide professional judgment and behavior	Student frequently does not maintain a professional level of communication (e.g., uses slang, has disregard for titles, uses value-laden language, has poorly written case notes, disregards department and/or agency electronic communication policies, etc.) Student has been advised of the need for corrective action.	Student is inconsistent with regard to professional oral, written and electronic communication (according to agency and professional standards). For example, errors in case notes, value laden language, inappropriate use of cell phone, etc..	Communication is typically in accord with agency expectations and professional standards. There is an on-going need to develop written communication, but improvement is evidenced with more consistent use of social work language.	Communication is (90% of the time) consistent with agency expectations and professional standards. Oral, written and electronic communications are generally clear, concise, accurate, respectful of others, and in accordance with stated department and agency policies.	Communication is always consistent with agency expectations and professional standards. Skill in this area is beyond that typically evident in a baccalaureate level intern.

EPAS 2022 Accreditation Standards	Practice Behaviors	NOT ACHIEVED	MINIMALLY ACHIEVED	MODERATELY ACHIEVED	ACHIEVED	HIGHLY ACHIEVED
EPAS Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	2.1 Advocate for human rights at the individual and system levels; and behavior.	**1** Doesn't appear to utilize supervision in a manner consistent with on-going professional development (e.g., is ill-prepared, seeming pre-occupied, and/or has poor follow-through)	**2** Inconsistently prepared (no agenda, prior self-reflection, etc.). Has trouble accepting constructive input and/or does not follow through on supervisory input.	**3** Consistently prepared for supervision and sometimes evidences good follow-through on feedback.	**4** Consistently prepared, able to tactfully disagree, but remains open to constructive feedback. Good follow through	**5** Maximizes the use of supervision to grow professionally. Consistently well prepared. Excellent follow through
	2.2 Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	**1** Student appears to have little understanding of the impact of difference in shaping life experiences. Student seldom, if ever, references client differences in designing or implementing plans or evaluations on any level of practice.	**2** Student seems to appreciate how difference may shape life experiences but seldom integrates that appreciation into their plans for work with clients on the micro, mezzo and macro levels. Application is lacking.	**3** Student has demonstrated an ability to understand how client differences have impacted life experiences. Student is able to provide at least 1 – 2 concrete examples relative to each client system (micro, mezzo and macro).	**4** Student consistently demonstrates an understanding of how client differences shape life experiences and has routinely been able to discuss several ways in which this is evident in practice on the micro, mezzo and macro levels.	**5** Student not only understands very well the importance of difference in shaping the human experience but actively investigates resources useful in selecting assessment, intervention and evaluation strategies that are most appropriate for the client system.

EPAS 2022 Accreditation Standards	Practice Behaviors	NOT ACHIEVED	MINIMALLY ACHIEVED	MODERATELY ACHIEVED	ACHIEVED	HIGHLY ACHIEVED
		1	**2**	**3**	**4**	**5**
EPAS Competency 3: Engage Anti-racism, Diversity, Equity, and Inclusion in Practice.	3.1 Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and	Student uses few, if any, opportunities to learn from others (colleagues, clients and/or other professionals.)	Student is open to learning what is provided but seldom, if ever, shows initiative in seeking out learning opportunities (e.g., student may attend a recommended training but independently has not sought out learning opportunities to enhance his/her work with clients).	Student is open to participating in recommended trainings or other learning activities and has, on occasion (1 – 3 times) sought information from colleagues, clients, or other professionals to enhance his/her practice.	Student routinely engages in activities and discussions with informants at the agency (clients, workers, supervisors) to learn more about the client populations served, thereby enhancing practice.	Student consistently engages all appropriate resources at the agency (clients, workers and supervisors) as informants and has demonstrated on at least five occasions how information gleaned from others has shaped his/her practice with clients.
		1	**2**	**3**	**4**	**5**
	3.2 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.	Student seems reluctant or unable to engage in self-assessment and/or to address personal biases and values which may impact work with diverse client populations.	Student seems to be aware of personal biases and values but has had difficulty in supervision addressing how they will be managed in the practice setting.	Student's awareness of personal biases and values is consistent. Student demonstrates in supervision an ability to discuss openly ways to work on eliminating their influence on practice.	Student comes to supervision after careful self-reflection, well aware of potential biases and values that may impede the helping process. The student typically seeks assistance in eliminating personal biases and growing in even greater self-awareness and self-regulation.	Student is able to anticipate how personal biases and values may mitigate against the helping process and actively seeks out assistance in managing biases and values in the best interests of the client system. Excellent self-regulation skills demonstrated in supervision.

EPAS 2022 Accreditation Standards	Practice Behaviors	**NOT ACHIEVED**	**MINIMALLY ACHIEVED**	**MODERATELY ACHIEVED**	**ACHIEVED**	**HIGHLY ACHIEVED**
		1	2	3	4	5
EPAS Competency 4: Engage Practice-informed Research and Research-informed Practice	4.1 apply research findings to inform and improve practice, policy, and programs; and	Student has been unable to demonstrate an understanding of how practice and theory is used to formulate research (e.g., when determining how to evaluate client success little to no consideration is given to practice experience.)	Student struggles to make linkages between practice/theory and research but appears to be developing this skill. For example, student seems to be conscious of how past practice experience with the client might shape research methods used.	Student has shown (at least once) an understanding of how practice experience and/or theory is used to inform research.	Student has demonstrated (on at least three occasions) a good grasp of ways in which practice and theory may inform research. The client has applied some of what s/he has learned in practice to shaping evaluations of client progress, program effectiveness, etc. Actively seeks out information to inform practice.	Student has excelled in using practice experience and theory in designing and implementing research. The student is often sought out by others as a resource in planning research for a given client population as s/he has evidenced the ability to apply practice and theory as needed.
		1	2	3	4	5
	4.2 identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative research methods to advance the purposes of social work.	Student has not demonstrated an understanding of how to critically analyze research methods and findings. Student finds it difficult to interpret research findings or critically assess methods used and their impact on findings.	Student understands basic elements of research but has demonstrated only a rudimentary knowledge of how to critically assess various methods and findings. Findings are not clearly stated and the impact of using various methods is indistinguishable to the student.	Student has critically and accurately analyzed various research methods and findings at least once but could benefit from more work in this area.	Student has successfully demonstrated (on at least three occasions and discussed in supervision) the ability to critically and accurately analyze various research methods and findings in a way that is generally clear, accurate and consistent with professional standards.	Student has demonstrated a clear and accurate understanding of appropriate methodological and data analysis techniques and has applied that knowledge 3-5 times. Student's skill in this area is distinguishable from others as s/he is often seen as a resource in the agency on this topic.

EPAS 2022 Accreditation Standards	Practice Behaviors	NOT ACHIEVED	MINIMALLY ACHIEVED	MODERATELY ACHIEVED	ACHIEVED	HIGHLY ACHIEVED
		1	**2**	**3**	**4**	**5**
EPAS Competency 5: Engage in Policy Practice	5.1 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	Student does not readily identify policies or grasp their importance and is unable to understand the interconnectedness between policy and service delivery.	Student is beginning to recognize how social welfare and economic policies impact social policies and programs. Evidence seen in supervision.	Student has been able to identify 1-2 social policies that may impact client well-being, service delivery and/or access to services but needs more depth of understanding (e.g., state minimum wage polices, SNAP eligibility, car taxes, school districting, etc.)	Student has been able to identify at least three social policies and has accurately demonstrated an understanding of how they may impact clients and often is able to see others once pointed out in supervision.	Student readily recognizes social policies that impact client well-being, access to services and/or service delivery and is often the first to point out such policy implications in supervision or intra-agency meetings.
		1	**2**	**3**	**4**	**5**
EPAS Competency 5: Engage in Policy Practice **Continued**	5.2 apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice	Student appears overwhelmed and unable to understand the interconnectedness between policy and service delivery	Student is beginning to recognize how social welfare and economic policies impact social policies. Evidence seen in supervision.	Student discusses (on 1-2 occasions) in supervision the challenges that clients face in accessing social services due to economic and social welfare policies.	As student becomes more knowledgeable of social and economic policies their impact on client well-being, and access and delivery of services, becomes a consistent agenda item in supervision.	Student consistently applies their knowledge of social welfare and economic policies in determining if client needs for services are being addressed and if not what changes are needed.

EPAS 2022 Accreditation Standards	**Practice Behaviors**	**NOT ACHIEVED**	**MINIMALLY ACHIEVED**	**MODERATELY ACHIEVED**	**ACHIEVED**	**HIGHLY ACHIEVED**
EPAS Competency 6: Engage with Individuals, Families, Groups, Organizations, & Communities	6.1 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and	**1** Student has provided no evidence of understanding the key conceptual frameworks of human behavior and the social environment and therefore has been unable to apply those concepts in the engagement process with clients.	**2** Major conceptual frameworks are generally understood by the student but the ability to use the frameworks to successfully engage clients is limited (e.g., student fails to consider stages of human development in developing an intake assessment; no consideration of diverse cultures, etc.)	**3** Major conceptual frameworks are understood by the student who has demonstrated (1 – 3 times) the ability to apply that knowledge in concrete ways (e.g., consideration of developmentally appropriate language to use with a four-year old child).	**4** Student routinely (5+ occasions) considered conceptual frameworks underpinning human behavior and the person-in-environment approach in interacting with client systems of all sizes (applied systems theory in group work, etc.).	**5** Student consistently integrates into practice with client systems knowledge of human behavior and the social environment (especially the major conceptual frameworks such as systems theory, psychosocial developmental theories, cognitive development theories, anti-oppressive, and empowerment theories etc.).
	6.2 use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	**1** Student has limited engagement skill and has not been able to approach work with clients with empathy, reflection and interpersonal skills. Student may, for example, mistake sympathy for empathy	**2** Student has been able to make a human connection with clients, but has had difficulty in some areas, or with specific client populations. Student is still struggling with the appropriate use of empathy.	**3** Student generally engages well with clients, evidencing good interpersonal skills, but has not been consistent across groups or situations (e.g., engages readily with children but appears intimidated by some adults or persons of diverse cultures)	**4** Student has effectively used empathy, reflection and other interpersonal skills (e.g., attending skills, reflective listening, etc.) on a consistent basis to engage clients in the helping process.	**5** Student's high level of skill in demonstrating empathy and using other interpersonal skills (e.g., silence, confrontation, etc.) and reflection has been a key determinant of the student's success in working with clients from diverse cultures.

EPAS 2022 Accreditation Standards	Practice Behaviors	NOT ACHIEVED	MINIMALLY ACHIEVED	MODERATELY ACHIEVED	ACHIEVED	HIGHLY ACHIEVED
EPAS Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	7.1 apply knowledge of human behavior and person-in-environment and other culturally responsive interprofessional theoretical frameworks when assessing clients and constituencies; and	**1** Student appears to have limited skill in gathering necessary client and community data, organizing information and interpreting client data. Assessments do not meet agency or professional standards as demonstrated through case notes or DAPs.	**2** In supervision, student is beginning to show an understanding of needed data, has discussed data collection, organization and interpretation, but has been unsuccessful in demonstrating this skill on a consistent basis with client systems. Data have been inaccurate and/or incomplete.	**3** The student has demonstrated skill in gathering and organizing data, although the accuracy of interpretations has been inconsistent at times, requiring follow-up discussion in supervision.	**4** The student has demonstrated, on at least three occasions, the ability to gather, organize and accurately interpret client data.	**5** The student has demonstrated, at least 5 times, skill in developing, gathering, organizing, and interpreting client data; employing data analysis skills appropriate for working with the client system (e.g., single case study design analyses, asset based community assessments, etc.).
	7.2 demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing mutually agreed-on goals	**1** Student analyzes assessment data from clients and constituencies out of context and without regard to applying bio-psycho-social developmental or other theoretical frameworks.	**2** The student has demonstrated skill in applying a limited number of concepts from human behavior and the social environment or other multi-disciplinary frameworks in analyzing assessment data. Knowledge base appears limited in supervision.	**3** Student evidences a rather extensive knowledge of HBSE concepts as well as other theoretical frameworks but has been inconsistent in applying concepts in analyzing assessment data when discussed in supervision (e.g., student can enumerate key developmental milestones but does not recognize lack of achievement in clients).	**4** The student has demonstrated, on at least 5 occasions, skill in analyzing client assessment data by accurately applying HBSE and other theoretical concepts in assessment of client data (e.g., correctly uses Ages & Stages data to help identify areas for further work with a child).	**5** Student demonstrates excellent skill in analyzing assessment data from clients and constituents by applying a well-honed knowledge base of information from HBSE and other theoretical frameworks and consistently discusses it in supervision. .

EPAS 2022 Accreditation Standards	Practice Behaviors	NOT ACHIEVED	MINIMALLY ACHIEVED	MODERATELY ACHIEVED	ACHIEVED	HIGHLY ACHIEVED
EPAS Competency 8: Intervene with Individuals, Families, Groups, Organizations, & Communities	8.1 engage with clients and constituencies to critically choose and implement culturally responsive, evidenced-informed interventions to achieve mutually agreed-on plans and increase the capacities of clients and constituencies; and	**1** Student appears to be unaware of possible interventions that may be appropriate for use with specific clients and constituencies. Interventions seems to be selected without adequate investigation into available alternatives.	**2** While the student seems to have a general understanding of multiple interventions that may be available, the student has difficulty critically choosing and implementing that which appears to be most appropriate to the stated client goals.	**3** The student has been able on 1 – 3 occasions to demonstrate the ability to use good critical thinking skills in selecting interventions that enhance client capacities (e.g., asking the client to draft a letter to their landlord; using pet assisted interventions to build client social skills).	**4** Student consistently chooses and implements interventions that are directed at achieving practice goals, although less consideration is given to enhancing client capacities in the process.	**5** Student readily investigates alternative interventions and consistently selects and implements interventions that not only achieve practice goals but provide a vehicle for capacity building of clients and constituencies (e.g., engaging clients in a letter writing campaign to change a policy that is negatively impacting them).
	8.2 incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies;	**1** Student has not provided evidence of being able to apply knowledge of human behavior in the social environment in working with clients (e.g., fails to consider all dimensions of the human experience in formulating interventions). Or approach is one-dimensional	**2** Student applies basic knowledge from HBSE in working with clients but has not done so consistently or has only done so when prompted (e.g., culture not considered on a consistent basis in the intervention plan).	**3** Student has been able (at least twice) to use knowledge from HBSE, applying what is appropriate in intervention with a given client system (e.g., respecting paternal hierarchy within certain family cultures).	**4** Student demonstrates (at least 5 times) knowledge of HBSE and other theoretical frameworks in intervention plans with clients and discusses these plans in supervision.	**5** Student consistently applies knowledge from HBSE and other theoretical frameworks in intervention strategies with clients and demonstrates this skill in team/agency based meetings as well as in supervision.

EPAS 2022 Accreditation Standards	Practice Behaviors	NOT ACHIEVED	MINIMALLY ACHIEVED	MODERATELY ACHIEVED	ACHIEVED	HIGHLY ACHIEVED
EPAS Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities	9.1 select and use appropriate methods for evaluation of outcomes;	**1** Student appears to have little to no understanding of available methods to evaluate outcomes and/or has difficulty distinguishing their relative merits and limitations in various settings.	**2** The student is able to identify various methods by which outcomes might be assessed but is uncertain when each is most appropriate and/or is confused when attempting to apply concepts.	**3** The student clearly understands evaluation methods that might be used to assess achievement of outcomes and is able to discuss them in supervision, but has questions concerning the selection of the most appropriate method given the circumstances of use.	**4** The student has a very good understanding of available evaluation methods and their relative merits and generally is able to discuss the advantages and disadvantages of several but needs more practice in this area.	**5** Seen as a valuable resource by colleagues when undertaking evaluation of outcomes, the student has gained distinction in being well versed in the selection and use of appropriate methods for evaluation of outcomes.
	9.2 critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	**1** Student appears to have little to no understanding of concepts of human behavior and the social environment and other pertinent theoretical frameworks but has a general sense of the interconnectedness that exists between person and environment. Finds it difficult to apply concepts to evaluation plans.	**2** The student is able to discuss various theories and concepts pertinent to human behavior and the social environment but struggles in applying those concepts in the evaluation of client outcomes.	**3** The student clearly understands key concepts relative to human behavior in the social environment, etc. and generally can apply at least 2-3 concepts/theories to their work with client systems and to the evaluation of outcomes (e.g., sees how cultural differences and/or developmental readiness might impact evaluation outcomes).	**4** The student has a very good understanding of concepts relative to human behavior in the social environment, etc. and typically evidences that understanding in applying pertinent concepts to the assessment of client outcomes. Chooses culturally and developmentally appropriate evaluation tools and interprets in light of client differences.	**5** The student has an outstanding level of understanding theories and concepts relative to human behavior in the social environment and regularly is sought after by others as a resource in more fully understanding how those concepts can be applied in the evaluation process within the practice setting.

Additional Department Standards	Practice Behaviors	NOT ACHIEVED	MINIMALLY ACHIEVED	MODERATELY ACHIEVED	ACHIEVED	HIGHLY ACHIEVED
		1	2	3	4	5
Competency 10: **Prepare for On-going Professional Challenges**	10.1 Demonstrate an understanding of boundaries that determine professional roles and agency function.	Student has evidenced little or no respect for appropriate boundaries and limited knowledge of professional roles and/or agency role and function.	When called to the student's attention, the student can identify possible boundary issues but skill in this area suggests limited ability to transfer to a new situation (e.g., the student understands how a boundary may have been crossed when noted by a supervisor but repeats the behavior in a different context).	Student recognizes different role issues (e.g., when to act as a broker rather than as a counselor), although on 1-2 occasions there has been role confusion and/or understanding of agency's role seems limited.	Student evidences the knowledge and skill to identify role issues and to act appropriately in varying situations. Generally the student has been able to demonstrate clear boundaries with clients and coworkers and consistently understood the agency's role and function.	Student demonstrates the ability to anticipate the appropriate professional role based on client needs and strengths and to prepare a plan for dealing with the client system professionally. Works within role and function of agency referring to others as needed. Boundaries are always appropriate.
		1	2	3	4	5
	10.2 Engage in career-long learning; and	Student does not demonstrate an interest in lifelong learning and/or has shown no initiative to engage in learning beyond what is minimally necessary (e.g., does not seek out or attend trainings, research information pertinent to clients and agency, etc.).	Attends only those learning experiences that are required by the agency or strongly suggested by the field instructor	Initiates some effort at professional development by identifying opportunities for career-long learning and will occasionally attend a workshop or training that is not required	Actively explores opportunities for career-long learning and demonstrates a strong, clear sense of personal responsibility for career-long learning and attends at least one training that is not required each semester.	Takes every opportunity to expand knowledge, skills and values through reading, workshop/ conference/meeting attendance and discussion with colleagues. The student brings to supervision at least two pertinent articles each semester, attends two or more workshops not required and attempts to use this knowledge to improve practice.

Additional Department Standards	Practice Behaviors	NOT ACHIEVED	MINIMALLY ACHIEVED	MODERATELY ACHIEVED	ACHIEVED	HIGHLY ACHIEVED
Competency 10: **Prepare for On-going Professional Challenges** **Continued**	10.3 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	**1** Student has evidenced little or no ability to understand possible links between culture, power and privilege.	**2** Student can identify oppressed populations, marginalized groups, and those who have been alienated, but seldom sees cultural values and structures as determinants of power and privilege	**3** Student has demonstrated the ability to identify several specific cultural values/ structures that have served to enhance or reduce power/ privilege for a client population and has discussed these in supervision (e.g., the emphasis on clan over personal goals as challenging in an American culture that values individual achievements).	**4** Student demonstrates a good working knowledge of differences in cultural values/ structures and has used that knowledge to engage clients in practice on 2-3 occasions. Consideration of power/privilege is consistent in that engagement (e.g., understanding the evolution of women's power within the military and its impact on client systems.)	**5** Student has evidenced a strong understanding of power and privilege and has initiated discussions at the agency on ways in which client diversity/difference relates to power/privilege in order to eliminate oppression in all of its forms (e.g., being cognizant of latent messages hidden in agency rules, literature and environment that might feel oppressive to some clients).
	10.4 Respond to contexts that shape practice by attending to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services,	**1** Sees practice as static and does not appear to attend to or to incorporate into work with clients changing realities, new trends, or other relevant information to improve services (e.g., possible opportunities with the new G.I. bill not shared with clients). Student seems uninformed on emerging developments.	**2** Student is able to identify changing contexts and their implications for clients but has not incorporated that knowledge into practice at the agency (e.g., new information on working with clients with PTSD).	**3** Student is readily able to identify and to discuss shifting contexts and their impact on work with clients. The student has demonstrated, on at least three occasions, skill in applying new information in working with clients (e.g., the appropriate use of texting as a means of facilitating scheduling).	**4** Student evidences skill in acquiring, evaluating and incorporating new information, technologies and trends into practice with due consideration for providing the most appropriate service (e.g., shifts in client populations in long-term care facilities; emerging need for men's DV shelters).	**5** Student is continually aware of changing social contexts shaping practice and has demonstrated a high level of skill in acquiring and evaluating its relative value in providing quality services to clients (e.g., incorporating knowledge from classes, agency data, interviews with colleagues, etc.).

STUDENT SELF-EVALUATION
Salve Regina University
Department of Social Work

Student Name: Click here to enter text.   Date: Click here to enter text.

Class Standing: ( ) Junior   ( ) Senior   Semester: ( ) Fall   ( ) Spring

Agency: Click here to enter text.

Briefly Describe Student's Assignment(s): Click here to enter text.

Evaluation of Field Placement Performance:
You are being asked to evaluate your performance in ten areas of practice competency, each of which has specific, identified practice behaviors associated with it. In addition, opportunity is provided for supporting evidence and comment. For each practice behavior, please evaluate your level of achievement by circling the number best representing *your performance at this time*. Levels of functioning are rated on a 5-point scale, with each number being associated with a level of competency described more fully in the Assessment Rubric for Field Instructors and Self-Evaluation. Please carefully review the rubric prior to evaluating your performance

Level of Competency:	***Rating***
Not Achieved	1
Minimally Achieved	2
Moderately Achieved	3
Achieved	4
Highly Achieved	5
NA = Not Attempted at this time	

Core Competency #1   Demonstrates Ethical and Professional Behavior

	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
1) make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;	☐	☐	☐	☐	☐	☐
2) demonstrate professional behavior; appearance; and oral, written, and electronic communication;	☐	☐	☐	☐	☐	☐
3) manage personal and professional value conflicts and affective reactions;	☐	☐	☐	☐	☐	☐
4) use technology ethically and appropriately to facilitate practice outcomes; and	☐	☐	☐	☐	☐	☐
5) use supervision and consultation to guide professional judgment and behavior.	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: Click here to enter text.

Core Competency #2   Advance Human Rights and Social, Racial, and Economic, and

	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
6) Advocate for human rights at the individual and system levels; and	☐	☐	☐	☐	☐	☐
7) Engage in practices that advance human rights to promote social, racial, economic, and environmental justice	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: Click here to enter text

Core Competency #3   Engage Anti-racism, Diversity, Equity, and Inclusion in Practice

	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
8) Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and	☐	☐	☐	☐	☐	☐
9) 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.	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: Click here to enter text

Core Competency #4   Engage in Practice-informed Research and Research-Informed Practice

	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
10) apply research findings to inform and improve practice, policy, and programs; and	☐	☐	☐	☐	☐	☐
11) identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purpose of social work.	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: Click here to enter text

Core Competency #5   Engage in Policy Practice

	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
12) 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	☐	☐	☐	☐	☐	☐
13) apply critical thinking to analyze, formulate, advocate for policies that advance human rights and social, racial, economic, and environmental justice.	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: Click here to enter text

Core Competency #6   Engage with Individuals, Families, Groups, Organizations, & Communities

Individuals	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
14) apply knowledge of human behavior and the social environment, person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies; and	☐	☐	☐	☐	☐	☐
15) use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: Click here to enter text

Core Competency #6   Engage with Individuals, Families, Groups, Organizations, & Communities

Families	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
16) apply knowledge of human behavior and the social environment, person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies; and	☐	☐	☐	☐	☐	☐
17) use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: Click here to enter text

Core Competency #6   Engage with Individuals, Families, Groups, Organizations, & Communities

Groups	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
18) apply knowledge of human Behavior and the social environment, person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies; and	☐	☐	☐	☐	☐	☐
19) use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: Click here to enter text

Core Competency #6 Engage with Individuals, Families, Groups, Organizations, & Communities

Organizations	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
20) apply knowledge of human behavior and the social environment, person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies; and	☐	☐	☐	☐	☐	☐
21) use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: Click here to enter text.

Core Competency #6 Engage with Individuals, Families, Groups, Organizations, & Communities

Communities	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
22) apply knowledge of human behavior and the social environment, person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies; and	☐	☐	☐	☐	☐	☐
23) use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: Click here to enter text

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

	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
24) apply knowledge of human behavior and person-in-environment and other culturally responsive interprofessional theoretical frameworks when assessing clients and constituencies; and	☐	☐	☐	☐	☐	☐
25) demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing mutually agreed-on goals.	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: *Click here to enter text*

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

Families	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
26) apply knowledge of human behavior and person-in-environment and other culturally responsive interprofessional theoretical frameworks when assessing clients and constituencies; and	☐	☐	☐	☐	☐	☐
27) demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing mutually agreed-on goals.	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: *Click here to enter text.*

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

Groups	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
28) apply knowledge of human behavior and person-in-environment and other culturally responsive interprofessional theoretical frameworks when assessing clients and constituencies; and	☐	☐	☐	☐	☐	☐
29) demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing mutually agreed-on goals.	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments:

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

Organizations	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
30) apply knowledge of human behavior and person-in-environment and other culturally responsive interprofessional theoretical frameworks when assessing clients and constituencies; and	☐	☐	☐	☐	☐	☐
31) demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing mutually agreed-on goals.	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: *Click here to enter text.*

Core Competency #7	**Assess Individuals, Families, Groups, Organizations, and Communities**

Communities	**Not Achieved 1**	**Minimally Achieved 2**	**Moderately Achieved 3**	**Achieved 4**	**Highly Achieved 5**	**NA**
32) apply knowledge of human behavior and person-in-environment and other culturally responsive interprofessional theoretical frameworks when assessing clients and constituencies; and	☐	☐	☐	☐	☐	☐
33) demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing mutually agreed-on goals.	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: Click here to enter text.

Core Competency #8	**Intervenes with Individuals, Families, Groups, Organizations, and Communities**

Individuals	**Not Achieved 1**	**Minimally Achieved 2**	**Moderately Achieved 3**	**Achieved 4**	**Highly Achieved 5**	**NA**
34) engage with clients and constituencies to critically choose and implement culturally responsive, evidenced-informed interventions to achieve mutually agreed-on plans and increase the capacities of clients and constituencies; and	☐	☐	☐	☐	☐	☐
35) incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies.	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: Click here to enter text.

Core Competency #8   Intervenes with Individuals, Families, Groups, Organizations, and Communities

Families	**Not Achieved 1**	**Minimally Achieved 2**	**Moderately Achieved 3**	**Achieved 4**	**Highly Achieved 5**	**NA**
36) engage with clients and constituencies to critically choose and implement culturally responsive, evidenced-informed interventions to achieve mutually agreed-on plans and increase the capacities of clients and constituencies; and	☐	☐	☐	☐	☐	☐
37) incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: Click here to enter text.

Core Competency #8   Intervenes with Individuals, Families, Groups, Organizations, and Communities

Groups	**Not Achieved 1**	**Minimally Achieved 2**	**Moderately Achieved 3**	**Achieved 4**	**Highly Achieved 5**	**NA**
38) engage with clients and constituencies to critically choose and implement culturally responsive, evidenced-informed interventions to achieve mutually agreed-on plans and increase the capacities of clients and constituencies; and	☐	☐	☐	☐	☐	☐
39) incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: Click here to enter text.

Core Competency #8   Intervenes with Individuals, Families, Groups, Organizations, and Communities

Organizations	**Not Achieved 1**	**Minimally Achieved 2**	**Moderately Achieved 3**	**Achieved 4**	**Highly Achieved 5**	**NA**
40) engage with clients and constituencies to critically choose and implement culturally responsive, evidenced-informed interventions to achieve mutually agreed-on plans and increase the capacities of clients and constituencies; and	☐	☐	☐	☐	☐	☐
41) applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: Click here to enter text.

Core Competency #8   Intervenes with Individuals, Families, Groups, Organizations, and Communities

Communities	**Not Achieved 1**	**Minimally Achieved 2**	**Moderately Achieved 3**	**Achieved 4**	**Highly Achieved 5**	**NA**
42) engage with clients and constituencies to critically	☐	☐	☐	☐	☐	☐

choose and implement culturally responsive, evidenced-informed interventions to achieve mutually agreed-on plans and increase the capacities of clients and constituencies; and						
43) incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: Click here to enter text.

Core Competency #9	**Evaluates Practice with Individuals, Families, Groups, Organizations, & Communities**

Individuals	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
44) select and use appropriate methods for evaluation of outcomes; and	☐	☐	☐	☐	☐	☐
45) critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: Click here to enter text.

Core Competency #9	**Evaluates Practice with Individuals, Families, Groups, Organizations, & Communities**

Families	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA

	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
46) select and use appropriate methods for evaluation of outcomes; and	☐	☐	☐	☐	☐	☐
47) critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: Click here to enter text.

Core Competency #9	Evaluates Practice with Individuals, Families, Groups, Organizations, & Communities

Groups	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
48) select and use appropriate methods for evaluation of outcomes; and	☐	☐	☐	☐	☐	☐
49) critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: Click here to enter text.

Core Competency #9	Evaluates Practice with Individuals, Families, Groups, Organizations, & Communities

	Not Achieved	Minimally Achieved	Moderately Achieved	Achieved	Highly Achieved	NA

Organizations	1	2	3	4	5	
50) select and use appropriate methods for evaluation of outcomes; and	☐	☐	☐	☐	☐	☐
51) critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: Click here to enter text.

Core Competency #9	**Evaluates Practice with Individuals, Families, Groups, Organizations, & Communities**

Communities	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
52) select and use appropriate methods for evaluation of outcomes; and	☐	☐	☐	☐	☐	☐
53) critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments: Click here to enter text.

Core Competency #10	**Prepare for On-going Professional Challenges**

	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
54) demonstrate an understanding	☐	☐	☐	☐	☐	☐

of boundaries that determine professional roles and agency function;						
55) engage in career-long learning;	☐	☐	☐	☐	☐	☐
56) recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; and	☐	☐	☐	☐	☐	☐
57) respond to contexts that shape practice by attending to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	☐	☐	☐	☐	☐	☐

Supporting Evidence and/or Comments:

MID-YEAR OVERALL EVALUATION

☐ My performance in field placement is excellent.

☐ My performance in field placement is above average.

☐ My performance in field placement meets the expectations of the agency for a social work student intern.

☐ My performance in field placement is below expectations of the agency.

☐ My performance in field placement is unacceptable for a social work intern.

Supporting Evidence / Comments: Click here to enter text.

FINAL OVERALL EVALUATION

☐   My performance as a student intern was outstanding.

☐   My performance as a student intern met all expectations to an above average degree.

☐ My performance as a student intern was acceptable.

☐ My performance did not meet the defined standards of the agency.

☐ My performance is unacceptable for a social work intern.

Supporting Evidence / Comments: Click here to enter text.

Number of cases student carried:

Intern's Signature: Click here to enter text.   Date: Click here to enter text.

I have carefully reviewed the evaluation.

Field Coordinator's Signature: _____ Date: _____

Faculty Liaison's Signature: _____ Date: _____

APPENDICES

APPENDIX A: Suggested Readings
for Students and Field Supervisors

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APPENDIX B: Suggested Videos

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     PROGRAM 1

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     Tape #2 *Intra-Ethnic Issues in Practice: The Impact of Race, Class and Gender*
     Tape #3 *Inter-Ethnic Issues in Practice: The White Worker with a Client of Color*
     Tape #4 *Inter-Ethnic Practice with Other Professionals: Working with the System*

     PROGRAM 2

     Tape #5 *Contracting and Setting the Stage with Students*
     Tape #6 *Helping a Student and the Class to Take a Risk*
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APPENDIX C: Council on Social Work Education EPAS Standards
(edited)

Introduction

Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve. The Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) is recognized by the Council for Higher Education Authority to accredit baccalaureate and master's degree programs in social work education in the United States and its territories. The COA is responsible for formulating, promulgating, and implementing the accreditation standards for baccalaureate and master's degree programs in social work, for ensuring the standards define competent preparation, and for confirming that accredited social work programs meet the standards. To this end, CSWE's COA administers a multistep accreditation process that involves program self-studies and benchmarks, site visits, and COA reviews.

The accreditation review process provides professional judgments on the quality of a social work education program in an institution. These findings are based on applying the Educational Policy and Accreditation Standards (EPAS) promulgated by the Commission on Educational Policy (COEP) and the COA. The essential purpose of the accreditation process is to provide a professional judgment of the quality of the program offered and to encourage continual improvement. Moreover, systematic examination of compliance with established standards supports public confidence in the quality of professional social work education and in the competence of social work practice.

EPAS Revision Process

The COA and the COEP are responsible for revising the EPAS. The revision takes place in accordance with the CSWE bylaws, which mandate that the policy statement be reviewed by COEP "at periodic intervals not to exceed 7 years." CSWE's recognition by the Council for Higher Education Authority also requires that accreditors have a process whereby standards are reviewed periodically by the COA.

The most recent standards review process took more than 5 years and resulted in three drafts issued for public review and comment. The intent of the COA and the COEP was to solicit feedback from as many constituents as possible in as many ways as possible. The COEP and the COA would like to thank the programs, individuals, organizations, and communities of interest that provided feedback on all of the drafts.

The educational policy, which details the new social work competencies for the 2015 EPAS, was developed by COEP and approved by the CSWE Board of Directors on March 20, 2015. The accreditation standards were developed and approved by the COA on June 11, 2015. Programs that have reaffirmation reviews in October 2017 or later will use the 2015 EPAS to prepare their self-studies. Programs applying for candidacy in 2016 and beyond would use the 2015 EPAS for their benchmark documents.

For updated information about the 2015 EPAS, please visit www.cswe.org/Accreditation or send an e-mail to accreditation@cswe.org.

July 2015

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

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

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

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

EPAS describe four features of an integrated curriculum design: (1) program mission and goals, (2) explicit curriculum, (3) implicit curriculum, and (4) assessment. The educational policy and the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards are derived from the Educational policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

Competency-Based Education

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy.

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence

is seen as developmental and dynamic, changing over time in relation to continuous learning. Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.

Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies.

Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes.

Programs assess students' demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used by programs and the data collected may vary by context.

> **Social work competence is the ability to integrate and apply social work knowledge, values, skills and cognitive and affective processes to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.**

Social Work Competencies

The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and

responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

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

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

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

Competency 4: Engage In Practice-informed Research and Research-informed Practice
Social workers understand quantitative and qualitative research methods and their respective roles in

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

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

Competency 5: Engage in Policy Practice

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

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

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.
Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand

methods of assessment with diverse   clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

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

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter- professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter- professional, and inter-organizational collaboration. Social workers:

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

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

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

Program Mission and Goals - Do we need to integrate the new dimensions (? I think that is what what they are called ie; Cognitive & Affective etc ... ?)

Educational Policy 1.0—Program Mission and Goals
The mission and goals of each social work program address the profession's purpose, are grounded in core professional values, and are informed by program context.

Values
Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

Program Context
Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.

Accreditation Standard 1.0 — Program Mission and Goals
The program submits its mission statement and explains how it is consistent with the profession's purpose and values.
The program explains how its mission is consistent with the institutional mission and the program's context across all program options.
The program identifies its goals and demonstrates how they are derived from the program's mission.

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work.

Explicit Curriculum

The explicit curriculum constitutes the program's formal educational structure and includes the courses and field education used for each of its program options. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master's levels. Baccalaureate programs prepare students for generalist practice. Master's programs prepare students for generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.

Educational Policy 2.0—Generalist Practice
Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and

communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels.

Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

Accreditation Standard B2.0—Generalist Practice
- B2.0.1   The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.
- B2.0.2   The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.
- B2.0.3 The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy 2.2—Signature Pedagogy: Field Education
Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, 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 by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

Accreditation Standard 2.2—Field Education
- The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.
- B2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.
- B2.2.9 The program describes how its field education program specifies the credentials and practice experience of its   field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work

perspective and describes how this is accomplished.

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Implicit Curriculum

The implicit curriculum refers to the learning environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy and fair distribution of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession and the mission, goals, and context of the program.

Educational Policy 3.0—Diversity
The program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/ spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program's institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

Accreditation Standard 3.0—Diversity
The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.
The program explains how these efforts provide a supportive and inclusive learning environment.
The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.1—Student Development
Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students' professional development.
To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master's social work programs are presented with an articulated pathway toward specialized practice.

Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

- B3.1.1   The program identifies the criteria it uses for admission to the social work program.
- The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.
- The program describes its policies and procedures concerning the transfer of credits.
- The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Advisement, retention, and termination

The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.

The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.

Student participation

The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.

The program describes how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.2—Faculty

Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio,   and sufficient faculty to carry out a program's mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

Accreditation Standard 3.2—Faculty

The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.

The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post–master's social work degree practice experience.

The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.

- B3.2.4   The baccalaureate social work program identifies no fewer than two full-time faculty

assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree   preferred.

- The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.
- Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.
- The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.

Educational Policy 3.3—Administrative and Governance Structure
Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program's mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

Accreditation Standard 3.3—Administrative Structure
- The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.
- The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.
- The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.
- The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.
- B3.3.4(a) The program describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.
- B3.3.4(b) The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.
- B3.3.4(c) The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.
- 3.3.5(a) The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.
- B3.3.5(b) The program documents that the field education director has a master's degree

in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience.

- B3.3.5(c) The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.
- The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

Educational Policy 3.4—Resources
Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to carry out the program's mission and goals and to support learning and professionalization of students and program improvement.

Accreditation Standard 3.4—Resources
- The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.
- The program describes how it uses resources to address challenges and continuously improve the program.
- The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.
- The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.
- The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.
- The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.

Assessment

Educational Policy 4.0—Assessment of Student Learning Outcomes
Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students' demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that

serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used and the data collected may vary by context.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used. Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

Accreditation Standard 4.0—Assessment
The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:

1. A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
2. At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.
3. An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.
4. Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.
5. An explanation of how the program determines the percentage of students achieving the benchmark.
6. Copies of all assessment measures used to assess all identified competencies.

- The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.
- The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.
- The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.
- For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.