This Field Manual applies to students who are entering field placement in the Fall of 2015 or Spring of 2016.

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# 2015-2016 ACADEMIC CALENDAR

## Fall Semester 2015

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>August 28, 2015, Friday</td>
<td>Welcome Weekend Begins</td>
</tr>
<tr>
<td>August 31, 2015, Monday</td>
<td>Instruction Begins</td>
</tr>
<tr>
<td>September 7, 2015, Monday</td>
<td>Labor Day (1)</td>
</tr>
<tr>
<td>September 8, 2015, Tuesday</td>
<td>Add Period Ends</td>
</tr>
<tr>
<td>September 17, 2015, Thursday</td>
<td>Late Add Period Ends</td>
</tr>
<tr>
<td>September 17, 2015, Thursday</td>
<td>Constitution Day; Classes in Session</td>
</tr>
<tr>
<td>September 29, 2015, Tuesday</td>
<td>Full Semester Course Drop Period Ends(2)</td>
</tr>
<tr>
<td>October 17, 2015, Saturday</td>
<td>Mid-Term (1st Quarter Ends)</td>
</tr>
<tr>
<td>October 19 &amp; 20, 2015, Monday &amp; Tuesday</td>
<td>Mid-Semester Break (1)</td>
</tr>
<tr>
<td>October 19, 2015, Monday, 4 PM</td>
<td>Student Progress Evaluations Due in Registrar's Office</td>
</tr>
<tr>
<td>October 21, 2015, Wednesday, 8 AM</td>
<td>Instruction Resumes</td>
</tr>
<tr>
<td>November 6, 2015, Friday, 5 PM</td>
<td>Dept Chair Permission require for withdrawals after this date</td>
</tr>
<tr>
<td>November 25, 2015, Wednesday</td>
<td>Thanksgiving Recess Begins (1)</td>
</tr>
<tr>
<td>November 30, 2015, Monday, 8 AM</td>
<td>Instruction Resumes</td>
</tr>
<tr>
<td>December 4, 2015, Friday 5 PM</td>
<td>Withdrawals Are Not Allowed after This Date</td>
</tr>
<tr>
<td>December 12, 2015, Saturday, 5 PM</td>
<td>Regular Course Schedule Ends (3) (2nd Quarter Ends)</td>
</tr>
<tr>
<td>December 14, 2015, Monday, 8 AM</td>
<td>Final Exam Period Begins</td>
</tr>
<tr>
<td>December 19, 2015, Saturday, 5 PM</td>
<td>Final Exam Period Ends (Semester Ends)</td>
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## Spring Semester 2016

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<tr>
<td>January 22, 2016, Friday</td>
<td>Welcome Weekend Begins</td>
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<tr>
<td>January 25, 2016, Monday, 8 AM</td>
<td>Instruction Begins</td>
</tr>
<tr>
<td>February 1, 2016, Monday, 5 PM</td>
<td>Add Period Ends</td>
</tr>
<tr>
<td>February 12, 2016, Friday, 5 PM</td>
<td>Late Add Period Ends</td>
</tr>
<tr>
<td>February 22, 2016, Monday, 5 PM</td>
<td>Full Semester Course Drop Period Ends(2)</td>
</tr>
<tr>
<td>March 12, 2016, Saturday, 5 PM</td>
<td>Spring Recess Begins (1) Mid-Term (3rd Quarter Ends)</td>
</tr>
<tr>
<td>March 14, 2016, Monday, 4 PM</td>
<td>Student Progress Evaluations Due in Registrar’s Office</td>
</tr>
<tr>
<td>March 21, 2016, Monday, 8 AM</td>
<td>Instruction Resumes</td>
</tr>
<tr>
<td>April 1, 2016, Wednesday, 9 AM – 5 PM</td>
<td>Deadline to Withdraw without Department Chair Permission</td>
</tr>
<tr>
<td>April 6, 2016, Wednesday, 8 AM – 5 PM</td>
<td>Scholars Day (1) Classes not in session-students attend sessions</td>
</tr>
<tr>
<td>April 6, 2016, Wednesday, 5 PM</td>
<td>Classes in Session</td>
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<tr>
<td>April 15, 2016, Friday, 3 PM</td>
<td>Honors &amp; Awards Ceremony</td>
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<td>April 29, 2016, Friday 5 PM</td>
<td>Withdraw Period Ends</td>
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<tr>
<td>May 7, 2016, Saturday, 5 PM</td>
<td>Regular Course Schedule Ends (3) (4th Quarter Ends)</td>
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<tr>
<td>May 9, 2016, Monday, 8 AM</td>
<td>Final Exam Period Begins</td>
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<tr>
<td>May 14, 2016, Saturday, 5 PM</td>
<td>Final Exam Period Ends (Semester Ends)</td>
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<tr>
<td>May 14, 2016, Saturday</td>
<td>Commencement</td>
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## FACULTY & STAFF

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GENERAL INTRODUCTION TO FIELD EDUCATION

Dear Field Instructor:

Field practicum provides students with opportunities to apply theoretical knowledge, skills, as well as integrate values and ethics learned in course work through structured guidance in real world practice settings. Field practicum also provides students with opportunities to develop identification with the profession and competence as they advance toward autonomous social work practice. We appreciate the commitment and support that field practicum agencies as well as field instructors provide in our joint efforts to prepare professional social workers for advanced community-based social work practice. By providing our students with supervision, you truly are our instructors in the field.

This Field Manual is presented as a guide for our cooperative work in the preparation of our undergraduate students for generalist social work practice. The College at Brockport’s Department of Social Work welcomes you and your agency to this important endeavor.

We would also appreciate your involvement in providing feedback about our field practicum process and student preparation. This can occur in different ways, informally at field instructor meetings and trainings, through discussions while engaged in field planning activities as well as by completing surveys mailed to field instructors. Field Instructors are also welcome to participate in field education committee activities.

If you have any questions about this Field Manual, please contact me by phone (585)395-5507. I can also be reached by E-mail at tsnyder@brockport.edu. Thank you for your commitment and support of our program. You play a critical role in our students’ professional development.

Sincerely,

Tricia Snyder, LMSW
Clinical Assistant Professor and Undergraduate Field Director
Dear Student:

Congratulations on the successful completion of many of your required social work core courses and numerous credit hours of general education courses. Your field practicum will provide you the opportunity to apply the knowledge, values and skills you have learned in your course work through a real life practice experience with one of our partner agencies. Through this practicum experience you will work to develop social work competencies leading to autonomous generalist-level social work practice.

Now it is time to apply what you have learned. You must be excited and a little nervous at the same time. Your faculty and field instructors can remember those feelings well from their own field placements in social work. A few thoughts are appropriate here.

Be very serious and committed to your field experience. Make it all you can through your thoughtful blending of prior course work and field practicum experiences. Learning to integrate theory and practice is one of the purposes of your field seminar. Your field seminar assignments will also provide you with opportunities to integrate professional knowledge, values, skills, and competence development. For these reasons, both seminar and field instruction must be successfully completed in order to progress.

The Social Work Code of Ethics is also included in this manual. Abiding by the values and ethics of social work will assist you as you learn to make sound professional judgments with the support of your field instructor and faculty liaison.

As an active learner, one of the first tasks you will do is develop your field practicum learning contract. This will be done in conjunction with your field instructor to identify specific tasks that will assist you in developing practice competence in the nine core competency areas. We encourage you to actively prepare for your weekly supervision with your field instructor. In this manual you will find a Weekly Supervision / Performance Feedback tool to utilize to help you in this preparation.

We, the faculty, look forward to working with you as well as becoming your professional colleagues.

Sincerely,

Tricia Snyder, LMSW
Clinical Assistant Professor and Undergraduate Field Director
PHILOSOPHY OF FIELD INSTRUCTION
FOR UNDERGRADUATE STUDENTS

The Council on Social Work Education (CSWE) has determined field education is the signature pedagogy for social work education.

Signature Pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect 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 the criteria by which students demonstrate the achievement of program competencies.

Mission Statements

Social Work Department Mission

The department of social work is committed to excellence in preparing ethical and competent professional social workers who foster the well-being of individuals, families, groups, organizations, and communities. Through teaching, service, and scholarship, the department promotes civic engagement in diverse societies.

Social Work Undergraduate Program Mission

The faculty assigned to the undergraduate program at The College at Brockport, State University of New York is committed to excellence in preparing students with knowledge, values, and skills necessary for generalist social work practice as well as informed and involved citizenship.

Definition of Generalist Practice

Generalist social work practice refers to the knowledge base, professional values, and practice skills needed for the social work practitioner to intervene using a multi-level approach to assessment and intervention. It involves working in partnership with the client system to frame problems in a manner that assists the client system to meet goals. It seeks to identify and strengthen the maximum potential in individuals, groups, organizations, and communities and is committed to understanding and respecting the unique context of the client system and responding to issues of human diversity. The generalist social worker is able to use the framework and ethical guidelines of the National Association of Social Workers’ (NASW) and the International Federation of Social Workers’ (IFSW) codes of ethics with client systems and to promote social and economic justice. The generalist practitioner is able to use critical thinking and research informed practice to identify and intervene in a manner that strengthens the client system.
Social Work Undergraduate Program Goals

The faculty assigned to the undergraduate program will:

1. Plan and deliver a curriculum that successfully prepares students for entry level social work practice and graduate social work education
2. Promote community service opportunities
3. Engage in activities that focus on current social issues and critical professional concerns.

The social work curriculum is competency-based and follows the CSWE 2015 Educational Policy which states:

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.

All graduates of the undergraduate social work program at The College at Brockport, State University of New York are expected to demonstrate the following nine competencies:

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:

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

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

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

C. 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:

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

B. 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:
A. use practice experience and theory to inform scientific inquiry and research;
B. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
C. 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:

A. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
B. assess how social welfare and economic policies impact the delivery of and access to social services;
C. 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:

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

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

B. 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;

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

D. 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:

A. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

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

C. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
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:

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

Standards for Evaluating Academic Performance

The undergraduate social work program evaluates academic performance in four general areas: 1) basic abilities to acquire professional skills; 2) mental and emotional abilities; 3) professional performance skills and 4) scholastic performance. Both professional behavior and scholastic performance comprise academic standards.

1. Basic Abilities Necessary To Acquire Professional Skills

1.1 Communication: Demonstrates sufficient written and oral skills to comprehend information and communicate ideas and feelings.

**Written:** Writes clearly, uses correct grammar and spelling, and applies appropriate writing style, including American Psychological Association (APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments, as specified by faculty.

**Oral:** Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the Program, to complete adequately all oral assignments (with or without accommodations), and to meet the objectives of field placement experiences, as specified by faculty.
1.2 **Interpersonal Skills:** Demonstrates the interpersonal skills needed to relate effectively with other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others. Takes appropriate responsibility for own actions and considers the impact of these actions on others.

1.3 **Cognitive Skills:** Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in classroom and field. Demonstrates grounding in relevant social, behavioral and biological science, knowledge, and research—including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.

1.4 **Physical Skills:** Exhibits sufficient motor and sensory abilities to attend and participate in class and practicum placement, with or without accommodations. (See section on *Accommodations for Disabilities* for clarification).

2. **Emotional and Mental Abilities necessary for performance in the program and professional practice**

2.1 **Stress Management:** Demonstrates ability to deal with current life stressors through the use of appropriate coping mechanisms. Handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.

2.2 **Uses sound judgment:** Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance. Engages in counseling or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties do any of the following:
- Compromise scholastic and other performance,
- Interfere with professional judgment and behavior, or
- Jeopardize the best interests of those with whom the social work student has a professional responsibility (as outlined in the current Code of Ethics by the National Association of Social Workers).

3. **Professional Performance Skills: necessary for work with clients and professional practice**

3.1 **Professional Commitment:** Exhibits a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics. Demonstrates commitment to the essential values of social work that includes the respect for the dignity and worth of every individual and his/her right to a just share of society’s resources (social justice).
3.2 Professional Behavior: Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws, in classroom, field, and community including:
- Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work;
- Respects others, is punctual and dependable, prioritizes responsibilities, attends class regularly, observes deadlines, completes assignments on time, keeps appointments or makes appropriate arrangements;
- Works effectively with others, regardless of level of authority;
- Advocates in an appropriate and responsible manner and uses proper channels for conflict resolution;
- Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development.
- Appearance, dress, and general demeanor reflect a professional manner.

3.3 Self –Awareness: Exhibits knowledge of how one’s values, attitudes, beliefs are demonstrated in the following ways:
- Incorporates professional knowledge, values and skills in professional decision-making;
- Recognizes that in a helping process, emotions and past experiences affect thinking, behavior and relationship;
- Accurately assesses one’s own strengths, limitations, and suitability for professional practice.
- Shows awareness of self and how one is perceived by others.
- Reflects on one’s own limitations as they relate to professional capacities.
- Is willing to examine and change behavior when it interferes in working with clients and other professionals.

3.4 Ethical Obligations: Current behavior and classroom performance demonstrate adherence to the ethical expectations and obligations of professional practice, noted in the NASW Code of Ethics. Ethical behaviors include:
- Adherence to the NASW Code of Ethics;
- Systematic evaluation of clients and their situations in an unbiased, factual way; comprehension of another individual’s way of life and values.
- The use of empathic communication and support of the client as a basis for a productive professional relationship.
- Appreciation of the value of diversity and effective and nonjudgmental relation to and work with others who are different from oneself. Appropriate service to all persons in need of assistance, regardless of the person’s age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system. No imposition of personal, religious, sexual, and/or cultural values on clients.
- Demonstration of respect for the rights of others including the client’s rights to freedom, choice and self-determination.
• Maintenance of confidentiality as it relates to human service, classroom activities, and field placement.
• Demonstration of honesty and integrity by being truthful about background, experiences and qualifications; doing one’s own work; giving credit for the ideas of others; and providing proper citation of source materials.
• Demonstration of clear, appropriate, and culturally sensitive boundaries; does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist.

4.0 Scholastic performance:

Students are considered to be in academic difficulty if their cumulative and social work GPA falls below a 2.5. Additionally students are expected to earn a C or better in every social work course required for the major. Students may be notified of the need to de-register from sequential social work courses and become part-time in the major because of probationary status. The letter will, at same time make clear that continuance in good standing in the program is contingent on the following:

• Continued earning of a grade of “C” or better in every social work course required for the major
• Retaking any social work course in which a grade below a “C” is received if such a course is a requirement of the major.
• Maintaining a cumulative institution GPA of 2.5 or better overall and within the major

Occasionally, students may, at the discretion of faculty, be placed on departmental probation rather than being dismissed from the major. Such students will be given one semester to remedy the conditions of this probation. Students on probation may not enter field instruction. Probationary status, when granted may not continue beyond one semester nor may it be granted again during the student’s course of study in the undergraduate program. Students will receive letters detailing the conditions of their probations. Students on probation are advised to work closely with their academic advisor.

Academic Reviews

An academic review is a formal review process. There are two types of Academic Reviews: General Academic Review and Field Review. If the academic performance standard concerns relate to the field practicum alone, the Field Review procedures will be followed. All other reviews will follow the General Academic Review policies and procedures.

Pre-General Academic Review activities:

Faculty responsibilities include monitoring students’ academic performance. In the course of carrying out this responsibility, faculty will discuss concerns regarding the student’s academic performance to assess if an academic performance concern is identified in a specific area and to identify patterns of concern being assessed. The standards for Academic Performance are utilized as the criteria to assess academic performance. If concerns are identified, several steps may be chosen to address the concern with the student. Pre-review activities are informal processes to discuss the identified concerns with the student and to develop an action plan to assist the student to address the concerns satisfactorily. While informal, a summary of the pre-review meetings are to be summarized by the faculty member and shared with the student and her/his academic advisor. The student’s advisor may also be part of the pre-review meetings. The following are examples of pre-review activities:

a. An individual meeting between the faculty member and student to discuss the academic performance concern.

b. Informal group meeting with the student, student’s academic advisor and faculty identifying the academic concern.

There are extenuating situations in which the academic performance concerns assessed by faculty require immediate referral to the department chair for an Academic Review. In these cases, the Academic Review Policies and Procedures will be followed without pre-review activities.

General Academic Review:

- The Review is convened by the department chair and will include the student, the student's advisor and one or more other faculty having direct knowledge of the student’s academic performance. If the faculty identifying the performance concern is also the student’s academic advisor, the student may choose to have another member of the faculty serve as advisor during the review.
- The student, advisor, and faculty may present information both verbally and in writing as part of the Review.
- Written decisions must be made within ten business days of the Review and placed in the student’s permanent student record.
Formal student notification of the review decisions must be made within ten business days of the Review and is sent by certified mail.

Remedial actions to address the concerns may include the following:

- The student may be required to take specific actions to address academic concerns related to the four performance standards (basic abilities to acquire professional skills, mental and emotional abilities, professional performance skills, and scholastic performance). The remedial actions identified should specify implementation actions to be taken, demonstrated outcomes, and timeframe.
- The student may choose to take a leave of absence from the program and reapply at a later date. If this option is chosen it should include specific tasks that must be accomplished to be considered for return to the program.
- The student may choose to withdraw from the program.
- The student may be terminated from the program.

**General Academic Review Appeal:**

A student who believes that the case has not been handled appropriately or resolved to her/his satisfaction may appeal to the Dean of the School of Education and Human Services per College at Brockport procedures.

**Academic Field Review:**

**Pre-Field Review Activities**

The field practicum is an integral part of the student's educational experience and preparation for professional practice. In the process of conducting student supervision, it is expected that the field instructor will provide ongoing feedback to the student on her/his progress toward meeting core competencies. In the event the student is not meeting field expectations, the field instructor, in consultation with the faculty liaison, should discern the source of the problem the student is experiencing. It should be determined if the problem is:

1. environmental (e.g. agency and or field instructor related);
2. situational (e.g. interpersonal, illness, family, or similar circumstances); or
3. performance related (e.g. illegal behavior, unethical behavior, lack of appropriate professional identification, inability to successfully complete assigned task, inability to develop appropriate social work skills, or inability to meet other field objectives).

It should be noted that some situations included under performance related are grounds for immediate dismissal from field. These can include but are not limited to: unethical or illegal behavior, negligence, actions that are considered unsafe by the agency or program, and violations of institutional policies or procedures.

The field team of student, field instructor and faculty liaison should attempt to address the specific problem and work toward a solution. Also, each party should document the nature of the problem, the steps taken to address solutions, and the outcome of those attempts.
In the event of poor field performance, which will likely result in the student not meeting the criteria for a grade of “S” (Satisfactory) the following procedures should be used:

1. The field instructor should communicate regularly with the student about concerns regarding performance.
2. The field instructor and the student should document together or separately that they met and what steps have been taken to address the problem(s).
3. The field instructor will contact the faculty liaison and summarize the nature of the problem(s) and the steps taken to address them.
4. The faculty liaison will schedule a meeting with the student and field instructor and notify the director of field education.
5. In preparation of this meeting, the field instructor will provide a written statement summarizing the nature of the concerns or problems, and the steps taken to address them. The student and faculty liaison will receive copies.
6. The liaison will meet with the student and field instructor, summarize the discussion occurring during the meeting and provide copies of the written summary to the director of field education and faculty advisor.
7. A Field Review must be conducted if the student receives a grade of Unsatisfactory “U”.

Field Review Procedures:
The review must be scheduled within the first two (2) weeks of the spring semester for grades relating to fall term and within two (2) weeks of the end of the spring semester for grades related to spring term.

- The review is convened by the Director of Field Education and will include the student, the student's advisor, the field instructor, field liaison and department chair. If the faculty liaison is also the student's advisor, the student may choose to have another member of the faculty serve as advisor during the review.
- The faculty liaison will summarize in writing the contacts and actions taken and will provide copies to all parties involved in the review.
- The Director of Field Education will act as chair and recorder for this review. The student, advisor, liaison, field instructor may present information both verbally and in writing as part of the Review.
- Written decisions must be made within ten business days of the Review and placed in the student’s permanent student record.
- Formal student notification of decisions must be made within ten business days of the Review.
- Remedial actions to address the concerns may include the following:
  a. The student may be required to complete additional field hours.
  b. A change of placement may be made.
  c. The student may choose to take a leave of absence from the program and reapply at a later date. If this option is chosen it should include specific tasks that must be accomplished to be considered for return to the program.
  d. The student may choose to withdraw from the program.
  e. The student may be terminated from the program.
FIELD EDUCATION - REQUIREMENTS AND OPTIONS

Field education is an integral part of the curriculum. Students anticipate and prepare for field work from the time they enter the program. After acceptance to the major, students take junior level courses that emphasize preparation for professional practice. For example, Human Behavior in the Social Environment I and II incorporate role plays on the life cycle and interaction in groups; Human Diversity draws on many speakers who are in practice with vulnerable clientele; Social Work Methods courses include role plays on communication, skill development, counseling skills, and family intervention. In social policy and research courses, students prepare for practice by applying the content to practice situations.

A student may complete the Senior Field Placement requirement by following one of the three options listed below.

- Block placement (four days per week, 8 hours per day for Fall or Spring Semesters (availability for Fall semester block placement is dependent upon sufficient number of students to fill class cohort)
- Concurrent placement (two days per week, 8 hours per day for two consecutive semesters, Fall and Spring)
- Spring block in an International Field Setting (in approved country field site, e.g. Ireland and Vietnam)

Criteria for entrance to these options vary slightly.

Field instruction is for a minimum of 440 clock hours. Students follow the College at Brockport’s academic calendar, unless they make other arrangements with the agency field instructor and faculty liaison. Such arrangements must be made during the contracting stage and incorporated into the body of the Agency Learning Agreement. In a concurrent field placement, 220 hours must be completed prior to the Winter break.

Passing Requirements for Field Practicum and Field Seminar

Students must earn a passing grade in Field Practicum and a C or better in Field Seminar to receive credit for the senior field requirement. In the event a student does not receive a passing grade in either the field components, a field academic review will be held following program guidelines for a field academic review.

Employment-Based Field Instruction

In certain circumstances, students may be permitted to complete a field education in their place of employment. The Director of Field Education may grant this on a case-by-case review. In such cases the following criteria must be met:

- The field practicum must be structured in a way that ensures separation of the student’s responsibilities as employee and that of student.
- In order to ensure new learning opportunities, the field placement must be in an area that is different from current, and past work assignments and responsibilities
- The agency must agree to relieve the student from employment obligations and to assign different responsibilities to the student that meet student learning objectives.
• The agency must agree that the work-based field placement will have an educational focus.
• The student must have a different field instructor than her or his job supervisor and a different caseload.
• The field instructor must meet program criteria for qualification as a field instructor.

Students requesting an employment–based field instruction are required to submit the Undergraduate Social Work Employment-Based Field Placement Application (see Field Planning Application and Guide for form).

**Availability during normal business hours of the agency**
Most field sites require students to complete their field hours during the normal business hours of the agency and while exceptions may be made to this, students may make arrangements for evening and/or weekend hours providing the following occurs: it is mutually agreed upon with the student’s field instructor; it is cleared through the Director of Field Education during the field planning process.

If arrangements are made after the field practicum begins, the students’ faculty liaison must approve the plan. In all circumstances, field instruction supervision must be available. It is important to recognize that this is an exception and that ordinarily, students should expect that field placements require daytime responsibilities.

**Interruption of Field Placement**
Under certain circumstances, a given field placement experience may need to be interrupted and changed (i.e., due to environmental, situational or performance related factors). In this event, in order to ensure that the student receives an adequate orientation to the new field practicum context, the equivalent of an additional 4 weeks (64 hours) of field internship with the new placement agency will be required. Students may apply for an extended semester field placement exception in order to support their successful completion of the field internship.

**Field Placement Hours during the Semester Break for Continuity:**
The semester break between fall and spring semesters is typically followed and any exception to this is to ensure continuity of client services is to be made through arrangements with the student, field instructor and faculty liaison in accordance with the following guideline:

**Guideline to approve semester break coverage:** In order to maintain continuity of client services, some agencies request the student to continue in field placement during the semester break. Under these circumstances, and upon approval of the field instructor, and faculty liaison, the student is allowed to continue in the agency during the semester break for up to eight hours during the course of the semester break. These hours are credited to spring semester field hours, and time sheets are required to verify hour completion. The student then reduces hours in spring semester to not exceed 240 field hours, as the student is to remain in field placement during the entire spring semester. Requests to have students continue over the intersession time period should be noted on the student’s learning contract with the agency. (Policy approved 12/19/13)
FIELD EDUCATION OPERATIONAL PROCESS AND PROCEDURES

Selection Process for Practicum Sites

The field experience should maximize development of social work generalist level competence in the ten core areas. The College at Brockport Undergraduate Social Work Program has developed close ties to urban and rural communities in the Greater Rochester Metropolitan area and offers selected international field placement opportunities based on established relationships with community agencies and organizations and international sites in conjunction with the College’s International Education Office. The selection of appropriate internship sites is based on the desire to have excellent educational practice opportunities available for student learning.

Agencies and organizations contribute substantial resources to student education through the provision of learning situations that foster integration of knowledge and skill development.

The agency/organization needs to be able to provide distinct learning opportunities and activities that are consistent with the goals, values, and mission of the program, college, and profession. The agency must be able to provide a qualified field instructor and agency experiences that align with the program’s learning outcomes for generalist social work practice.

Criteria utilized to assess agency practicum sites include:

1. The agency must have a demonstrated commitment to excellence in the provision of services and professional development of students.
2. The agency goals and objectives must align with the program mission and goals.
3. The values and ethics of the profession should be demonstrated through agency structure and functions.
4. The value of the agency-based experience is recognized and educational activities developed within a supportive (learning) environment.
5. Agency-based learning opportunities are provided and are designed to expand student participation within various systems and at different system levels to allow core competency development.
6. The agency must provide adequate space and access to agency resources appropriate for carrying out assigned responsibilities and functions.
7. The agency must provide the necessary measures to protect the safety of the student. At a minimum this should include: where not to go, how to conduct oneself when in the field, how to interact with potentially dangerous individuals, and other generally accepted actions to be followed in specific situations.
8. The agency allows the student maximum exposure to and participation in agency training and in-service opportunities.
9. The agency provides staff for regular and timely individualized supervision (if scope of practice is protected under licensing laws, supervision must be provided by a licensed social worker, if the practice activity is exempted, supervision must be provided by an experienced BSW or MSW practitioner.
10. The agency agrees to ongoing and frequent participation in the evaluation process.
11. The agency agrees to provide up-to-date information on agency services, organization, and student placement procedures and opportunities.
Criteria for Selection of Field Instructors

The field instructor is seen as a valued contributor to the educational accomplishments of the student. The student-field instructor relationship provides a unique in the learning process. Because the learning environment has shifted from the classroom to the field, the learning process also shifts to an interactional action-based process. The field instructor becomes pivotal in guiding students’ skill development and refinement. Field Instructors are expected to:

1. Possess an attitude toward professional graduate social work education that fosters a positive relationship for agency-based learning.
2. Possess a social work degree from an accredited social work program (BSW or MSW degree). If scope of practice is protected under the NYS social Work licensing laws, (in a non-exempted setting) the field instructor should be licensed to practice social work in NYS.
3. The field instructor needs to have two years post degree experience. It is recommended that the field instructor have at least one-year experience at the agency site.
4. Have an ability to distinguish internship learning and evaluation from staff performance expectations and incorporate these differences in the evaluation process of the student.
5. Be able to recognize and accommodate teaching responsibilities at a generalist level of practice.
6. Be able to creatively provide practicum experiences that enable the student to integrate social work knowledge, skills, values, awareness of diversity, and all other classroom learning into the field experience.
7. Possess a desire and ability to create a learning environment that recognizes student differences and provides for the student a professional educational setting that enhances individual strengths and challenges development of new skills. Possess a desire to participate in a college/agency collaborative effort to offer a sound educational experience for the student by providing feedback and input into new practice directions and trends.
8. Possess a willingness to attend field instruction orientations, seminars, and field instruction site selection activities organized by the Office of Field Education.
9. Possess the willingness to provide structured supervisory time on a regular minimum one-hour per week basis.

Roles and Responsibilities

The roles and responsibilities of the participating people and designated units of the Program and agency are outlined below:

Undergraduate Social Work Program Responsibilities

1. Preparation and continuation of all functions directing the placement of students in the field setting according to program standards.
2. Selection of agencies and placement of students in an appropriate practicum setting.
3. Monitoring of the student’s practicum to ensure and maintain a sound educational experience based on student need and learning contract.
4. Provision of a placement process that is functional in bringing together agencies and students for negotiating a field-learning contract.
5. Provision of orientation sessions to field instructors and other opportunities for further cooperative continuing education between the Program and agencies.
6. Coordination of a minimum of two meetings during the field experience between the faculty field liaison, the agency field instructor, and the student in the practicum to evaluate student progress.
7. Maintain the mechanism and procedures for termination of a student’s field practicum when either the student or agency is unable to fulfill the obligations of the field contract.
8. Provision of joint opportunities to discuss, evaluate, and implement improvement to field education.

Agency Responsibilities

1. Provision of appropriate learning activities for the student including opportunities that allow for work at all levels with systems of all sizes.
2. Provision of adequate space and resources for the student to comfortably engage in agency work.
3. Engaging in the selection and placement process of students.
4. Understanding and participating in the educational and evaluation process of the student.
5. Provision of a qualified field instructor for each student assigned to the agency.
6. Providing an atmosphere of cooperative learning that allows for other agency personnel to become involved in the educational process.
7. Creation of a creative learning environment that is both challenging and rewarding to student and field instructor.
8. Completion of all college affiliation and agency agreements and related documents.

Director of Field Education Role and Responsibilities

The Director of Field Education is responsible for the administration of the Field Education Program. The Director of Field Education works in a collaborative manner with community agencies to ensure planned cooperation and coordination between the program and the agencies it selects for the placement of students.

1. Administer the Field Education component of the Program in consultation with the Department Chair and faculty, including but not limited to student placement in field practicum settings.
2. Provide information to various constituents regarding accreditation related issues pertaining to Field Education.
3. Initiate discussions and coordinate field placement affiliation agreement process with agencies and organizations and the College Contracts office to establish field education sites.
4. Explicate and represent field policies and procedures required for the practicum process.
5. Provide annual field instructor orientation covering curriculum and other Program changes and relevant field instructor trainings.
6. Compile and maintain current information on agency affiliations.
7. Maintain and distribute an updated *Field Education Manual* to appropriate parties.
8. Collaborate and meet on an as needed basis, with faculty liaisons/seminar instructors.
9. Provide oversight of the Program and policies process for field education awards.
10. Serve as the negotiating office for resolution of agency field instructor issues and field education related conflicts not successfully resolved by the faculty liaison.
11. Monitor all field practicum sites, including student and faculty liaison evaluations and feedback.
12. Provide leadership for field instruction committees, sub-committees, and other appropriate groups.

**Faculty Liaison Responsibilities**

1. Provide explanation of field practicum policies and expectations of the school and agency relationship as questions arise during the course of liaison with the student and agency (in consultation with the Director of Field Education).
2. Provide mediation of issues/conflicts between the agency field instructor and the student or the Program.
3. Monitor student progress toward accomplishment of learning objectives for the field practicum.
4. Maintain consistent contact with the field instructor and student through visits to the agency usually two times during the semester and phone contacts as necessary.
5. Provide classroom opportunities for integration of course material and field experience.
6. Ensure completion of all requirements for the student/agency contracts and evaluation procedures.
7. Evaluate student progress in the agency through the field seminar experience.
8. Encourage and assist the field instructor in creation of challenging and rewarding experiences for agency-based learning.
9. Submit evaluation forms, along with student time sheets to the Director of Field Education.
10. Participate in the semester evaluation process and recording of the final grade for the practicum experience.
11. Maintain regular contact as needed with the Director of Field Education.

**Field Instructor Responsibilities**

1. Participate in the student practicum interview and assignment process.
2. Participate in the orientation process of the student to establish the framework for agency work.
3. Provide guidance and feedback to the student as the student writes her or his field learning contact identifying the tasks and responsibilities of the student in the agency.
4. Develop and create generalist level social work experiences that enable the student to learn and practice social work skills in the ten core competency areas.
5. Provide regular weekly formal supervision of the student for monitoring student learning and service engagement as well as plans for monitoring student’s performance and progress toward stated learning objectives.
6. Select work load and responsibilities for the student so that they are attuned to the setting, taking into consideration the student’s capacity, interests, past experiences, learning style, life patterns, and goals of the Program.
7. Attend required workshop/seminars/field practicum training events sponsored by the Program.
8. Assist the student in the integration of classroom learning into the field experience.
9. Provide joint management of student time and monitoring of field practicum requirements.
10. Participate in student conferences with the faculty liaison, student and field education director as necessary.
11. Maintain on-going contact with the faculty liaison to identify any issues of concern with the student or placement.
12. Participate in the evaluation process as established by the Program and complete the end of semester evaluations of the student.

Task Supervisor assignment by some agencies to complement Field Instructor

In addition to being assigned a field instructor, some agencies also assign the student a task supervisor. The task supervisor provides the student with day-to-day supervision. The task supervisor may give input to the evaluation, but the responsibility of evaluating student performance rests with the field instructor.

Student Responsibilities

Students are selected to enter their senior field placement when they have completed all junior level social work courses with a grade of “C” or better. The student must have a social work grade point average of 2.5, as well as, an overall grade point average of 2.5. A student seeking a field placement must fill out an application that articulates what they need to learn in order to move forward with their social work education. Social work faculty is included in the decision of students to enter field. A student who is on academic probation or who has presented concerns about their capacity to make the best use of their field placement will not be allowed to interview for a field placement. In the field agencies, students are expected to:

1. Prepare self for an agency-based professional social work educational experience integrating course material, life experiences, and skill development.
2. Complete all field instruction paper work in a timely fashion and work collaboratively with the field office to assist in the process of field practicum assignment.
3. Review, sign and submit the Social Work Field Practicum Student Training Agreement to the Director of Field Education as part of the field application process.
4. Complete all requirements for agency placement.
5. Understand the operational procedures, structure, and functions of the agency.
6. Act responsibly in all activities undertaken in the agency maintaining confidentially and ethical practice standards.
7. Act in a professional manner as a representative of the agency to the wider community.
8. Adhere to the NASW Social Work Code of Ethics
9. Assume an active and responsible role in planning the learning objectives and specific responsibilities for the practicum experience, including, but not limited to, developing and updating the field practicum learning contract.
10. Take responsibility for setting and preparing an agenda for weekly supervision at the agency.
11. Notify the field instructor and faculty liaison in a timely manner of any issues in the field practicum.
12. Maintain a schedule for attendance and prompt notification of any absences.
13. Maintain field practicum time sheet including obtaining field instructor’s weekly review and signature and submission of time sheet to faculty liaison upon request during the semester and at the end of each semester.
15. Complete the required evaluation forms within required timeframes.
16. Actively participate in the field evaluation process of student learning

THE FIELD EDUCATION COMMITTEE

Representing an essential element of the curriculum, the Field Education Committee is a subcommittee of the Curriculum Committee. All revisions in the field instruction component of the curriculum is reviewed and approved by the subcommittee. The Field Director serves as chair and all full-time field faculty are committee members. Adjunct faculty liaisons are also consulted. At least one student representative selected by the Student Social Work Organization may serve as a non-voting member of the committee.

CONTRIBUTIONS OF THE STUDENT SOCIAL WORK ORGANIZATION

This group provides the Director of Field Education with student representatives for committees described above and with feedback about strengths and challenges of the field education program as seen through students' eyes. Students also provide 'person power' in preparing for the various field conferences and in hosting agency visitors to the College.

RESPONSIBILITIES OF SENIOR-LEVEL STUDENTS IN FIELD PLACEMENT

Students are selected to enter their senior field placement when they have completed all junior level social work courses with a grade of “C” or better. The student must have a social work grade point average of 2.5, as well as, an overall grade point average of 2.5. A student seeking a field placement must fill out an application that articulates what they need to learn in order to move forward with their social work education. Social work faculty is included in the decision of students to enter field. A student who is on academic probation or who has presented concerns about their capacity to make the best use of their field placement will not be allowed to interview for a field placement.

In the field agencies, students are expected to:

1) Integrate classroom and agency content.
2) Abide by supervision and direction of the field instructor and the faculty liaison.
3) Meet with the field instructor and faculty liaison usually twice a semester.
4) Accept responsibility for direct and indirect service to individuals, groups, families, and communities.

5) Reflect social work values and ethics when dealing with client & agency issues.

6) Prepare for supervision with the field instructor by bringing relevant material for discussion.

7) Acknowledge representation of the agency and the social work profession by conduct and appearance appropriate to the setting.

8) Notify the agency field instructor of absence or delay in reaching the agency.

9) Take responsibility for keeping track of field hours and making up any absences from the agency.

10) Participate in a final session with the agency field instructor and faculty liaison in evaluating and recording the student's progress on the department's student evaluation form.

OPPORTUNITIES FOR FIELD INSTRUCTORS

In addition to having a student in the agency and teaching someone who will be a professional colleague, upon graduation, there are other advantages to serving as a field instructor including the following:

1. **Departmental Events**

   a) Before placement of students, the department hosts an Orientation for New Field Instructors. Experienced field instructors are invited to attend for an "update" on the department and to offer their wisdom to those new to field education.

   b) An annual field recognition breakfast is held each May to recognize the contributions of field instructors and celebrate student success.

   c) Field Instructors are invited to department sponsored events and programs.

2. **Library Cards**

   The Circulation Department at Drake Library on the main campus at the College at Brockport will be provided with a list of Undergraduate Social Work Department Field Instructors at the beginning of each new academic year. In going to that library, you should identify yourself as a "Field Instructor" at the Circulation Desk and bring a driver’s license to receive the complimentary borrowing privilege of library materials. Field Instructors may also apply for a community card.

   **If you wish to use The College at Brockport databases to search for and access online journal articles, you will be asked to pay the $25.00 annual fee.**

   Go to [www.nypl.org](http://www.nypl.org) for access to other library resources.

   If you are an alumnus of the College at Brockport, you maintain access to Drake Library
3. The College at Brockport Undergraduate Social Work Program  
Tuition Waiver Policy and Process – Effective 2015-2016 academic year

The Undergraduate Social Work Program at the College at Brockport, SUNY offers tuition waivers to our field instructors who supervise social work students. This clarifies that policy and procedure.

For five credit hours of field instruction, a three-credit tuition waiver is awarded. This means that a field instructor supervising a student in placement two days per week for the fall and spring semesters can request a three-credit waiver in the fall semester and another three credit waiver in the spring semester.

For the ten credit hours of field instruction in the four day per week (block) placements, six waiver credit hours are earned for the semester.

The tuition waiver can only be issued to the primary field instructor or if declined by the field instructor, can be issued to day to day task supervisor for field placements using a task supervision model to supplement field instruction supervision. If a task supervision model is in place, the social work field office must have a record of this person listed as a task supervisor at the time of placement.

The tuition waiver is issued after the completion of the semester. It will be sent directly to the recipient by the College via the mail. Once the tuition waiver is issued it can be submitted to the student accounts office for tuition bill payment.

The recipient of the waiver must claim the value of the tuition waiver as income for tax purposes. The College at Brockport cannot issue waivers in any semester other than the one in which the waiver was earned.
**The College at Brockport Social Work Tuition Waiver Request Form**

**Tuition Waivers** are issued to direct social work supervisor (Field Instructor or day to day task supervisor). The waiver must be submitted at the end of the completed semester for which it was earned. The waiver is good for 2 years from the date of eligibility and may be used at any SUNY institution but not for all programs. This does not include Community Colleges. (Eligibility for tuition waiver credit levels is based on the # of credits students’ earns for field). A signature is required verifying the recipient understands that there is a tax burden once the waiver is issued- not when it is used.

**STUDENT’S NAME:** ________________________________________ □ BSW □ MSW

**AGENCY:** __________________________________________________________

**AGENCY ADDRESS:** ______________________________________________________________

**Credit Hours Requested:** □ 3 credit hours □ 6 credit hours (Provided Field Instruction for 2 semesters)

**SEMESTER/YEAR:** FALL □ Year _____ SPRING □ Year _____

□ I (Field Instructor) accept the offer of a tuition waiver as evidenced by my signature below.
□ I (Field Instructor) decline the waiver and have provided the waiver request form to field task supervisor.

_________________________________________ Signature of Field Instructor

**REQUIRED FIELD EDUCATOR INFORMATION (please print neatly)**

Please indicate: Field Instructor or Task Supervisor:

FIELD INSTRUCTOR: □ TASK SUPERVISOR: □

**LAST NAME:** __________________________ **FIRST NAME:** ___________________

**SOCIAL SECURITY NUMBER:** ________ - ________ - ________

**HOME ADDRESS:** __________________________

**Street Address**

_________________________________________ Signature of Field Instructor

**Return to:**

**BSW:**
Undergraduate Social Work Department
The College at Brockport, State University of New York
350 New Campus Drive, Brockport, NY 14420
Attention: Professor Tricia L. Snyder, Director of BSW Field Education
For questions, please email tsn@brockport.edu

**MSW:**
The Greater Rochester Collaborative MSW Program
The College at Brockport, State University of New York
Metro Center – 55 St. Paul Street
Rochester, NY 14604
Attention: Professor Dave Hall, Director of MSW Field Education
For questions, please email dhall@brockport.edu

PLEASE COMPLETE ONE FORM FOR EACH WAIVER REQUESTED. COPY FORM AS NEEDED.
LIABILITY AND ACCIDENT INSURANCE

Liability
The State University of New York carries liability insurance on students in Field Placement. Students are covered if acting under the policy for injury arising out of malpractice, error or mistake in rendering services under the direction of the agency field instructor. Independent action of the student without knowledge or approval of any supervising agency personnel would not be covered, nor would physical injuries sustained while performing the field placement.

Accident
The College does NOT carry insurance that would cover students transporting of agency client/patients on agency business, or student travel to and from agency field placements.

Insurance coverage is clarified in a Clinical Affiliation Contract between the Agency and the College. This contract is referred to as the SUNY-Agency Agreement for Social Work Field Placement. A sample is included in this section. Neither the Agency nor the College are required to place or accept students in any specific semester, but if students are placed, the Agreement then goes into effect.

LEARNING IN FIELD INSTRUCTION

CRITERIA FOR STUDENTS ENTERING FIELD INSTRUCTION

Students are selected to enter their senior field placement when they have completed all junior level social work courses with a grade of “C” or better. The student must have a social work grade point average of 2.5, as well as, an overall grade point average of 2.5. A student seeking a field placement must fill out an application. Social work faculty members are is included in the decision to offer students an opportunity to enter field. A student who is on probation in their major will not be allowed to interview for a field placement.

The above criteria are sufficient for students applying for concurrent placements that run two days per week through both fall and spring semesters. Additional criteria are applied to students requesting block field placements four days per week for the Fall or Spring semester. Block placements are more intense and integration of the field experience with classroom learning at a faster pace.

Additional criteria for students to enter fall or spring block placements are:
1) A cumulative grade point average of 3.25 or better.
2) Positive references from two faculty members, one of whom must be the advisor.
3) Written rationale for the block field placement that is acceptable to the Field Director.
2016-2017 Undergraduate Social Work Program
Field Practicum Planning Guide

Please enclose the following information with the Field Practicum Application

_____ Three copies of an up to date resume (one-two pages)

_____ One copy of your narrative statement (see last page of application for directions)

_____ Signed Release of Information Authorization and Training Agreement

_____ DARS Report or Degree Works Report
Dear Student:

I am looking forward to working with you in planning for your senior social work field placement for the 2015-2016 academic year. Field practicum is usually approached by students with excitement and anticipation. Field practicum socializes students to the profession by providing opportunities to apply the knowledge, values and skills you are learning in your course work through real life competency-based practice experiences with one of our partner agencies.

This Field Planning Guide and Application provides you with information on relevant Field Education policies, and provides detailed information on the structure of the field practicum.

Field applications for the 2016-2017 academic year will be accepted until January 19, 2016. Please be sure your application is complete and includes three copies of your resume, one copy of your narrative statement and a signed and dated field application form and Social Work Field Practicum Student Release of Information Authorization and Training Agreement. A copy of your DARS or Degree Works Report is also required.

Sincerely,

Tricia Snyder, LMSW
Clinical Assistant Professor and Undergraduate Field Director
Pre-Field Practicum Course and GPA Requirements

Before entering the field practicum and field seminar courses, students must complete all 200 and 300 level courses required for the major; in addition, students must be in “good standing” as defined below:

1. Continued earning of a grade of “C” or better in every social work course required for the major.
2. Re-taking any social work course in which a grade of below “C” is received, if the course is a requirement for the major.
3. Maintaining a cumulative GPA of 2.5 or better overall and within the major.
4. Continued demonstration of suitability and capacity to enter the profession of social work.

Fall and Spring Semester Concurrent Field Practicum

Most students complete field practicum using our fall and spring semester concurrent model. Students complete 220 hours of field instruction at the assigned agency. Two days per week (16 hours per week) over two semesters for a total of 440 field instruction hours. A bi-weekly seminar in field seminar I & II is required. Students remain at the same agency for both semesters and register for the following field courses:

- Field Instruction I and II : SWO 451- fall semester (5 credits)
- Field Instruction II SWO 453- spring semester (5 credits)
- Seminar in Field Instruction I SWO455- fall semester (1 credit)
- Seminar in Field Instruction II SWO 456- spring semester (1 credit)

Block (one semester) field practicum

Students may apply for consideration of a Block placement. Block placements are structured as a one semester field instruction and weekly seminar class. Students do the same level of work and assignments in one semester as completed by concurrent field students in two semesters. Field Instruction is four days per week (32 hours a week) for a total of 440 field instruction hours. To be considered for a Block placement two additional conditions are required to the list of pre-field practicum course and GPA requirements listed above:

1. Minimum GPA of 3.25 in social work and 3.00 overall GPA
2. Two letters of recommendation from social work faculty

Students approved for a Block placement register for the following field courses:

- Field Instruction: SWO 454 (10 credits)
- Seminar in Field Instruction: SWO 456 (2 credits)
International Field Placements

International field placements are structured as a spring semester block placement. Students must be eligible for a block placement to be considered for an international field placement. International field placements are available in Ireland, and Vietnam may be available in Costa Rica and Puerto Rico depending on availability of field instruction supervision and partner agreements. If you are interested in an international field placement please check the box on the application form.

Availability during normal day time business hours

Most field placements require availability during normal business hours of the agency. A limited number of field sites provide students the opportunity to complete some internship hours during evening or weekend hours, provided there is a qualified field instructor to provide supervision. However, this is an exception and students should expect that field placements will require daytime responsibilities and should plan their availability accordingly.

Important Note: Under no circumstances will students negotiate their own practicum placement.

Field Placement Planning

Placements are assigned based on the information provided in the student’s field application with a focus on a generalist level field placement experience.

- The Director of Field Education will contact students by phone or email in February and March to discuss student interests and field placement.
- Based on these discussions, the Director of Field Education matches students with agencies to provide the most appropriate educational experience. A list of three agency placement preferences will be decided (A, B, C) in order of student interest, and the student’s field application and materials will be forwarded to the first choice agency. If that agency is not able to provide a placement, option B will be contacted etc.
- The student will receive an interview notice with directions to contact the agency to schedule a field placement interview.
- After interviewing the student, the agency will complete an interview report form and will return the interview report form to the Director of Field Education, indicating whether the student is accepted for field placement. The interview report form will also describe the field placement and will designate the name and contact information for the field instructor.
- The student will complete the Student Interview Summary Form and return it to the director of field education within three business days of the placement interview.
Process if student is not accepted for placement assignment
In the event that the field practicum candidate is not accepted for the internship, the Director of Field Education will discuss the reasons for the decision with the agency. There are times when agencies determine a student will not be a good fit with the agency, and other times when concerns or other issues impact the decision not to accept a student intern candidate. The Director Field Education will discuss the reason for the agency decision with the student and as necessary assist students in identifying potential barriers impeding field placement assignment. The department chair and academic advisor will be informed if the student not accepted for an internship by two agencies. Faculty consultation will result in a determination of readiness for field practicum.

Students are expected to accept the placement where they have been assigned, however, if the student has a serious concern about the placement, the student is expected to communicate these concerns with the Director of Field Education. The Director of Field Education will assist the student in exploring questions and reasons for concern. In situations in which compelling reasons to decline the placement are presented by the student, the Director of Field Education will assign an alternate field placement site.

It is the responsibility of the Director of Field Education to make the final pairing based on students’ educational plans, agency ability to provide a quality field practicum, and Program needs.

Employment-Based Field Instruction
In certain circumstances, students may be permitted to complete one year of field education in their place of employment. The Director of Field education may grant this exception on a case-by-case review. In such cases the following criteria must be met:

- The field practicum must be structured in a way that ensures separation of the student’s responsibilities as employee and that of student.
- In order to ensure new learning opportunities, the field placement must be in an area that is different from current, and past work assignments and responsibilities.
- The agency must agree to relieve the student from employment obligations and to assign different responsibilities to the student that meet student learning objectives.
- The agency must agree that the work-based field placement will have an educational focus.
- The student must have a different field instructor than her or his job supervisor and a different caseload.
- The agency must be willing to establish social work affiliation agreements with The College at Brockport, State University.
- The field instructor must be employed by the agency for at least a year and meet the Program criteria for qualification as a field instructor.

Students requesting an employment–based field instruction are required to submit the Undergraduate Social Work Employment-based Field Placement Application to the Director of Field Education for consideration of approval.
The College at Brockport, State University of New York
Undergraduate Social Work Employment-Based Field Placement Application

Part I: Completed by the Student

Student Name: ____________________________ Student ID #: ____________________________

Employer Name: __________________________ Address: __________________________

Start Date of Employment: ________________________

List the Department, Supervisor Name, Job titles and dates of employment in each program in which you have worked for the agency:

Department Name: ________________________ Supervisor: _______________________
Job Title: ________________________________ Dates of employment: ________________

Department Name: ________________________ Supervisor: _______________________
Job Title: ________________________________ Dates of employment: ________________

Department Name: ________________________ Supervisor: _______________________
Job Title: ________________________________ Dates of employment: ________________

Please attach the following information:
- Your current job description from your employer
- A brief description of your current and past job responsibilities at the agency
- Describe client population and practice methods used in your current job description
- Describe your proposed field placement and indicate why you think it will provide you with new learning opportunities

Student Signature: __________________________________ Date: ________________

Part II: Completed by the Agency

Department/Program Name: ____________________________________________________

Program Address: ___________________________________________________________

Proposed Field Placement Field Instructor Name: _________________________________

Does the proposed Field Instructor have an LMSW or LCSW?
Yes_______ if yes, specify license _______________ No_______

How many years of post MSW degree practice experience has the proposed field instructor completed? ________
Is the proposed field instructor willing and able to provide an hour of dedicated weekly supervision to the student? Yes_________ No________________

Is the proposed field instructor willing to attend the Field Instructor Orientation if they have not attended in the past three years?  
Yes________ No________

Please indicate if the student will be continuing in his or her current position as well as completing a field placement within another program within the agency:  
Yes:______ No:______

Does the Agency provide assurance that the employment-based field placement will be structured in a manner to assure separation of employment and field instruction and assure field will be structured in a manner to allow the student opportunities to practice and develop required social work competencies.  
Yes: ________ No: ______

Please attach a description of the proposed field placement including scope of practice opportunities.

Authorization of Agency Representative:
Name and Title: _____________________________ Signature: _____________________
Date: _____________________________________

Proposed Field Instructor: I, the proposed Field Instructor, understand the employment-based field placement planning process an interview between myself and the student is required. By signing this Application for Employment-Based Field Education, I acknowledge that an interview with the student has resulted in a successful match for placement and my signature attests to my commitment to provide field instruction supervision:

Proposed Field Instructor Signature: ___________________________ Date: _________

Part III: Completed by the Undergraduate Director of Field Education
Date Received: _______________________________

All required Information Supplied: Yes_______ No________
If no, what is missing?
_________________________________________________________________________

Review Date: ________ Decision: Approved_______ Not Approved_______
Additional Information:
_________________________________________________________________________

Signature: ______________________________ Date: _________
Student /Agency Notification Date of Decision:_____________________________________________________

**Important Note:** Under no circumstances may a student accept or pursue employment in the same agency in which he/she is a field practicum student during the period of the field placement without the expressed permission of the Director of Field Education.

**Student Responsibilities**

- Preparation of self for an agency-based professional social work educational experience integrating course material, life experiences, and skill development.
- Complete all field instruction paper work in a timely fashion and work collaboratively with the Director of Field Education to assist in the process of agency selection and assignment.
- Complete all requirements for agency placement.
- Understand the operational procedures, structure, and functions of the agency.
- Act responsibly in all activities undertaken in the agency maintaining confidentially and ethical practice standards.
- Act in a professional manner as a representative of the agency to the wider community.
- Read, sign and return the student agreement to the Director of Field Education
- Adhere to the NASW Social Work Code of Ethics
- Assume an active and responsible role in planning the learning objectives and specific responsibilities for the practicum experience.
- Be open to critical analysis and feedback of performance behaviors and integration of learning.
- Take responsibility for setting and preparing an agenda for weekly supervision at the agency.
- Notify the field instructor and faculty liaison in a timely manner of any issues in the field practicum.
- Maintain a schedule for attendance and prompt notification of any absences.
- Complete the required evaluation forms within required timeframes.
- Actively participate in the field evaluation process of student learning.
General Framework for Resume for Field Practicum Application

There are many formats that are appropriate for resumes, this information is provided to ensure that your resume contains the basic required information for a social work field practicum application.

Name
Address
Local Phone, Cell Phone, Home Phone
Email Address

Placement Objective: A broad statement reflecting your area of field placement interest e.g. “Seeking an undergraduate social work field placement with a child welfare focus” or “I am interested in securing a community-based field placement that embraces a client empowerment perspective” etc.

Educational Background (schools and degrees awarded, area of concentration or focus, GPA, include that you are a student at the College at Brockport, do not include high school)
  e.g. The College at Brockport, State University of New York
       Major: Social Work    Minor: Psychology
       Anticipated Date of Graduation: May, 2013
       GPA 3.25

       Monroe Community College
       AS Degree, 2010

Certifications Held (list all relevant certifications, this can include CPR or other first aid, drug and alcohol, or any other relevant certifications)

Awards or Honors (list any and all relevant forms of recognition for your work or service)

Work Experience (generally list all jobs in chronological order beginning with the most recent, explain major gaps in employment in your cover letter, list dates of employment, job title, and major responsibilities, accomplishments, or skills utilized/acquired. It is important to include internships in this category or under Education)

Volunteer Experience (Include relevant Volunteer Experience)

Publications: if you have had anything published or been a part of writing a grant you should include this.

Workshops: if you have presented any workshops, training's, within an agency or at a conference you should include this.

Additional Skills: If you have other skills or talents you may want to include these. Examples might include additional languages you speak, computer skills, etc.

References Available upon Request: (Some agencies will require references)
Sample Interview Notice

To: ______________________________

From: Professor Tricia Snyder, LMSW
       Undergraduate Field Director

Date: _____________________________

Subject: Field Instruction Interview

Please arrange an interview with the following person(s):

Name:    Phone #:    Agency:

Please complete the Student Interview Outcome Form within three business days of completion of the pre-placement interview.

Thank you
Field PRACTICUM APPLICATION FORM

_________ Concurrent Placement  ___________ Block Placement

First Name  Middle Name  Last Name

Social Security Number  Student Number  Email Address

Address
City  State  Zip
(During Academic Year)

Home Phone  Work Phone  Alternate Phone

Permanent Address  City  State  Zip
(If different from address listed above)

Work, Volunteer and Field Placement Experience
List positions you have held, beginning with the most recent experiences and indicate if it is paid, volunteer or internship.

<table>
<thead>
<tr>
<th>Name &amp; Address of Organization</th>
<th>Position &amp; Description of Skills/Responsibilities</th>
<th>Dates</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List other pertinent skills and training:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Describe the types of environments that enhance your learning? (*E.g. fast paced setting, small program, etc.*)

_________________________________________________________________________
_________________________________________________________________________

Describe the social work skills you would like to develop?

_________________________________________________________________________
_________________________________________________________________________

What are your learning goals?

_________________________________________________________________________
_________________________________________________________________________

Describe in general terms, the types of opportunities you are interested in experiencing in your field placement and indicate if you have interest in a specific agency or practice setting (*e.g. population setting, experiences*).

_________________________________________________________________________
_________________________________________________________________________

Please rank the following list indicating the client population that would provide you with a new learning experience. (*1 = highest  10= lowest*)

<table>
<thead>
<tr>
<th>Children</th>
<th>Older Adults</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth</td>
<td>Older Adults and Families</td>
</tr>
<tr>
<td>Children and Families</td>
<td>Organization</td>
</tr>
<tr>
<td>Adults</td>
<td>Community</td>
</tr>
<tr>
<td>Other</td>
<td>Other</td>
</tr>
</tbody>
</table>

Please rank the following list indicating your practice areas of interest (*#1 = first choice, #2 =second choice etc.*) If you have interest in a practice area not listed, please indicate the practice area in the "Other" category.

**Practice Areas**

<table>
<thead>
<tr>
<th>Adolescent Services</th>
<th>Domestic Violence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult protective services</td>
<td>Drug and Alcohol Treatment</td>
</tr>
<tr>
<td>Advocacy</td>
<td>Group work focus</td>
</tr>
<tr>
<td>Children and Family Services</td>
<td>Mental Health</td>
</tr>
<tr>
<td>Children’s Services</td>
<td>Medical Social Work focus</td>
</tr>
<tr>
<td>Child Protective</td>
<td>Occupational focus</td>
</tr>
<tr>
<td>Community focus</td>
<td>Older Adult Services / Gerontology</td>
</tr>
<tr>
<td>Community Organization</td>
<td>Policy/ Macro/ Systems</td>
</tr>
<tr>
<td>Court / Justice System</td>
<td>School Social Work focus</td>
</tr>
<tr>
<td>Developmental Disability</td>
<td>Social Justice</td>
</tr>
<tr>
<td>Disability</td>
<td>Other (list)</td>
</tr>
</tbody>
</table>
Have you or your family ever received services from any of the agencies in which you might be placed?  _____ yes  ______ no

If yes, which ones__________________________________________________

Criminal Background History*: Many agencies require a criminal background check, this background check requires fingerprinting. Have you been the subject of an investigation for, charged with, admitted guilt for or been found guilty of:

<table>
<thead>
<tr>
<th>Offense</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Felony</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class A or B misdemeanor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liquor or drug law violation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you answered yes to any of the above, explain the situation in the space provided (or attach an additional page). Give final disposition of charges and dates.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

NYS Central Registry for Child Abuse and Mistreatment*: Some agencies will require you to complete Central Registry check for child abuse and mistreatment. Please indicate if you have been found to have an indicated child abuse or mistreatment situation or if there are any restrictions to assist the Director of Field Education in planning for your placement.

___Yes ____ No   If yes, please describe: ________________________________

*Revealing difficulties in volunteer/work experience or criminal charges/convictions and or child abuse and mistreatment indication does not automatically disqualify a student from being accepted as a social work major. However, failure to disclose information on this application is a violation of the NASW Code of Ethics and may be grounds for termination from the Social Work Program.

Do you have any special needs or considerations?  (E.g. geographic constraints, time constraints, accommodation needs related to a disability etc.)

_____ Yes     ______ No   If yes, please specify: ________________________________

________________________________________________________________________

Do you have a valid driver’s license?            _____ yes     ______ no

Do you have access to a car for placement days? _____ yes     ______ no

Please refer to the Student Social Work Field Practicum Student Training Agreement for information re: student responsibility for transportation (located in the field practicum planning guide and field manual).
Updated July 2015

Academic Information: Current Brockport GPA

_________ Social Work GPA __________ Overall GPA

Plans for employment during the senior year? _____ yes _____ no

If yes, number of hours per week _______________ days or evenings? _______

Are you applying for: Rural DSS/CPS placement**: _____ yes _____ no

** The NYS social work education consortium may have field placement stipends available to students placed with a CPS team in a rural county within the Rochester region.

International Field Placements are block placements in spring semester of your senior year. GPA of 3.25 in social work courses and 3.0 overall is required. Availability of the host country field sites are dependent upon availability of appropriate social work supervision. Check with the director of field education for eligible field sites each academic year. Some international field placements require the student foreign language proficiency skills to allow for effective practice communication. Please check if you are interested in exploring the possibility of an international social work block field placement.

Potential Field Site Countries (Spring Semester Block)

Ireland _________
Vietnam _________

Please indicate if you are applying for concurrent or block placement:

Concurrent Placement: ______________
(SWO 451&453) placement for two semesters, two days per week

Block Placement: ______________
(SWO454) Placement for one semester, 4 days/week

_________ Fall _________ Spring

Block Placement requires a minimum GPA of 3.25 in Social Work and 3.0 overall and two letters of recommendation from social work faculty are required for consideration.- Placement is typically Tuesday-Friday.

Student Signature: _______________________________

Date: _______________________________________
Social Work Field Practicum Student
Release of Information Authorization and Training Agreement

As a part of the field placement assignment process, the social work field director will need to share student placement materials and other relevant information with potential agencies/field instructors. This includes: discussions with the prospective field instructor, sending a copy of the student’s résumé to the potential field agency. By signing this agreement, I hereby give my permission to The College at Brockport, State University of NY to release any and all information included in my application for field placement to potential agencies/field instructors for the purposes of arranging field placement(s). This release extends to several agencies when necessary for confirmation of a mutually agreeable placement site.

In consideration for participating in the Undergraduate program of The College at Brockport, and for receiving field practicum training at Affiliate agencies and or organizations that have entered into Affiliation Agreements with the College, I hereby agree to the following:

- The student shall assume full responsibility for his/her traveling, parking and associated expenses while assigned to Affiliate.
- The student acknowledges understanding that The College at Brockport and NYS have no liability for the student’s transportation; the student further acknowledges that he or she assumes responsibility through their own liability automobile insurance for any traveling, including but not limited to transporting field practicum clients in the student’s vehicle during field practicum.
  - Students who are under the insurance of another party must have signatures from the insuring party that they understand that there is no liability assumed by the University for students who choose to drive clients.
- The student shall assume responsibility to ask the affiliate about their policies and procedures regarding client transportation during the field practicum interview process, prior to accepting the field practicum.
- The student acknowledges that Affiliate retains the ultimate authority to control decisions by students in regard to client services and interventions.
- The student agrees to observe the rules, regulations, policies and procedures, and dress codes of Affiliate.
- The student agrees to follow the NASW Code of Ethics.
- The student agrees to abide by HIPAA confidentiality guidelines.
- The student declares that he/she is free from any health impairment that is of potential risk to patients or to other staff or employees or that may interfere with the performance of his/her duties, including habituation or addiction to behavior altering substances.

** Students completing field internship at a health care agency may be required by the agency to demonstrate proof that they are free of active Tuberculosis within one year prior to field placement at the affiliate agency. Some agencies also require proof of health care insurance.

By signing this form, the student agrees to be bound by the terms of this release of information and student agreement.

_________________________________  _______________
Print Name  Student Signature     Date
Directions for Narrative Section of Field Application

Please address the following questions in a two-three page typed or word processed narrative essay (include your name on the top page).

1. Explain how the generalist level BSW field placement will assist you with your future goals of employment or graduate school.

2. What types of background or personal experiences do you have working with the client population you have indicated an interest in working with in your field placement?

3. How might working with a different population be of help to your growth as a social worker?

4. Explain how your experiences or your interest will be beneficial in the field placement.
Field Placement Learning Contract

Name of Intern: ___________________________ Date: _______________________

Agency: ____________________________________________

Name of Field Instructor: _____________________________

Name of Task Supervisor (as relevant): _________________________

Name of Faculty Liaison: ________________________________

Days of Week: ____________________________

Hourly Field Practicum Schedule:

Date and Time of Weekly Supervision:

Instructions for completing the Field Placement Learning Contract

The 9 competencies that are specified in this form are those established by our national accrediting organization. Under each competency statement are several items that will be used to evaluate the student’s performance at the mid-point and completion of this placement. These behaviors represent the observable component of each of the competencies that will be evaluated in the field placement setting. Please consider the unique practice experiences available at your agency and identify specific tasks to assign your student for each competency. These will enable you to accurately assess his or her achievement using the evaluation form. You are also asked to provide an approximate time frame for each assignment. This might include “ongoing” to indicate tasks assigned throughout the placement or “weeks 2-3” for specific assignments that might be time limited. You will have an opportunity to amend this learning agreement at mid-point or at any time deemed necessary in consultation with your faculty liaison.

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 interprofessional 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:

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

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

C demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

D use technology ethically and appropriately to facilitate practice outcomes; and

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

Tasks, Practice Activities and Time Frames

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:

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

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

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

**Tasks, Practice Activities and Time Frames**

**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:

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

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

**Tasks, Practice Activities and Time Frames**

**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 multidisciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

A use practice experience and theory to inform scientific inquiry and research;

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

C use and translate research evidence to inform and improve practice, policy, and service delivery.
Tasks, Practice Activities and Time Frames

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:

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

Tasks, Practice Activities and Time Frames

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 interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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

Tasks, Practice Activities and Time Frames

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 interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

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

B 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;

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

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

**Tasks, Practice Activities and Time Frames**

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

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

A critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

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

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

D negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

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

**Tasks, Practice Activities and Time Frames**

**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:

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

### Tasks, Practice Activities and Time Frames

| Signature of Agency Field Instructor | ____________________________ |
| Date | ____________________________ |

| Intern’s Signature | ____________________________ |
| Date | ____________________________ |

| Faculty Liaison | Signature | ____________________________ |
| Date | ____________________________ |
PREPARATION FOR FIELD INSTRUCTION

It is suggested that both students and agency field instructors review the educational competencies for the Social Work Program. Both parties will then be ready to consider learning opportunities most relevant to preparation for beginning professional social work practice. Students are usually very anxious about the agency placement. They appreciate knowing whom they will be working with and what to expect. Contracting with the field instructor on specific tasks to be performed in the agency is reassuring. A warm welcome from agency personnel, in addition to that of the field instructor, helps to assure the student of a good start.

ANTICIPATED SCHEDULE OF THE FIELD INSTRUCTION PROCESS

Please refer to the following Sample Schedule of the Field Instruction Process. Learning assignments must be highly individualized; those proposed are suggestive only. The first phase, involving orientation, should be brief. There is some evidence that the earlier students are placed in face to face contact with clients, the earlier their anxiety is reduced.

PHASE I: ORIENTATION

Tour agency/meet staff
Establish who student should call in case of absence from internship
Orientation to agency policies and resources may include review of grants/manuals
Review Core Competencies with student and articulate activities to teach competencies
Review Rating Scale for Evaluation of Field Instruction with faculty liaison and field instructor
Review of sample records
Discuss process recording and case summary procedure for agency
Acquaint student with agency terminology
Determination of initial learning assignments
Determine how hours will be tracked

PHASE II: BEGINNING INTERVENTION/APPRENTICESHIP STAGE

Immediate introduction of student to client population by experienced worker.
Assignment of own client system(s) to student
Define macro project involving organizational and/or community change
Process recording contact with client/other agency
Identify ways students will have small group experience
Complete midterm evaluation with student and share with field liaison

PHASE III: CONTINUING INTERVENTION/MASTERY

Begin work on macro project
Select subject for comprehensive case analysis assignment
Continue to work with assigned client system(s)
Participate in staff meetings/training/community board meetings
Measure baseline for evidence based intervention
Carry out intervention for macro project

PHASE IV: TERMINATION

Phasedown of workload (no new or long-term client systems/no new projects)
Discussion of termination issues in supervision
Discussion of termination with clients and colleagues
Write up evidence based intervention and its application to comprehensive case analysis
Complete evaluation of macro project
Completion of final evaluation including student, field instructor, and faculty liaison
Complete comprehensive case analysis

**EVALUATION OF FIELD LEARNING**

Student learning is evaluated at mid-placement and at termination of the placement with the use of the *Field Internship Evaluative Form*.

The faculty liaison will be present at the agency for the student's final evaluation. At that time the student shares a critical assessment of the field work experience with the field instructor and faculty liaison. (Please refer to the form, "Student Evaluation of Field Placement" in this section of the Field Manual.)

Students are continuously assessed for suitability and capacity for social work practice. Please refer to the Undergraduate Social Work Academic Standards.

In order for students to successfully complete field, they must be performing satisfactorily. If a student is below that level at mid-term the student, field instructor and field liaison will develop a remedial plan so the student is given an opportunity to improve their skill development. Some students will not progress to second semester if the skill development falls below this specified level.

It is acceptable during the first semester of concurrent and first half of Block to have competencies that cannot be evaluated. However, all competencies need to be evaluated in order for the student to graduate.

**PREPARATION FOR SUPERVISION**

A dedicated time for supervision is critical in promoting students’ professional development. In the process of conducting student supervision, it is expected that the field instructor will provide ongoing feedback to the student on her/his progress toward meeting competencies. Students are expected to be active learners and prepare for supervision. The Weekly Supervision/Performance worksheet provides a useful tool to students in preparing for supervision, and provides a written record of areas of discussion and performance.
COLLEGE AT BROCKPORT – SOCIAL WORK INTERNSHIP
Weekly Supervision/Performance Feedback

Instructions: Please realize that this should only take 10-15 minutes to complete. You only need to put a few key words that will tune us into areas to explore. Please give this to your field instructor the day before supervision as this will help launch a conversation and exploration of your placement. Depending on your placement and your field instructor it may be required to attach a list of all clients seen during the past week and bring copies of the notes you made on clients to supervision to review, ask your field instructor if this is necessary in your first supervision meeting. The reflection you share will be used by your field instructor and will assist her/him in completing your midterm and final evaluations.
We realize that you will not be able to address every issue on this form each week in supervision, but his tool will help you and your field instructor focus on specific areas and/or will serve as documentation that you are thinking about the variety of areas and connections to other course work whether you discuss it in supervision or not.

1. What went well this week?

2. How did you demonstrate acknowledgement of and commitment to the NASW Code of Ethics?

3. Identify an issue of diversity you encountered this past week:

4. Which current or previous course was of value this week in field, and why?

5. Learning Contract: What core competencies have you begun, made progress in or accomplished since our last supervisory session?

6. Learning Contract: Core Competencies to focus on for the next supervisory session:

7. By the end of each semester we expect that you will have experience, knowledge and skills in all of the following areas. To help both you and your field instructor connect what you are learning each week to your core competencies, please check one area that you focused on this week and answer the question below:
   a) ___ Human Behavior in the Social Environment
b) Which area above became a focus this week? What did you learn about yourself?

8. Are you getting what you need from this placement? How can we improve your placement? (If you have concerns and are worried about bringing it up, please talk to your liaison who can help you complete this question).

9. Additional Comments (or agenda items, case review etc. that you want to make sure we speak about this week)

10. Field Instructor comments (if you would like to offer feedback, affirmations and guidance, follow up plan)

11. Summary of agreed decisions/plans

_________________________________________________________________________   __________
Social work intern                                date
_________________________________________________________________________   __________
Field Instructor                                  date

Initially created by Edwin Rivera, United Health Services
FIELD PRACTICUM STUDENT TIME SHEET

The student is expected to maintain field practicum time sheet including obtaining field instructor’s weekly review and signature. The time sheet is to be submitted to faculty liaison upon request during the semester and at the end of each semester. The time sheet is submitted to the Director of Field Education along with the end of semester evaluation by the faculty liaison and becomes a part of the students’ formal field file.

Student Name:_____________________  Field Instructor Name: ___________________
Fall Semester____________                     Spring Semester_____________

<table>
<thead>
<tr>
<th>Week #</th>
<th>Dates</th>
<th>Hours completed</th>
<th>Student Signature</th>
<th>Field Instructor Signature</th>
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<td>14.</td>
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</table>

Total number of hours =
USING THE FIELD EVALUATION FORM WITHIN A PROCESS

- During the first several weeks of the semester, the student will need to develop a learning contract in consultation with his or her field instructor. It is understood that the field learning contract will be refined and updated as needed. Dates of submission to the faculty liaison are outlined in the field practicum/field seminar syllabi. The nine core competencies are detailed in the learning contract and match the areas of assessment in the field evaluation.

- At about the midpoint of the semester (around the end of the 2nd month) it is suggested that as part of the weekly supervision session, time be scheduled for the field instructor and student to look at the evaluation form and explore how the student is doing. Ideally, this is accomplished before the semester three-way meeting between field instructor, student and faculty field liaison/seminar instructor. Any major areas of disagreement or potential problems should be discussed prior to the three-way so that problem solving can be engaged in. However, if this discussion occurs following the three-way meeting and concerns are identified, it is important for the field instructor to consult with the faculty liaison.

- Students completing a block placement will be evaluated at mid semester for a midterm evaluation. This evaluation is to be discussed with and submitted to the faculty liaison. Concurrent students receive a midterm evaluation at the end of the first semester.

- The evaluation form must be completed and signed by all parties. It is suggested that the student complete a self-evaluation using the same evaluation instrument used by the field instructor and discuss the self-evaluation with the field instructor during the evaluation process. This provides a tool to explore discrepancies or hidden areas and facilitates discussion between student and field instructor. The field instructor is responsible for the final assessment of the student’s field practicum performance in his or her evaluation of the student using the field practicum evaluation form.

- Students will complete an agency and field instructor evaluation at the end of the second semester of the placement.
College at Brockport  
Undergraduate Department of Social Work  
Generalist Field Practicum Evaluation of Student  

Mid-term _________  Final ___________  Date_____________________

Student Name: _____________________________  Field Instructor Name: ______________________

Agency Name: ________________________________  Number of Completed Hours ______________

This field practicum evaluation provides an outcome performance approach in assessing students’ generalist level knowledge, values and skills. In this evaluation there are nine core competencies.

Rating Scale

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>Advanced Competence (AC): Able to skillfully demonstrate awareness, knowledge, and skills. Competencies are performed in a highly capable manner, and the student demonstrates high levels of understanding and proficiency.</td>
</tr>
<tr>
<td>4</td>
<td>Competent (C): Consistently demonstrates awareness, knowledge, and skills. Competencies are performed in a capable manner, and the student demonstrates high levels of understanding and proficiency.</td>
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<tr>
<td>3</td>
<td>Emerging Competence at the expected level of growth and development (EM): Consistently demonstrates professional growth and application of knowledge, values and skills required for generalist level practice. Competencies are appropriate and the student demonstrates beginning level understanding and proficiency.</td>
</tr>
<tr>
<td>2</td>
<td>Insufficient Progress (IP): Inconsistently demonstrates awareness, knowledge, and skills. Competencies are handled with many difficulties and the student is unable to demonstrate an adequate level of understanding or proficiency. Corrective action and additional training are required.</td>
</tr>
<tr>
<td>1</td>
<td>Unacceptable Progress (UP): Unable to demonstrate awareness, knowledge, and skills. Most competencies are handled with a high degree of difficulty and the student is unable to demonstrate a fundamental level of understanding and proficiency.</td>
</tr>
<tr>
<td>n/a</td>
<td>No opportunity this semester to complete this practice behavior. (This rating is only allowed in fall semester and a plan needs to be developed to assess the competency in spring semester).</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>A</th>
<th>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;</th>
<th>AC</th>
<th>C</th>
<th>EC</th>
<th>IP</th>
<th>UP</th>
<th>NA</th>
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<tr>
<td>B</td>
<td>use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>n/a</td>
</tr>
<tr>
<td>C</td>
<td>demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>n/a</td>
</tr>
</tbody>
</table>
D  use technology ethically and appropriately to facilitate practice outcomes; and  5 4 3 2 1 n/a
E  use supervision and consultation to guide professional judgment and behavior.  5 4 3 2 1 n/a

Summary  (add sum and divide by 5)  Competence 1 =

Comments:

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:

A  apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;  5 4 3 2 1 n/a
B  present themselves as learners and engage clients and constituencies as experts of their own experiences and  5 4 3 2 1 n/a
C  apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.  5 4 3 2 1 n/a

Summary (Add sum & divide by 3)  Competence 2 =

Comments:

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:

A  apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and  5 4 3 2 1 n/a
B  engage in practices that advance social, economic, and environmental justice.  5 4 3 2 1 n/a

Summary (Add sum & divide by 2)  Competence 3 =

Comments:
### 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:

<table>
<thead>
<tr>
<th></th>
<th>A: Use practice experience and theory to inform scientific inquiry and research;</th>
<th>B: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;</th>
<th>C: Engage in practices that advance social, economic, and environmental justice</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>5</td>
<td>4</td>
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<td>AC</td>
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**Summary (Add sum & divide by 3)**

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<th>Competence 4 =</th>
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**Comments:**

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### 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:

<table>
<thead>
<tr>
<th></th>
<th>A: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</th>
<th>B: Assess how social welfare and economic policies impact the delivery of and access to social services;</th>
<th>C: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</th>
</tr>
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**Summary (Add sum & divide by 3)**

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<th></th>
<th>Competence 5 =</th>
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</table>

**Comments:**
### 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 interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

<table>
<thead>
<tr>
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<tr>
<td>A</td>
<td>apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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</tr>
<tr>
<td>B</td>
<td>use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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Summary (Add sum & divide by 2) Competence 6 =

Comments:

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### 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 interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

<table>
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<tr>
<th></th>
<th>AC</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>B</td>
<td>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;</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>C</td>
<td>develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and</td>
<td></td>
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<tr>
<td>D</td>
<td>select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</td>
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</tbody>
</table>

Summary Add sum and divide by 4) Competence 7 =

Comments
### 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 his knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and interorganizational collaboration. Social workers:

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

#### Summary (Add sum and divide by 5)

Competence 8 =

#### Comments:

### 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

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

#### Summary (Add sum & divide by 4)

Competence 9 =

#### Comments:
### Summary of Scores (worksheet)

<table>
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<th>Competency 6</th>
<th>Competency 7</th>
<th>Competency 8</th>
<th>Competency 9</th>
<th>Sum of scores divided by 9</th>
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<tbody>
<tr>
<td>Competency 1</td>
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<td>Competency 2</td>
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<td>Competency 3</td>
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<tr>
<td>Competency 5</td>
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</tbody>
</table>

### Unsatisfactory
- Sum of Score is 2.9 and lower

### Satisfactory
- Sum of Score is 3 and higher

---

**Please describe the student’s strengths and areas of accomplishment:**

*(Please attach addition/al sheets as needed)*

---

**Please indicate areas requiring further development and improvement**

*(Please attach addition/al sheets as needed)*

---

**Student Section:**

<table>
<thead>
<tr>
<th>I am in agreement with this evaluation</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

**Student Comments:** *(Please attach addition/al sheets as needed)*
Signatures

<table>
<thead>
<tr>
<th>Field Instructor Name:</th>
<th>Signature:</th>
<th>Date:</th>
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<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Signature:</th>
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<table>
<thead>
<tr>
<th>Faculty Liaison Name:</th>
<th>Signature:</th>
<th>Date:</th>
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Note to Faculty Liaisons: Please staple time sheet to the last page of the field evaluation and submit the signed original to the Director of Field Education at the end of each semester of field.

THE COLLEGE AT BROCKPORT
State University of New York
Brockport, New York
Undergraduate Department of Social Work

BSW Student Evaluation of the Field Instructor and Field Practicum Agency:
Students complete this evaluation at the end of the second semester of field practicum

<table>
<thead>
<tr>
<th>Please indicate your rating for each statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
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</thead>
<tbody>
<tr>
<td><strong>Student Evaluation of Agency-Based Field Instructor</strong></td>
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<tr>
<td>The Field Instructor:</td>
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<tr>
<td>possesses an attitude toward professional social work education that fosters a positive relationship for agency-based learning;</td>
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<td>is able to distinguish internship learning and evaluation from staff performance expectations and incorporate these differences in the evaluation process;</td>
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<td>creatively provides practicum experiences that enable me to integrate social work knowledge, skills, values, awareness of diversity, and classroom learning into the field experience;</td>
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<td>creates a learning environment that recognizes my learning needs by facilitating a professional educational setting;</td>
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<td>offers a sound educational experience by providing feedback and input into new practice directions and trends;</td>
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<td>provides regularly scheduled weekly supervision on a consistent basis.</td>
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<td><strong>Student Evaluation of Field Practicum Site</strong></td>
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<tr>
<td>The Field Practicum site:</td>
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<td>demonstrates a commitment to professional development;</td>
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<td>provides adequate space and access to agency resources appropriate for carrying out assigned responsibilities and functions;</td>
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<td>provides preparation in how to conduct oneself when in the field (related to safety);</td>
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<td>demonstrates the profession’s values and ethics through the structure and functions conducted at the field practicum site;</td>
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<td>provides agency-based learning opportunities with different system levels;</td>
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<td>provides educational activities within a supportive learning environment;</td>
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<tr>
<td>provides agency training and in-service opportunities.</td>
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<tr>
<td><strong>Student Evaluation of Field Learning Opportunities (Field Education Goals)</strong></td>
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<tr>
<td>The field practicum provides students’ opportunities to:</td>
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<td>integrate classroom experiences with direct application of social work knowledge and skills;</td>
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<td>practice at micro, mezzo and macro levels in a collaborative manner;</td>
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<td>apply professional values and ethics in practice at deepening levels;</td>
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<td>identify professional use of self-considerations in a variety of practice situations;</td>
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<td>practice in an environment that values diversity and social justice;</td>
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<td>be supervised by an experienced licensed social worker</td>
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<tr>
<td>explore professional contexts of practice (policy, advocacy, research, etc.)</td>
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</tbody>
</table>
Please indicate your rating for each statement

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>
utilize evaluation to assess practice and program effectiveness

**Student Evaluation of opportunities to build competencies**

*The field placement provides me an opportunity to:*

| Demonstrate Ethical and Professional Behavior |
| Engage Diversity and Difference in Practice |
| Advance Human Rights and Social, Economic, and Environmental Justice |
| Engage in Practice-informed Research and Research-informed Practice |
| Engage in Policy Practice |
| Engage with Individuals, Families, Groups, Organizations and Communities |
| Assess Individuals, Families, Groups, Organizations and Communities |
| Intervene with Individuals, Families, Groups, Organizations and Communities |
| Evaluate Practice with Individuals, Families, Groups, Organizations and Communities |

**Comments: Please attach additional sheets as needed**

**Student Signature**

<table>
<thead>
<tr>
<th>Date</th>
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</table>
COURSE ASSIGNMENTS RELATED TO FIELD PLACEMENT EXPERIENCES AND FIELD SEMINAR ASSIGNMENTS

Field Practicum students are also concurrently registered for a corresponding field seminar course. The assignments for field seminar include an agency profile, integrative journals, a process recording, an evidence based research practice paper, and a comprehensive case analysis paper. These assignments are detailed in the course syllabus (see Appendix A).

SOCIAL WORK METHODS III (SWO 441) AND THE MACRO PROJECT

Students in Block placements will take Methods III simultaneously with field, and students in concurrent placements will take Methods III during the second semester of the placement. Students who are participating in the International Placement will take Methods III the semester prior to their departure. (See Appendix C for detailed information and examples of Macro Projects).
APPENDIX A

The College at Brockport,
State University of New York
Department of Social Work

Concurrent Field Instruction I (SWO 451)
Concurrent Field Instruction II (SWO 453)
Block Field Instruction (SWO 454)

<table>
<thead>
<tr>
<th>Professor:</th>
<th>Term: Fall 2015 &amp; Spring 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location:</td>
<td>Office Hours:</td>
</tr>
<tr>
<td>Telephone:</td>
<td>Meeting Day</td>
</tr>
<tr>
<td>Email:</td>
<td>Meeting Time:</td>
</tr>
</tbody>
</table>

The syllabus below, combines content from Concurrent Field (SWO 451 and 453), as well as, material used for Block Field instruction (SWO 454)

I. Catalog Course Descriptions and Pre Requisites

SWO 451 Concurrent Field Instruction I (5 credits)
Allows for the application of social work skills and knowledge to implement tasks and strategies of an entry-level generalist social worker in a service delivery system. (220 hours in the field)
Pre-requisites: SWO 301, 302, 310, 311, 321, 341, 342, and all other 200 and 300 level courses required for the major, and instructor’s permission. Open only to majors.
Co-requisite: SWO 411

SWO 453 Concurrent Field Instruction II (5 credits)
Provides a continuation of SWO 451 with an emphasis on elaboration and refinement of skills in a service delivery system. (220 hours in the field)
Pre-requisite: SWO 451
Co-requisite: SWO 441
Open only to majors.

SWO 454 Block Field Instruction (10 credits)
Combines SWO 451 and 453 in a concentrated, 4-5 day/week block field placement. (440 hours in the field)
Pre-requisites: SWO 301, 301, 310, 311, 321, 341, 342, and all other 200 and 300 level courses required for the major, and instructor’s permission. Open only to majors
Co-Requisite SWO 411 and SWO 441; SWO 411 may be taken prior to field

II. Introduction
The field instruction component of the social work major at The College at Brockport is both an extension of the practice sequence of courses and a culmination of the curriculum of core and support courses that precede field instruction. Students use field placements to further and refine practice skills developed in the classroom.
Either in two sequential semester placements or in one intensive block placement, students apply and integrate in the field the knowledge required of social work majors.

The sequential semester placements (SWO 451 and 453) are organized under a “concurrent” plan, with students taking another course or courses in addition to a field instruction seminar (SWO 455 or 457) each semester. **Successful completion of the first semester of placement is required before the second semester can be started.** The block placement (SWO 454) is completed in one semester and it is taken concurrently with a field instruction seminar (SWO 456). A total of 440 hours of field instruction is required of both concurrent and block students to satisfy course objectives.

Agency field instructors are an intrinsic part of the social work program. They are familiar with the program’s definition of generalist social work practice, social work ethics, and know what to expect of students from an accredited baccalaureate social work program. To prepare themselves to work in the field, students are asked to review past social work course content with an emphasis on the methods sequence. Such review will facilitate the integration of classroom content with agency experience.

III. Course Objectives

SWO 451 & 453 COURSE OBJECTIVES. At the completion of these courses, the student is expected to accomplish competency in the following 9 core competencies:

**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 interprofessional 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:

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

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

C. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

D. use technology ethically and appropriately to facilitate practice outcomes; and
E. 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:

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

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

C. 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:

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

B. 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:

A. use practice experience and theory to inform scientific inquiry and research;
B. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;
C. 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:

A. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
B. assess how social welfare and economic policies impact the delivery of and access to social services;
C. 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 interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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

B. 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 interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

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

B. 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;

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

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

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

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

A. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

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

C. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

D. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

E. 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:

A. select and use appropriate methods for evaluation of outcomes;

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

C. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

D. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
IV. Educational Contract
At the beginning of the field placement, the student and agency field instructor – in concert with the faculty liaison- will agree to the purpose of the field placement as described in the course objectives and in the field instruction manual. A contract for the duration of the field placement will be developed using the student’s agency learning contract as a basis. Any modifications in the contract will be agreed to by the field instructor, student, and faculty liaison prior to their implementation.

In general, students are expected to conduct themselves professionally and may expect that they will be treated in a professional manner in the field placement setting. Students must avoid unnecessary absence and tardiness related to placement commitments, as they are developing a pattern for future professional performance. Also, the College at Brockport Undergraduate Social Work program’s requirement of 440 hours of field instruction complies with Council on Social Work Education regulations for accredited undergraduate social work education programs.

It is required that all students in field placement will participate in a macro-level experience in their assigned agencies. The macro level component should consume no less than 10% of the student’s field work hours (i.e. 3 hours per week for Block placements, 1 ½ hours/week for second semester concurrent placements.) It is the responsibility of the students to negotiate appropriate macro projects with their field instructors at the beginning of the field placement. The project will be coordinated with the content of Social Work Methods III (SWO 441), which will be taken concurrently with Block placement or with the second semester of concurrent placement. Students are to share the SWO 441 course syllabus with their field instructor when they start field instruction. The Brockport faculty has a firm belief that the use of macro interventions is a major component of generalist social work education and practice.

Generally, questions or concerns about placement activities may be directed to the field instructor and then to the faculty liaison.

Course Evaluation:
Please refer to the Field Instruction Manual for: “Field Internship Evaluative Form” for field instructor’s evaluation of the student’s performance.

“Student Evaluation of Field Placement” is for student feedback about the Field placement setting. This evaluation, ideally, would be shared with the instructor before the last seminar session but would not be shared with administration of the agency without permission of the field instructor.

V. Required Texts

VI. Course Design

Given the nature of field instruction and the variety of field placement sites with differing organizational styles and clientele, it would be nearly impossible to develop an all-inclusive course design. The following tasks are among those undertaken by students who are involved in a learning and socialization process in an agency:

Phase I: Orientation
- Tour agency/meet staff
- Orientation to agency policies and resources so student will be able to write the Community and Agency Profile
- Review Rating Scale for Evaluation of Field Instructor with Faculty Liaison and Field instructor.
- Discuss case summary procedure for agency.
- Work collaboratively on creating the initial learning agreement.
- Review how hours will be tracked.
- Establish schedule for supervisory meetings.

Phase II. Beginning Intervention/Apprentice Stage
- Define macro project involving organizational and/or community change.
- Discussion of Comprehensive Case Analysis (CCA) as capstone demonstrating core competencies.
- Introduction of student to client population by experienced worker.
- Process recording contact with client/other agency.
- Identify ways student will have small group exercise.

Phase III: Continuing Intervention/Mastery Stage
- Assignment of own client system(s) to student (if possible). If student is unable to have own client system, establish how student will examine a specific practice effectiveness question through the using an evidence-based practice model (see assignment for details).
- Be able to work collaboratively with supervisor to apply theory to practice to demonstrate competencies.
- Select subject for final Comprehensive Case Analysis.
- Continue to work with assigned client system(s).
- Participate in staff meetings/training/community board meetings.
- Measure changes client/system behaviors for single subject design.
- Begin work on macro project.

Phase IV: Termination
- Phase down of workload (no new or long-term client systems/no new projects).
- Discussion of termination with clients and colleagues.
- Complete evaluation of macro project.
- Completion of final evaluation including student, Field Instructor, and Faculty Liaison.
- Complete Evidence Based Practice Paper and Comprehensive Case Analysis.

Grading Policies:
Grading: The field component of the curriculum is 10 hours pass/fail. Students must successfully complete the first half of field before entering into the second half of field. The grading scale is a Likert Scale of 1-5 in all of the Core Competencies. After rating the student in all competency areas, the supervisor is asked to give an overall evaluation:

AT MIDTERM (end of first semester for concurrent students, end of 7th week for block students) and FINAL Overall Evaluation (end of second semester for concurrent students and end of sole semester for block students), Students will be rated for each competency using this scale.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Advanced Competence (AC)</td>
<td>Able to skillfully demonstrate awareness, knowledge, and skills. Practice behaviors are performed in a highly competent manner, and the student demonstrates high levels of understanding and proficiency</td>
</tr>
<tr>
<td>4</td>
<td>Competent (C)</td>
<td>Consistently demonstrates awareness, knowledge, and skills. Practice behaviors are performed in a competent manner, and the student demonstrates understanding and proficiency</td>
</tr>
<tr>
<td>3</td>
<td>Emerging Competence at the expected level of growth and development (EM)</td>
<td>Consistently demonstrates professional growth and application of knowledge, values and skills required for generalist level practice. Practice behaviors are appropriate and the student demonstrates beginning level understanding and proficiency</td>
</tr>
<tr>
<td>2</td>
<td>Insufficient Progress (IP)</td>
<td>Inconsistently demonstrates awareness, knowledge, and skills. Practice behaviors are handled with many difficulties and the student is unable to demonstrate an adequate level of understanding or proficiency. Corrective action and additional training are required.</td>
</tr>
<tr>
<td>1</td>
<td>Unacceptable Progress (UP)</td>
<td>Unable to demonstrate awareness, knowledge, and skills. Most practice behaviors are handled with a high degree of difficulty and the student is unable to demonstrate a fundamental level of understanding and proficiency.</td>
</tr>
<tr>
<td>n/a</td>
<td>No opportunity this semester to complete this practice behavior. (This rating is only allowed in fall semester and a plan needs to be developed to assess the practice behavior in spring semester).</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX B

The College at Brockport
State University of New York
Department of Social Work

Seminar in Field Instruction (SWO 456)
Seminar in Field Instruction I (SWO 455)
Seminar in Field Instruction II (SWO 457)

<table>
<thead>
<tr>
<th>Professor:</th>
<th>Term: Fall 2015 &amp; Spring 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location:</td>
<td>Office Hours:</td>
</tr>
<tr>
<td>Telephone:</td>
<td>Meeting Day:</td>
</tr>
<tr>
<td>Email:</td>
<td>Meeting Time:</td>
</tr>
</tbody>
</table>

One syllabus is used for both Social Work 455 and 457, (1 semester hour each) which is the seminar that accompanies field instruction courses Social Work 451 and 453. The same syllabus is used for the single seminar, Social Work 456, (2 semester hours) that accompanies the field instruction for block field instruction, Social Work 454.

Professors: Aponte, Cesnales, Dauenhauer, Evers, Kasper, Snyder, Sydor

I. Catalog Course Description

Social Work 455: Seminar in Field Instruction I (1 semester hour). This must be taken concurrently with Social Work 451. This course provides the opportunity to achieve integration of classroom learning with field experience; resolution of discontinuity regarding the development of social work competencies in the field setting; development and integration of responsibilities of social work's professional role.

Social Work 457: Seminar in Field Instruction II (1 semester hour). This must be taken concurrently with Social Work 453. This course is a continuation of Social Work 455. The course provides an opportunity to review and integrate course content from all of the program components with a final comprehensive case analysis which allows the student the opportunity to demonstrate integration of theory and practice.

Social Work 456: Seminar in Field Instruction (2 semester hours). This seminar accompanies the block field placement and is taken concurrently with Social Work 454. All of the course assignments are the same as for the concurrent seminars.

II. Pre Requisites

SWO 301, SWO 302, SWO 321, SWO 322, SWO 341, SWO 342, SWO 310, SWO 311

And Co-requisites SWO 411, SWO 441
III. Introduction

The primary purpose of the field instruction seminars is to help students apply and integrate academic content. In addition, the second half of the seminar is used as a final integrative seminar for the social work program. Students are required to review and integrate course content from all of the program components. Students aid one another in achieving both purposes, as they share experiences from different kinds of field settings. Small seminar groups tend to promote this kind of sharing that is such an essential aspect of professional development. Seminar leaders who serve also as faculty liaisons between the students and their field agencies facilitate sharing.

IV. Social Work Department Academic Policies

- **Academic Dishonesty:** Academic dishonesty is a serious breach of that trust which exists between a student, one's fellow students and the Instructor. Academic dishonesty is a major violation of College policy, which can result in the failure of a course, as well as in a range of disciplinary actions, from an official warning to suspension or dismissal from the College. Any student suspected of such a violation will be subject to charges.

- **Attendance:** Students must attend all sessions and are expected to actively participate in the activities scheduled for each session. "Absences will be excused for (a) documented illness, (b) official representation of the College, (c) death of a close relative, (d) religious holiday, and (e) other circumstances beyond the control of the student. Substantiation of excused absences is the responsibility of the student. Excuses for official representation of the College must be obtained from the official supervising the activity or event. Absences deemed excessive by the Instructor may result in a lowered grade. Students whose unexcused absences exceed 15% of the scheduled classes and laboratories will be subject to failure at the instructor's discretion." (Faculty Senate, 1983)

- **Students with Disabilities:** The College at Brockport Policy: Students with documented disabilities may be entitled to specific accommodations. The College at Brockport’s Office for Students with Disabilities makes this determination. Please contact the Office for Students with Disabilities at 395-5409 or osdoffic@brockport.edu to inquire about obtaining an official letter to the course instructor detailing approved accommodations. The student is responsible for providing the course instructor with an official letter. Faculty work as a team with the Office for Students with Disabilities to meet the needs of students with disabilities. **From the Instructors:** “We would appreciate hearing from anyone in this class who has a special need which may be the result of a confirmed disability. We are reasonably sure we can work out whatever arrangement is necessary, be it special seating, testing, or other accommodation. See us after class, or during office hours, as soon as possible.”

- **Gender Discrimination and Sexual Harassment:** "The College at Brockport is committed to maintaining a work place and a learning environment free of sexual harassment and intimidation. Sexual harassment is unacceptable behavior, unlawful and intolerable." This is a portion of the College's policy on harassment. If students feel that they or
someone they know is being harassed, they can refer to the information contained in the brochure prepared by the Affirmative Action Office and the Standing Committee on Women’s Issues, Sexual Harassment: An Introduction for Students and Employees at the State University of New York College at Brockport: contact a facilitator listed on the brochure; or contact the Affirmative Action Office in room 409 Allen Administration Building.

Gender discrimination and sexual harassment are prohibited in class. Title IX legislation requires the College to provide gender equity in all areas of campus life. If you or someone you know has experienced gender discrimination, sexual harassment, or sexual assault, we encourage you to seek assistance and to report the incident through resources available at www.brockport.edu/titleix/index.html. Confidential assistance is available at Hazen Center for Integrated Care. For these and other regulations governing campus life, please see all of our Student Polices at www.brockport.edu/policies/index.php

- **Writing Skills:** The profession demands of its practitioners the ability to communicate clearly. This includes both verbal and written communication skills. The written assignments for this course will be graded first on the basis of the student’s mastery of subject matter. The grade will also be affected by the quality of the written assignments. Credit will be lost for poor development of written work, improper grammar, poor spelling, and the improper use of English vocabulary. **The APA style is to be followed in preparing this or any other formal papers required by this Department.**

If you need assistance in developing your writing skills help is available. Please contact the Student Learning Center (SLC) for assistance: [https://www.brockport.edu/~slc/writing.html](https://www.brockport.edu/~slc/writing.html)

V. **Course Objectives**

**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 interprofessional 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:

F. 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;
G. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

H. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

I. use technology ethically and appropriately to facilitate practice outcomes; and

J. 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:

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

E. present themselves as learners and engage clients and constituencies as experts of their own experiences; and

F. 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:

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

D. 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:

D. use practice experience and theory to inform scientific inquiry and research;

E. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;

F. 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:

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

E. assess how social welfare and economic policies impact the delivery of and access to social services;

F. 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 interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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

D. 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 interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

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

F. 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;

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

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

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

F. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

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

H. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

I. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

J. 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:

E. select and use appropriate methods for evaluation of outcomes;

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

G. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

H. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
VI. Educational Contract

Each seminar group will meet for the equivalent of at least one hour per week for concurrent placements and two hours per week for block placements. Topical sections for the course are outlined below and are addressed by each group in a flexible manner, with the instructor responding to the needs of individuals and the seminar group. Both students and instructors will evaluate the degree to which objectives have been met at the end of each seminar session. Assignments include journals, agency profile, process recording, evidence-based paper, and a comprehensive case analysis. Each of the assignments is detailed in this syllabus.

Students are also invited to complete an Agency Information Form by the end of the first semester of field. This is used as a resource for future field students to learn about potential field placement opportunities.

Learning activities will be weighted as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>Block</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency Profile</td>
<td>20%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Process Recording</td>
<td>25%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Evidence based Research Paper</td>
<td>20%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Comprehensive Case Analysis</td>
<td>30%</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Journals</td>
<td>45%</td>
<td>40%</td>
<td>30%</td>
</tr>
<tr>
<td>Class participation</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Students are evaluated on the basis of their integration of class and field learning and on their integration of course content from all of the program components.

Attendance at each seminar meeting is a crucial part of the course. Instructors will follow the college guidelines regarding unexcused absence (no more than 15% of class time). At the discretion of the instructor (faculty liaison), students with excessive absences may receive a grade reduction or be required to repeat the course.

An additional purpose of the field seminar is to provide students with a group experience. A meaningful group experience requires active participation by all seminar members. Students who choose not to participate, may, at the discretion of the instructor (faculty liaison), receive a grade reduction.

NOTE: Students must earn a passing grade in both Field Instruction (Practicum) and Field Seminar to receive credit for the senior field requirement. In the event a student does not receive a passing grade in both the field components, a review will be made by the Department Chair, Field Director, Faculty Liaison and Faculty Advisor as to the individual circumstances and ultimate disposition.
VII. **Required Text:**
(Fall Semester concurrent and Block)

(Spring Semester concurrent and block)

**Field Manual:** Students are also required to be familiar with the policies and processes in the BSW undergraduate field manual. Field Manuals are available for purchase from the College bookstore. Electronic versions of the Field Manual are also available on the Program website and on the course Blackboard site.

**Useful Texts for Seminar Assignments:**
Students are encouraged to use social work texts from their junior and senior social work courses as resources in course assignments.

VIII. **Course Design**

**Year plan for Seminar Sessions (subject to change based on Instructor’s discretion)**

1st session  All seminars meet to review syllabus
  Safety training
2nd seminar  Begin discussion of agency profiles of communities and agencies
3rd seminar  Discussion of Communities/agencies
4th seminar  Seminar, Agency Profile Due
5th seminar  Seminar
6th seminar  Original Process Recording due to Field Instructor
  Process Recording to designated section of other students
  Discussion on process recording will focus on generalist practice, including micro, mezzo and macro issues, interpersonal communication
7th seminar  Discussion within groups of process recording
  Discussion Macro project ideas
  Process Recording with field instructor’s comments due to Faculty Liaison.
8th Seminar  Seminar
  Final copy of Process Recording with Reflective Analysis
9th Seminar  Seminar
  Evidence Based Research Paper discussed.
  Comprehensive Case Analysis assignment distributed
10th Seminar  Seminar
  Comprehensive Case Analysis discussed
Open Fieldwork discussion-This time will serve as an opportunity to create an atmosphere conducive to discussion of the field experience. This will include ethical issues, practice and intervention strategies. All seminar participants will contribute to creating a collaborative model that both highlights the social issues common to all placements and discuss different interventions that reflect the diversity of the client and agency populations.

Section One

Objective:
Develop identification as a generalist social worker with attention to social work values and adequacy of resources to meet the needs of client systems.

To meet this objective, the student is expected to:
1. Assess the capacity for agency resources to meet client/consumer needs.
2. Where there are deficits in meeting client needs, consider alternate solutions and prevention of problems, regardless of client system size.
3. Identify a generalist base for social work practice, considering the cross applicability of knowledge, skills, and values.
4. Explore the application of social work values in practice.

Learning Activity: Integrative Journals, Class discussions and the Community and Agency Profile.
Section Two

**Objective:**
Integrate classroom learning with field experience, with emphasis on relating learning about cultural diversity to practice experience.

To meet this objective, the student is expected to:

1. Apply learning from core courses to field practice experience.
2. Relate learning about cultural and gender diversity to practice experience.

**Learning Activity:** Class discussion, Integrative Journals, Process Recording

Section Three

**Objective:**
Begin to evaluate one’s own personal and professional growth

To meet this objective, each student is expected to:

1. Reflect on the impact of field experience in defining one’s role as a social worker.
2. Use field supervision appropriately.
3. Establish measurable objectives related to practice; these objectives to be related to the Core Competencies for field instruction.
4. Establish a baseline of competencies related to clients or own level of practice.
5. Share with other students in the seminar the measurable objectives, target behaviors, and the means that will be used for collecting data.

**Learning Activity:** The seminar leader will assist students in establishing measurable objectives. In addition, the students will discuss in class the selection of independent variables (interventions) that may change client behaviors.

Class discussion: Integrative journals, use of Weekly Supervision/Performance Feedback Form

Section Four

**Objective:**
Develop increasing capacity for beginning professional social work practice, including mastery of the problem solving process and systematic evaluation of own practice performance.

To meet this objective, the student is expected to:

1. Master the problem solving process, including engagement, assessment, goal setting, intervention, evaluation, and termination.
2. Evaluate own professional growth and development through assessment of competencies related to clients.

**Learning Activity:** Presentation of a process recording by each student which is evaluated and critiqued by supervisor, faculty liaison, and seminar participants. Location and format for these presentations is at the discretion of the faculty liaison.

Review and integrate course content from all of the program components.

To meet this objective, the student is expected to:

1. Review the definition of the generalist social worker.

2. Achieve integration of the curriculum by reviewing content from research, cultural diversity, social policy and programs, methods, field, and human behavior and the social environment - content that is bound together by social work values and ethics.

3. Review the Core Competencies and apply them to one's own readiness for beginning professional social work practice.

**Learning Activity:**

Class discussion, Integrative Journals, Evidence Based Research Paper, Comprehensive Case Analysis

Individual conference with student, field instructor, and field liaison to discuss and evaluate professional growth is done twice a semester.

**Grading Key:**

A/A- = *Outstanding Performance:* You demonstrated that you understood the concepts, gave appropriate examples, no writing or grammatical errors. Ideas were well developed. Demonstrated excellent critical thinking skills.

B+/B = *Good Performance:* You demonstrated that you understood most of the concepts and your examples were a little weak. There are a few problems in the development of your ideas, in writing and grammar; however, they are not severe. Demonstrated good critical thinking skills.

C+/C = *Average Performance:* You did not demonstrate clearly that you understood the concepts. Your work does not indicate clear thinking or that much thought went into the assignments. Ideas were not clearly presented and there are several grammatical and writing errors. Demonstrated average critical thinking skills.

*Note! A “C” grade in a required social work course - especially a methods course, often disqualifies a student from eligibility for advanced standing in MSW programs.

**Note! A “C-” grade in a required social work course is not a passing grade; the course must be taken again for a BSW degree.

D+/D- = *Marginal.* Just passing (this applies to social work electives only; a grade of “D+, D, or D-“ is not a passing grade in a required social work course). You barely demonstrate an
understanding of the concepts. There are numerous problems in development of your ideas, grammar and writing. Demonstrated little, if any, ability for critical thinking.

**E = Unacceptable:** You demonstrate no understanding of the concepts. There are serious to severe problems in development of your ideas, grammar, and writing. Demonstrated no critical thinking skills.

- **A 4.00 = 95 - 100 %**
- **A- 3.67 = 90 - 94 %**
- **B+ 3.33 = 87 - 89 %**
- **B 3.00 = 83 - 86 %**
- **B- 2.67 = 80 - 82 %**
- **C+ 2.33 = 77 - 79 %**
- **C 2.00 = 73 - 76 %**
- **C- 1.67 = 70 - 72 %**
- **D+ 1.33 = 67 - 69 %**
- **D 1.00 = 63 - 66 %**
- **D- .67 = 60 - 62 %**
- **E .00 = 59.99 %**
ASSIGNMENTS

Journals: One of the major learning activities for the course is the journal assignment. While journals kept during the field placement are shared with the seminar instructor, you are encouraged to discuss ideas with your agency-based field instructor for your Macro project for Methods III during your first semester of concurrent field placement or early on during a block placement. Journals are confidential and may only be shared with the agency or seminar participants with the express permission of the student. In addition, students are required to complete and present an agency profile, an evidence based research paper relevant to the agency and or clientele served, process recording and comprehensive case analysis.

First Semester of Concurrent Field Placement Journals: In the first semester of a concurrent field seminar, students will write a total of six (6) journals. Five (5) of these journals will be integrative and follow the format described in this syllabus, the final or 6th journal will focus on your thoughts about project proposal ideas for your macro level project (completed in Methods III).

Second Semester of Concurrent Field Placement Journals: In the second semester of concurrent field seminar, students will write a total of four (4) journals. Three (3) journals will integrative and follow the same format as fall semester. The fourth (final) journal will be a reflective summary journal.

Block Semester Journals: Block students will write a total of Eight (8) journals. Six (6) integrative journals, one journal early in the semester focusing on the engagement of the Macro Project in field placement and the final journal will be a reflective summary journal.
FIELD SEMINAR
Field Curriculum Integrative Journal Assignment

Student Name: _______________________ E-mail address: _____________________________

Journal # _______ Dates from Field being discussed in this journal include: ________________

Total Hours spent in Field this week: ______ Total Number of Hours to Date: _______________

Amount of Time Spent in Formal/Scheduled Supervision: _______________________________

Name(s) of Those Providing Supervisory Input:  ______________________________________

Principle Supervisor Name: ____________________ Phone Number/Ext: __________________
E-mail address: _________________________________________________________________

1) Describe a situation from your Field Placement. Describe the client system and situation factually and objectively.

2) How do you interpret (assess) these behaviors, facts, and observations? In your discussion, use theories and concepts (with citations) from Methods I, II & II, Research, Human Diversity, HBSE, Social and Economic Justice and/or Policy to explain the behaviors and the situation you have observed. These behaviors can be related to organizations and communities, as well as individuals, families or groups.

3) Identify and analyze the interventions used in this situation: How did you handle it or how it was handled by another worker or supervisor? Apply theories and concepts from your social work knowledge of interventions (skills), using citations. What alternative interventions could have been utilized? What social work theories or concepts provide the rationale for this alternative approach?

4) This section should address the affective (feeling) level. Describe your personal reactions to the above situation. These may be mixed. Discuss how these responses may have emerged from various sources such as your family experiences, worldview, values, religion, gender, etc.

5) What have you learned from this situation? Link this experience to the Core Learning Competencies and the appropriate indicators.

6) Be sure you are using correct spelling, grammar, punctuation, APA formatting, citations, and references. Include a reference page.

Grading of this assignment will be based upon your level of analysis.
There is one point for each of the 6 items listed above.

Your Journals are to be TYPED and submitted according to your instructor’s directions. Each entry will be graded based upon the quality of your critical thinking and personal insight. Credit will be lost for errors in grammar or spelling. Journals need to be submitted in a timely fashion according to each instructor’s guidelines. No journal may be submitted late without prior approval from the instructor. This means communicating with instructor at least a day before the journal due date.
**Field Curriculum Integrative Journal Assignment**

**Grading Rubric**

<table>
<thead>
<tr>
<th></th>
<th>EXCEEDS</th>
<th>MEETS</th>
<th>PARTICALLY MEETS / DOES NOT MEET</th>
<th>Score / Comments</th>
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</thead>
<tbody>
<tr>
<td><strong>1. Description of situation</strong></td>
<td>1</td>
<td>.9</td>
<td>.89</td>
<td>.80</td>
</tr>
<tr>
<td>- Description of client / situation is objective, succinct, and clear.</td>
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<tr>
<td>- Facts/events are presented in chronological / logical order and easy to follow.</td>
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<tr>
<td>- Main points are relevant and addressed in other sections.</td>
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<tr>
<td>- Description of client / situation is somewhat objective, succinct, and clear.</td>
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<tr>
<td>- Facts/events are somewhat presented in chronological / logical order, and somewhat easy to follow.</td>
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<tr>
<td>- Main points are somewhat relevant and addressed in other sections.</td>
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<tr>
<td>- Description of client / situation is non-objective, vague, and confusing.</td>
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<tr>
<td>- Facts/events are not presented in chronological / logical order.</td>
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<tr>
<td>- Main points are irrelevant and lack connection to other sections.</td>
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<tr>
<td><strong>2. Assessment: Interpretation of behaviors, facts &amp; observations</strong></td>
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<tr>
<td>- Excellent interpretation of behaviors, facts and observations.</td>
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<tr>
<td>- Identifies the appropriate theory(ies) by name and relates theoretical concepts to behaviors, facts and observations.</td>
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<tr>
<td>- Relates behaviors, facts and observations to classroom concepts from Methods I, II, III, Research, Diversity, Social &amp; Economic Justice, HBSE I &amp; II, Policy 311 and / or Policy 411.</td>
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<tr>
<td>- Adds insight from other reliable sources on subject matter.</td>
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<tr>
<td>- Somewhat acceptable interpretation of behaviors, facts and observations.</td>
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<tr>
<td>- Identifies at least 1 appropriate theory by name and/or somewhat relates theoretical concepts to behaviors, facts and observations.</td>
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<tr>
<td>- Somewhat relates observations to classroom concepts from Methods I, II, III, Research, Diversity, Social &amp; Economic Justice, HBSE I &amp; II, Policy 311 and or Policy 411.</td>
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<tr>
<td>- May or may not add insight from other reliable sources on subject matter.</td>
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<tr>
<td>- Poor interpretation of behaviors, facts and observations.</td>
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<tr>
<td>- Does not identify theory by name and/or relates theoretical concepts to behaviors, facts and observations.</td>
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<tr>
<td>- Does not relate behaviors, facts and observations to classroom concepts from Methods I, II, III, Research, Diversity, Social &amp; Economic Justice, HBSE I &amp; II, Policy 311 and or Policy 411.</td>
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<td>Source / Comments</td>
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<td>Comments</td>
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<tr>
<td>3. Intervention</td>
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<td>.79</td>
</tr>
<tr>
<td><strong>EXCEEDS</strong></td>
<td><strong>MEETS</strong></td>
<td><strong>PARTICALLY MEETS / DOES NOT MEET</strong></td>
<td></td>
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<tr>
<td>Clearly describes the intervention used or observed.</td>
<td>Somewhat describes intervention used.</td>
<td>Poorly describes the intervention used.</td>
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<tr>
<td>Clearly identifies and relates intervention to theory/concepts.</td>
<td>Somewhat identifies and relates intervention to theory/concepts.</td>
<td>Does not identify or relate intervention to theory/concepts.</td>
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</tr>
<tr>
<td>Clearly labels skills used and relates to course material, i.e. Methods I, II, or III.</td>
<td>Labels at least one skill used or observed.</td>
<td>Does not identify skills used or observed.</td>
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<tr>
<td>Clearly identifies another approach.</td>
<td>Somewhat identifies another approach.</td>
<td>Does not identify another approach.</td>
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<tr>
<td>Uses at least one reliable source to provide some rationale for intervention.</td>
<td>May or may not use at least one reliable source to provide rationale for intervention.</td>
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<tr>
<td>Clearly describes / identifies feelings &amp; personal reaction.</td>
<td>Somewhat describes / identifies feelings &amp; personal reaction.</td>
<td>Does not describe / identify feelings &amp; personal reaction.</td>
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</tr>
<tr>
<td>Clearly identifies source(s) for feelings &amp;/or reactions.</td>
<td>Somewhat identifies source(s) for feelings &amp;/or reactions.</td>
<td>Does not identify source(s) for feelings &amp;/or reactions.</td>
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<tr>
<td>Relates feelings / reactions to values &amp;/or worldviews.</td>
<td>May or may not relate feelings / reactions to values &amp;/or worldviews.</td>
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</tr>
<tr>
<td>Cites all core learning competencies and indicators by name and number.</td>
<td>Cites some core learning competencies by name and number.</td>
<td>Does not cite any core learning competency by name and/or number.</td>
<td></td>
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</tr>
<tr>
<td>Excellent examples of at least two competencies and their indicators observed or demonstrated.</td>
<td>Good examples of at least two competencies and their indicators observed or demonstrated.</td>
<td>Does not provide examples.</td>
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</table>
### 6. Writing / Format

<table>
<thead>
<tr>
<th>EXCEEDS</th>
<th>MEETS</th>
<th>PARTICALLY MEETS / DOES NOT MEET</th>
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<td>5 or more APA format, grammar or punctuation violations;</td>
<td>5 or more APA format, grammar or punctuation violations;</td>
<td>5 or more APA format, grammar or punctuation violations;</td>
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<tr>
<td>No lacks consistent or organized format;</td>
<td>No lacks consistent or organized format;</td>
<td>No lacks consistent or organized format;</td>
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<tr>
<td>At least two references listed on reference page.</td>
<td>At least one references listed on reference page.</td>
<td>No references used or listed on reference page.</td>
</tr>
<tr>
<td>Appropriate use of grammar and punctuation;</td>
<td>No more than 3 violations of APA format, grammar or punctuation;</td>
<td>5 or more APA format, grammar or punctuation violations;</td>
</tr>
<tr>
<td>Appropriate use of APA formatting.</td>
<td>Format somewhat consistently clear</td>
<td>Lacks consistent or organized format</td>
</tr>
<tr>
<td>Format clear (e.g., template)</td>
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</tbody>
</table>
Agency Profile Assignment & Grading Rubric
This is the first major assignment in field, and it serves as a basis for orienting yourself to your agency as a formal organization and to the community it serves. You will continue to collect and analyze this material throughout your field placement. This information and knowledge will inform other major assignments (e.g. journal writing, comprehensive case analysis, etc.). This paper should be 8-12 pages in length, 12 font, double spaced.

1. **Description of Agency (Focal system) [2 points total]**
   Provide the name and location of your agency / placement site. Indicate the type of agency: public, public non-profit, or for-profit.
   Provide a brief history of the agency (e.g. why it came into existence, years of service, incorporation status and sector/legal authority, major changes during the years, advocacy implications, etc.)

   **Comments:**

2. **Description of the Community and Agency Environment [6 points total]**
   A. Describe the community that the agency serves (e.g., people with mental illness, juvenile delinquents, older adults, etc.). [1 pt.]
   B. Describe the geographic area and demographics of the population served. [2 pt.]
   C. Describe the diversity of the staff and whether staff diversity mirrors the client population served. [1 pt.]
   D. Describe the agency environment: [2 pts]
      a. Explore the agency environment / neighborhood. What is the “feel” and appearance of the physical environment of the building and its geographic location?
         i. Make note of population groups, businesses, schools, agencies, etc. in the area.
      b. How accessible is the agency to the community served?
         i. Consider access issues for clients served, such as public transportation, parking facilities, sidewalks, curb cuts, physical access to the building, time of services, outreach.
         ii. Is the agency décor and waiting room atmosphere welcoming?
         iii. Are agency brochures and flyers, accessible and relevant to the diverse populations served?
3. Formal (direct) and informal (indirect) linkages to accrediting or regulatory bodies and or national/state organizations – [2 points total]
   A. Describe formal organizational relationships (regulation, funding source, membership, community partnerships, grant funding requirements). [1 pt.]
      i. Provide at least two examples of how this agency is assessed by some of these external organizations.
   B. Describe informal community partners or other organizations with whom your field agency collaborates (provide an example or two of partnership activities) [1 pt.]

4. Agency purpose [4 points total]
   A. Attach a copy or specify the agency’s mission and vision statements. [1 pt.]
   B. Describe how clients and staff learn about the mission and vision. [1 pt.]
   C. How does the agency’s mission and vision statement relate to the culture of the agency? [1 pt]
      i. Do the attitudes/practices of staff reflect the agency’s mission/visions?
      ii. Provide an example of ‘informal’ policies/procedures within the agency.
   D. In what ways are the values of the NASW Code of Ethics represented in this setting? [1 pt.]

5. Agency Structure: [6 points total]
   A. Attach organizational charts of the agency structure and also attach a departmental/divisional organizational chart (if available) [1 pt.]
   B. Describe how policies get translated into procedures. [1 pt.]
      a. Indicate who in the agency makes policy (e.g. executive director, the board, a policy committee, regulatory body)
      b. How are policies implemented on various levels within the organization? (e.g. unit level, departmental level, agency level, consumer level)
C. Describe how the agency involves consumers in providing feedback (informal and formal mechanisms). [1 pt.]

D. What types of advocacy activities does this agency engage in? [1 pt.]

E. How are services funded? [1 pt.]

F. How is this agency impacted by the following: [1 pt.]
   a. Budget cuts (at the federal, state & / or county)
   b. Current political climate

Comments:

Total: /20
PROCESS RECORDING
ASSIGNMENT

The purpose of the process recording is to record (in writing) an interview/client system interaction for feedback and insight. It will serve as a learning tool for you, your field instructor, faculty liaison (seminar instructor) and your peers. Ideally, the interview/contact should be one-session (at least 30 minutes) with a client system. If you lack client contact at this time, a supervisory session, a staff meeting, a collateral contact, or other group session will be appropriate.

The class will be divided into multiple groups depending on your seminar size. Each group will be responsible for reading their assigned number of process recordings, commenting under the Supervisory Comments section, and discussing it with your section of the class. After class discussions, all copies will be returned to you to discard.

The attached outline format must be used. (Copy of Form attached) The following sections should include:

I. A. Interview content (Dialogue)

1. After completing a 30 minute interview, record the session. It may be an interview with a client, a supervisory session, a staff meeting or other group session. It should include an interaction that was challenging for you. Please remember, this is a learning exercise. The actual interview is not as important as your analysis of it.

2. Include "identifying information" regarding the client system (age, race, gender, socioeconomic status, etc.), and whether this is the first, middle, or final contact with the client system. Set the stage for the purpose of the interview. This can be done as a cover sheet before your recording.

3. Use "W" for worker comments and "C" for client comments. It is not necessary to use quotation marks.

B. Thoughts, Reactions and Feelings

This section should include your own unspoken thoughts and reactions as the session was in process. It is suggested that you record the interview content completely before recording your thoughts, feelings and reactions.

C. Analysis

This section should include your understanding of the dynamics of this transaction, identifying interview techniques that were effective and those that might be more effective. Include basic generalist social work concepts and comment about the social work skills used, such as summarizing, clarifying, restating the problem and reflecting using skills and phases from Methods II.

Make copies for your supervisor, seminar instructor, and all the students in your section of seminar. Students are expected to read and comment on your process recording and you will lead the “modified” class discussion.
II. Supervisory Comments:

1. After you have completed the Interview Content, Gut-Level Feelings and Analysis sections, give the process recording to your agency supervisor to complete this section. Your supervisor must sign the process recording.

2. Give the copy with Supervisor's comments to your instructor only.

3. Note: Supervisor’s comments must be omitted in copies distributed to students.

III. Re-Analysis/Reflective Section – Final Version

After reviewing the Supervisory Comments from both your Agency Supervisor, classmates, seminar instructor and after the small group discussion, write a re-analysis of your process recording. It should be about 3 – 4 pages. It should include what you believe did and did not work well and why, using your reactions to input from others. For what was effective, identify the concepts, theories, and skills that support your interactions and statements. In identifying what you would do differently, again identify the concepts, theories, or skills that guide those interactions.

Due Date:

Class 5:

- Original with Supervisor’s Comments to Instructor
- Copies to classmates without the Supervisor’s Comments
- Each student reads and comments on 4 - 5 of the Process Recordings.

Class 6 & 7: Seminar discussions to focus on generalist practice, including micro, mezzo and macro issues.

Class 8: Final copy of Process Recording, which includes the final Reflective Analysis section, is due.
# Field Seminar Process Recording

**Student Name:**

**Brief Introduction to the Client-Worker Interaction:**

<table>
<thead>
<tr>
<th>Supervisor Comments</th>
<th>Dialogue</th>
<th>Thoughts, Feelings &amp; Reactions</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Updated July 2015

**Process Recording Rubric**

**Competency 1: Demonstrate Ethical and Professional Behavior**
- Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situation
- Uses supervision and consultation to guide professional judgment and behavior

**Competency 2: Engage Diversity and Difference in Practice**
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities**
- Use empathy, reflection and interpersonal skills to effectively engage diverse clients and constituents

**Competency 7: Assess Individuals, Families, Groups, Organizations and Communities**
- Apply knowledge of human behavior and the social environment and other multi-disciplinary theoretical frameworks in analysis of assessment data from clients and constituents.

<table>
<thead>
<tr>
<th>Assignment components</th>
<th>Clearly (meets/exceeds)</th>
<th>Somewhat (partially meets)</th>
<th>Not at all (does not meet)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student utilizes the appropriate process recording template to structure the assignment</td>
<td>(2 pts) Clearly formats the process recording using the template which includes line by line content/analysis. Exceeds: N/A</td>
<td>N/A</td>
<td>(0 pt.) Does not format the process recording using the template; line by line content/analysis not present</td>
</tr>
<tr>
<td>2. Student describes the interview content/dialogue excerpts from the interview for the client “C”, worker “W”, and includes Thoughts, Reactions and Feelings “TRF”</td>
<td>(3 pts) Clearly describes content for each component (C,W, &amp; TRF); Exceeds: Criteria above plus includes high level of detail/content</td>
<td>(1-2 pts) Partially describes content for each component, or describes some components, but not all</td>
<td>(0 pt.) Does not describe content for any of the components.</td>
</tr>
<tr>
<td>3. Within the ‘analysis’ section of the assignment template, the student demonstrates an understanding of the dynamics of this transaction by identifying effective interview techniques and those that might be more effective. Includes basic generalist social work concepts and comments on social work skills used, such as summarizing, clarifying, restating the problem and reflecting using skills and phases from Methods II. Competencies 1, 2, 6</td>
<td>(3-4 pts) Clearly describes the dynamics of this transaction by identifying effective interview techniques and those that might be more effective. Includes basic generalist social work concepts and comments on social work skills used, such as summarizing, clarifying, restating the problem and reflecting using skills and phases from Methods I &amp; II. Exceeds: Criteria above plus includes high level of detail/content</td>
<td>(1-2 pts) Partially describes the dynamics of this transaction by minimally identifying effective interview techniques and those that might be more effective. Includes some basic generalist social work concepts; comments on some social work skills used, such as summarizing, clarifying, restating the problem and reflecting using skills and phases from Methods I &amp; II.</td>
<td>(0 pt.) Does not describe the dynamics of this transaction; doesn’t identify effective interview techniques; and/or those that might be more effective; doesn’t include generalist social work concepts; doesn’t comment on social work skills used such as summarizing, clarifying, restating the problem and reflecting using skills and phases from Methods I &amp; II.</td>
</tr>
<tr>
<td>Reanalysis: For what was effective, student identifies the concepts, theories, and skills that support interactions and statements. <em>Competency 7</em></td>
<td>(4-5 pts) Clearly articulates aspects of the session that were effective; multiple concepts, theories, and skills that support interactions and statements are provided with correct citations. Exceeds: Criteria above plus includes high level of detail/content</td>
<td>(1-3 pts) Describes some aspects of the session that were effective; describes few concepts, theories, and skills that support interactions and statements; citations may not be provided/correct.</td>
<td>(0 pts) Does not describes aspects of the session that were effective; describes no concepts, theories, and skills that support interactions and statements; citations not provided</td>
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</tr>
<tr>
<td>Reanalysis Student identifies what he/she would do differently and identifies the concepts, theories, or skills that guide those interactions. <em>Competencies 1, 2, 6</em></td>
<td>(4-5 pts) Clearly articulates aspects of the session that would be done differently; multiple concepts, theories, and skills that support interactions and statements are provided with correct citations. Describes how feedback was incorporated; also acknowledge the student(s), instructors &amp;/or supervisor, by name. Exceeds: Criteria above plus includes high level of detail/content</td>
<td>(1-3 pts) Describes some aspects of the session that may be done differently; describes few concepts, theories, and skills that support interactions and statements; citations may not be provided/correct. Partially describes how feedback was incorporated; also acknowledge the student(s), instructors &amp;/or supervisor, by name</td>
<td>(0 pts) Does not describes aspects of the session that would be done differently; describes no concepts, theories, and skills that support interactions and statements; citations not provided. Does not describe how feedback was incorporated; also acknowledge the student(s), instructors &amp;/or supervisor, by name</td>
</tr>
<tr>
<td>Copy of process recording &amp; reanalysis submitted with signature/comments of field supervisor.</td>
<td>(1 pt.) Submits assignment with signature/comment</td>
<td>N/A</td>
<td>(0 pt) Does not submit assignment with signature/comments</td>
</tr>
</tbody>
</table>

**Overall comments:**

| Total points for clarity of writing | _____ (2 points max) |
| Total points for organization of paper | _____ (1 point max) |
| Total points for correct APA referencing | _____ (2 points max) |

**Grade:** _____ / 25
Evidence-Based Paper (20 points)

(This text will be utilized as a framework for the Evidence-Based Practice Paper)

Introduction:
Evidence-based practice [EBP] involves making decisions using the best research evidence available. According to Rubin and Babbie (2011), EBP involves three elements: Best research evidence, client/system attributes, and practitioner’s expertise.

Please address the phases of Evidence –Based Social Work as presented in Cournoyer to the practice approach you have selected (questioning, searching, analyzing, and applying and evaluating). The paper should be 4-6 pages in length with appropriate APA citations.

Guidelines:
1. Write a brief set-up of the situation: Clearly identify the level of practice (individual, group/family, organization, or community) and be sure to maintain confidentiality. Write a brief description of client/system background, referral process and presenting problem(s). Include a brief description of the social work setting (i.e., field placement) and your role within this setting in order to set the stage for presenting the evidence-based practice utilized. (3 pts)

2. Questioning: Formulate a practice-effectiveness question to answer practice need; you may want to relate this question to a particular client population you are working with and think about the particulars (for this process clients are described individually and group characteristics (See Cournoyer pp15-16 and chapter 2). (2 pts)

3. Searching: Search for the evidence. Should be guided by the evidence-based practice effectiveness question; begin searching for comprehensive scholarly and relevant resources (See Cournoyer pp.16-17 and Chapter 3). Describe the databases, keywords, and journals that contain information about your question. List the number of journal articles that contain information about your specific question and indicate the range of publication dates (2 pts)

4. Analyzing: Critically appraise the relevant studies you reviewed. This is the process of analyzing the resources you have collected using critical thinking to determine validity, reliability, and relevance to the client system with whom you are working (see Cournoyer pg17 and Chapter 4). Select 3-4 sources; review and evaluate the quality of each of these sources using the rating scale provided. Submit copies of articles selected (6 pts)

5. Applying and Evaluating: Determine which evidence-based intervention is most appropriate for your client/system. Following critical analysis of the evidence of practice effectiveness, please describe the process utilized, or could be utilized re: collaboration, and decision making with the client system. What ethical tensions are present, and what are the implications to practice e.g. best practices, risks etc. (See Cournoyer pp 7-18 and Chapter 5). (3 pts)
6. **Summary:** What did you learn from this assignment, how would you utilize Evidence-Based Social Work Practice techniques in your own practice. (3 pts)

7. **Indicate level of Evidence:** Specify the level of evidence for each source cited using the Evidence-Based Practice Scale in the syllabus (1 pt)

---

**Evidence-Based Practice Class Presentation:** Students will have the opportunity to present their Evidence-based practice assignment in a seminar class. This presentation will reflect where you are in this project, and will provide opportunities to consult with peers and explore the topic in more depth. The presentation is meant to facilitate collegial exchange and knowledge sharing. Students are expected to be prepared and to present their project in a professional manner. While this is not a graded presentation, the quality of the preparation will reflect as a professional quality indicator.

**Evidence-based Social Work Practice**

Social Work faculty recognizes that preparing social work students as evidence-based practitioners involves teaching knowledge, values and skills necessary to facilitate the identification, critical appraisal application and evaluation of practice relevant evidence over the course of one’s professional careers (McMillion, & Pollo, 2003) informing practice with client systems of all sizes (individual, family, group, organization and community).

**Definition:** Evidence-based practice in social work is the conscientious, systematic, and judicious use of current best evidence in making decisions. The use of evidence-based social work means integrating individuals’ proficiency and judgment acquired through professional practice, expertise and professional standards of practice, the best available external evidence from systematic research, and the personal and cultural values and judgments of client systems (Cournoyer, 2004; Sackett, Roesenberg, Gary, Haynes & Richardson, 1996).

**Levels of Evidence:** The six categories represent varying levels of evidence for the use of a specific treatment procedure, or for a specific recommendation. This system was adopted from the Agency of Health Care Policy and Research classification of Level of Evidence (Foa, Keane & Friedman, 2000).

- A- Randomized, controlled clinical trials
- B- Well-designed clinical studies without randomization or placebo comparison
- C- Service and naturalistic clinic studies combined with clinical observations, which are sufficiently compelling to warrant use of the treatment technique or follow the specific recommendation.
- D- Long standing and wide-spread clinical practice that has not been subjected to empirical tests.
E- Long standing practice by circumscribed groups of clinicians that has not been subjected to empirical tests.

F- Recently developed treatment that has not been subjected to clinical or empirical tests.

G- Not applicable:


*Adapted from the GRCMSW program definition of evidence-based social work practice.
# EBP Grading Rubric
**Student Name:**

<table>
<thead>
<tr>
<th>Assignment components</th>
<th>Clearly (meets/exceeds)</th>
<th>Somewhat (partially meets)</th>
<th>Not at all (does not meet)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Write a brief set-up of the situation: Clearly identify the level of practice (individual, group/family, organization, or community) and be sure to maintain confidentiality. Write a brief description of client/system background, referral process and presenting problem(s). Include a brief description of the social work setting (i.e., field placement) and your role within this setting in order to set the stage for presenting the evidence-based practice utilized.</td>
<td>(3 pts) Clearly identifies/describes - level of practice (.5 pt) - provides a brief description of client/system background (1 pt) - referral process and presenting problem(s). (1 pt) - description of the social work setting (i.e., field placement) and student’s role (.5 pt)</td>
<td>(1-2 pts) Partially identifies/describes the following: - the level of practice. - limited description client/system background, - referral process and presenting problem(s). - setting and the student’s role.</td>
<td>(0 pt) Does not identify/describe the level of practice, description client/system background, referral process and presenting problem(s), setting and the student’s role.</td>
</tr>
</tbody>
</table>

**Points/comments:**

| 2. Questioning: Formulate a practice-effectiveness question to answer practice need. [Primary measure of EP 2.1.6 A] | (2 pts) Provides a clear question related to the practice need. Question is specific, measurable and not too general. | (1 pts) Provides a question that relates to the practice need, but question is not easily measurable, too broad. | (0 pt) Does not provide question that explicitly relates to the practice need/situation |

**Points/comments:**

<p>| 3. Searching: Search for the evidence. Should be guided by the evidence-based practice effectiveness question; begin searching for comprehensive scholarly and relevant resources. Describe the databases, keywords, and journals that contain information about your question. List the number of journal articles that contain information about your question. | (2 pts) Clearly describes the databases, keywords, and journals that contain information about the proposed question. (1 pt) - Lists the number of journal articles that contain information about your question. | (1-2 pts) Databases, keywords, and journal information/publication years partially described | (0 pt) Does not describe databases, keywords, and journal information |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| **4. Analyzing:** Critically appraise the relevant studies you reviewed. This is the process of analyzing the resources you have collected using critical thinking to determine validity, reliability, and relevance to the client system with whom you are working. Select 3-4 sources; review and evaluate the quality of each of these sources. Submit copies of articles selected. | **4-3 pts** (1) Clearly articulates/summarizes 3-4 sources. Summary of *each* source includes:  
- Provides detailed analysis of the relevance to the practice question (2 pts)  
- Indicates the reliability and validity of the intervention per the evidence reviewed. (1 pt)  
- Copy of articles attached (1 pt)  

**1-2 pts** (1) Describes some aspects of relevance (3-4 sources, or fewer sources). Missing copies of articles.  

(0 pts) Does not describe aspects reliability, validity, and relevance of any sources. No articles attached. |
| Points/comments: |  |
| **5. Applying and Evaluating:** Provide a clear statement regarding the evidence-based intervention most appropriate for your client/system. Following critical analysis of the evidence of practice effectiveness, please describe the process utilized, or could be utilized re: collaboration, and decision making with the client system. What ethical tensions are present, and what are the implications to practice e.g. best practices, risks etc. | **3 pts** (1) Provides a clear statement regarding the evidence-based intervention most appropriate for the client/system. (2 pt)  
- Provides information about ethical tensions and their implications to practice. (.5 pt) |
|  | **1 pt** (1) Evidence-based intervention most appropriate for the client system not fully described. Partially describes the process utilized/could be utilized regarding decision making with the client. Provides limited information about ethical tensions and their implications to practice.  

(0 pts) Does not describe evidence-based intervention most appropriate for the client system. Does not describe the process utilized/could be utilized regarding decision making with the client. Provides little or no information about ethical tensions and their implications to practice. |
| Points/comments: |  |
### 6. Summary: What did you learn from this assignment, how would you utilize Evidence-Based Social Work Practice techniques in your own practice. [Primary measure of EP 2.1.6 B]

| Points/comments: | (3 pts) Clearly describes what was learned from the assignment and articulates how EBP techniques would be utilized in the student’s practice of social work. | (1-2 pts) Partially describes what was learned from the assignment. Limited description of how EBP techniques would be utilized in the student’s practice of social work. | (0 pt) Does not describe what was learned from the assignment. Little or no description of how EBP techniques would be utilized in the student’s practice of social work. |

### 7. Indicate level of Evidence (Please review GRC MSW Program Evidence-Based Practice Handout)

| Points/comments: | (1 pt) Student indicates level of evidence per the assignment handout. | N/A | (0 pt) Student does not indicate level of evidence per the assignment handout. |

### 8. Overall Quality of Writing

| Points/comments | (1 pt) Clarity of writing, flow is clear and logical, and is free of spelling and grammatical errors | (.5 pts) Overall well written with minor writing errors | (0 pts) Student has many grammatical or spelling errors, writing lacks clarity |

### 9. APA

| Points/comments | (1 pt) Appropriately cites using APA | (.5 points) Minor APA citation errors | (0 Points) Does not use appropriate APA format or has many errors in citations. |

**Overall comments:**

**Points: _____ /20**
Evidence-Based Review Form
This form can be useful to you in assessing the levels of evidence you are reviewing

<table>
<thead>
<tr>
<th>ASSESSMENT DIMENSION</th>
<th>CONTENTS RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Inferior -2</td>
</tr>
<tr>
<td><strong>AUTHOR</strong></td>
<td></td>
</tr>
<tr>
<td>Rating:</td>
<td>Authors are unidentified and their credentials or qualifications are not presented.</td>
</tr>
<tr>
<td><strong>AUTHORITY AND EXPERTISE</strong></td>
<td></td>
</tr>
<tr>
<td>Rating:</td>
<td>Information about the authors' competence and experience is not available or, if available, reveals incompetence and inexperience indicative of an unsatisfactory level of expertise.</td>
</tr>
<tr>
<td><strong>AFFILIATIONS</strong></td>
<td></td>
</tr>
<tr>
<td>Rating:</td>
<td>The agencies, institutes, universities, hospitals, or associations with which the authors are affiliated are unidentified.</td>
</tr>
<tr>
<td>ASSESSMENT DIMENSION</td>
<td>CONTENTS RATING</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------</td>
</tr>
<tr>
<td></td>
<td>Inferior -2</td>
</tr>
<tr>
<td><strong>PUBLISHER AND PUBLICATION</strong></td>
<td>Unpublished, self-published, vanity publication, promotional materials, or the publisher and publication are poorly regarded, unidentified or, if identified, reflect an unmanaged bias or conflict of interest.</td>
</tr>
<tr>
<td>Rating:</td>
<td></td>
</tr>
<tr>
<td><strong>CURRENCY</strong></td>
<td>The product was published or updated more than 20 years ago.</td>
</tr>
<tr>
<td>Rating:</td>
<td></td>
</tr>
<tr>
<td><strong>PURPOSE AND GOALS</strong></td>
<td>The purpose and goals for the project are unidentified and cannot be inferred from the contents of the product.</td>
</tr>
<tr>
<td>Rating:</td>
<td></td>
</tr>
<tr>
<td><strong>ORGANIZATION</strong></td>
<td>The components that comprise the scholarly product are organized in a confusing or contradictory manner.</td>
</tr>
<tr>
<td>ASSESSMENT DIMENSION</td>
<td>CONTENTS RATING</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>RATIONALE</strong></td>
<td>Inferior -2</td>
</tr>
<tr>
<td>Rating:</td>
<td>Marginal -1</td>
</tr>
<tr>
<td></td>
<td>Satisfactory +1</td>
</tr>
<tr>
<td></td>
<td>Superior +2</td>
</tr>
</tbody>
</table>

Use the numerical rating associated with the statement that best reflects your evaluation of the source of the product in terms of the assessment dimensions presented in the first column. Use a 4-point scale where Inferior = -2; Marginal = -1; Satisfactory = +1; and Superior = +2.

### RATIONALE

- **Rating:** The rationale for the project is unstated and cannot be inferred from the contents of the product.
- **Rating:** The rationale for the project is unstated, incomplete, or unclear and must be inferred from the contents of the product.
- **Rating:** The rationale for the project is clearly described in general terms and generally supported through logical argument or documentary evidence.
- **Rating:** The rationale for the project is clearly, precisely, and hilly described in specific terms, and consistently supported through explicit logical arguments and documentary evidence.

### IMPORTANCE

- **Rating:** The potential importance of the project is not established and the problems, topics, or issues addressed are meaningless, unsolvable, or trivial.
- **Rating:** The potential importance of the project is not established although the problems, topics, or issues addressed might be important to some professional social workers or their clients.
- **Rating:** The potential importance of the project is established and the problems, topics, or issues addressed are important to many professional social workers and their clients.
- **Rating:** The potential importance of the project is clearly established and the problems, topics, or issues addressed are important to most or all professional social workers and their clients.

### DEPTH

- **Rating:** The contents reflect a shallow or superficial understanding of the central aspects of the topic or subject matter.
- **Rating:** The contents reflect a marginal or modestly developed in-depth understanding of central aspects of the topic or subject matter.
- **Rating:** The contents reflect a generally well-developed in-depth understanding of central aspects of the topic or subject matter.
- **Rating:** The contents reflect an exceptionally well developed in-depth understanding of central aspects of the topic or subject matter.
<table>
<thead>
<tr>
<th>ASSESSMENT DIMENSION</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Inferior -2</td>
</tr>
<tr>
<td>RELEVANCE AND UTILITY</td>
<td>The purpose and goals of the project, and the contents of the product do not pertain to your evidence-based practice-effectiveness question and have no apparent utility for service to identified clients.</td>
</tr>
<tr>
<td>CLARITY AND PRECISION</td>
<td>Most or all of the contents are ambiguous, unclear, incomprehensible, imprecise, inconsistent, or inaccurate; definitions of key terms are not provided and cannot be inferred from the contents; errors of calculation, transcription, fact, or interpretation are evident; reference to and documentation of earlier scholarly work in the area are absent or incorrect.</td>
</tr>
<tr>
<td>ASSESSMENT DIMENSION</td>
<td>CONTENTS RATING</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>HONESTY, INTEGRITY, &amp; FAIRNESS</strong></td>
<td>Inferior -2</td>
</tr>
<tr>
<td>Rating:</td>
<td>The contents reflect a consistent lack of honesty, integrity, or fairness.</td>
</tr>
<tr>
<td><strong>BREADTH</strong></td>
<td>Inferior -2</td>
</tr>
<tr>
<td>Rating:</td>
<td>The contents reflect an absence of understanding of the breadth of the topic or subject matter.</td>
</tr>
<tr>
<td><strong>AUDIENCE</strong></td>
<td>Inferior -2</td>
</tr>
<tr>
<td>Rating:</td>
<td>The audience for the product is unidentified and unclear from the contents.</td>
</tr>
<tr>
<td><strong>METHODOLOGY</strong></td>
<td>Inferior -2</td>
</tr>
<tr>
<td>Rating:</td>
<td>The approach selected to address the problem, topic, or issue is unidentified, incompletely described, or inappropriate for the purpose of the project.</td>
</tr>
<tr>
<td><strong>ACHIEVEMENT</strong></td>
<td>Inferior -2</td>
</tr>
<tr>
<td>Rating:</td>
<td>The stated purpose and goals of the product are</td>
</tr>
<tr>
<td>ASSESSMENT DIMENSION</td>
<td>CONTENTS RATING</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>VALUES AND ETHICS</strong></td>
<td>Inferior</td>
</tr>
<tr>
<td>Rating:</td>
<td>Inferior</td>
</tr>
<tr>
<td>Adoption or application of contents of the product by professional social workers would be unethical, illegal, or immoral.</td>
<td>pursued and partially achieved.</td>
</tr>
<tr>
<td>Adoption or application of contents of the product by professional social workers would be questionable or uncertain ethical, legal, or moral status.</td>
<td>pursued and fully achieved.</td>
</tr>
<tr>
<td>Adoption or application of contents of the product by professional social workers would be clearly ethical, legal, and moral.</td>
<td>pursued and fully achieved.</td>
</tr>
<tr>
<td>Adoption or application of contents of the product by professional social workers would be maximally ethical, legal, and moral.</td>
<td>pursued and fully achieved.</td>
</tr>
<tr>
<td><strong>CULTURE</strong></td>
<td>Inferior</td>
</tr>
<tr>
<td>Rating:</td>
<td>Inferior</td>
</tr>
<tr>
<td>Adoption or application of contents of the product by professional social workers would violate the personal, familial, or cultural values of clients.</td>
<td>pursued and partially achieved.</td>
</tr>
<tr>
<td>Adoption or application of contents of the product by professional social workers could endanger the personal, familial, or cultural values of clients.</td>
<td>pursued and fully achieved.</td>
</tr>
<tr>
<td>Adoption or application of contents of the product by professional social workers would be generally consistent with the personal, familial, and cultural values of clients.</td>
<td>pursued and fully achieved.</td>
</tr>
<tr>
<td>Adoption or application of contents of the product by professional social workers would be uniformly consistent with the personal, familial, and cultural values of clients.</td>
<td>pursued and fully achieved.</td>
</tr>
<tr>
<td><strong>LOGIC AND REASONING</strong></td>
<td>Inferior</td>
</tr>
<tr>
<td>Rating:</td>
<td>Inferior</td>
</tr>
<tr>
<td>The contents reveal numerous logical fallacies, misinterpretations, and unsubstantiated assertions.</td>
<td>pursued and partially achieved.</td>
</tr>
<tr>
<td>The contents reflect some logical fallacies, misinterpretations, and unsubstantiated assertions.</td>
<td>pursued and fully achieved.</td>
</tr>
<tr>
<td>The contents generally reflect clear and logical thinking, reasonable interpretations, and support for assertions.</td>
<td>pursued and fully achieved.</td>
</tr>
<tr>
<td>The contents consistently reflect clear and logical thinking, reasonable interpretations, and support for assertions.</td>
<td>pursued and fully achieved.</td>
</tr>
</tbody>
</table>

**Indicate Level of Evidence (A-G)**

**Levels of Evidence**: The six categories represent varying levels of evidence for the use of a specific treatment procedure, or for a specific recommendation. This system was adopted from the Agency of Health Care Policy and Research classification of Level of Evidence (Foa, Keane & Friedman, 2000).

- **H- Randomized, controlled clinical trials**
  - I- Well-designed clinical studies without randomization or placebo comparison
  - J- Service and naturalistic clinic studies combined with clinical observations, which are sufficiently compelling to warrant use of the treatment technique or follow the specific recommendation.
<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>Inferior</td>
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<tr>
<td>K-</td>
<td>-2</td>
</tr>
<tr>
<td>L-</td>
<td></td>
</tr>
<tr>
<td>M-</td>
<td></td>
</tr>
<tr>
<td>N-</td>
<td></td>
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</tbody>
</table>

K- Long standing and wide-spread clinical practice that has not been subjected to empirical tests.
L- Long standing practice by circumscribed groups of clinicians that has not been subjected to empirical tests.
M- Recently developed treatment that has not been subjected to clinical or empirical tests.
N- Not applicable:

Comprehensive Case Analysis
(30% of Final Grade)

Your final assignment for this course is a Comprehensive Case Analysis. You are to select an example of practice from your field internship experience and demonstrate your ability to analyze this case utilizing social work knowledge, values and skills. Successful completion of this assignment requires that you demonstrate competence in integrating what you have learned in your social work course of study and applying this knowledge to a practice situation. Specifically, students are expected to integrate each of the nine competencies and related indicators.

This assignment offers you an opportunity to demonstrate his/her identification as a professional social worker. This will be demonstrated by the student’s ability to practice personal reflection that allows for self-correction. Further, there is a demonstration of the use of professional boundaries and professional roles.

The first step in completing this assignment is to review the nine competencies attached to this assignment. Consider how you might apply these concepts to an actual situation you’ve encountered with an actual client system with whom you are familiar. If you are uncertain how a competency applies, meet with your Field Instructor and/or Faculty Liaison for clarification. As you write your paper, be sure to indicate which competency you have addressed by including this information in parentheses (e.g. Competency 1A).

In your paper, be sure to include the following:

- **Background:**
  
  A succinct description of the focal system (individuals, families, groups, program/organizations, and/or community). This background information should demonstrate your complete understanding of the client system. Note: If a genogram, social history, Eco Map, organizational chart, agency or community profile enhances the reader’s understanding of the system, please include.

- **Assessment:**

  An interpretation (professional judgement) of behaviors, facts, and observations using concepts from Methods, Research, Diversity, HBSE, and Policy, and Socio-Economic Justice. You are encouraged to include other sources, i.e. scholarly journal articles that can provide further insight on the situation, i.e. mental illness, resilience, addiction, etc. For example, you might consider attaching your evidence based practice reference list.

- **Intervention:**

  A presentation and analysis of the intervention plan. This section should reflect your ability to engage, assess, intervene, and evaluate when working with individuals, families, groups, organizations, and/or communities. This must demonstrate your understanding of generalist social work practice (i.e. direct and indirect intervention plans) by incorporating knowledge, values and skills learned in your course and field work. This section might include information on the connection between your macro project and the issues in your case.
• Evaluation/Evidenced-Based Research:

A demonstration of the understanding that research plays a critical role informing practice. How did a literature review of practice research with similar client systems guide your work? Consider connecting this analysis to your Evidence Based Practices paper. What evidence-based practice research with similar client systems guided your work? This section might include information from your EBP paper. Provide at least an example of how you would disseminate your learning with other professionals in the field.

• Social Policy / Advocacy / Social Justice:

An examination of relevant policy implications, demonstrating your understanding of the intersections between social policy and practice. This must include a discussion of the critical social and economic justice issues applicable to this case.

• Reflection:

How did an analysis of the impact of social work values and ethics guide your work on the case? Include information about your personal and professional growth that occurred as a result of working with the client system in this situation.

Other points to consider:

• This assignment may be applied to a situation at any level of practice (micro, mezzo, or macro)—it does not have to focus solely on an individual client-practitioner interaction.

• If you did not have an opportunity to apply a competency to your selected situation, it is important that you still incorporate the competency into your paper and describe how you could have demonstrated it given your field placement setting, client population, etc.

The length of this paper is usually 15-20 pages, doubled-space, 12 pt. font size, 1” margins on left and right, and number all pages. When submitting your paper, be sure to include a copy of the competency checklist. This checklist should indicate the page number of the competency. This will assist the reader in locating this information in your paper.

Your Field Instructor (supervisor) should receive a copy of this paper at the same time that you submit your paper for seminar.

Please complete the Competency Checklist and submit that with your paper as well.
Frequently Asked Questions

- **Do we have to address every aspect of how the competencies are demonstrated?**
  Yes, if you wish to maximize the credit you earn for this assignment, you should address each related practice or “competency indicator” under each competency. You are expected to demonstrate that you did (or could) apply knowledge, values or skills related to each competency. You have some flexibility in how you do this (refer to specific knowledge, skills, courses or values, etc.) but you should address the indicators used to demonstrate each competency.

- **Should we provide the name of the agency?**
  You should only refer to your agency in general terms (i.e. the public school, the adult care facility, the residential treatment center, the hospital, etc.) Similarly, you should use pseudo-names for clients and staff.

- **Do we need to name the course we're taking information from, or just the concepts and do we have to give a citation for every concept used?**
  You do not need to reference each course but should cite references as appropriate.

- **Do we have to cite information/statistics about the agency itself?**
  This depends upon your situation: yes, if you want to use it to demonstrate a competency, but you might approach it from a different perspective. If you feel giving data about the agency (i.e., demographics, service gaps, etc.) is relevant, you should probably NOT cite the sources to protect the confidential identity of the agency.

- **How does my Evidence-Based Practice Paper that was written for field seminar connect to the Comprehensive Case Analysis Assignment?**
  The Evidence-Based Practice Assignment should be incorporated into your comprehensive case analysis. It relates to specific competencies being assessed.

- **How are these assignments graded?**
  A grading rubric is utilized to calculate points for this assignment and this is then calculated into a final assignment grade. The grading rubric is in the field manual and syllabus.

- **When is the final deadline (time of day) and to whom do we turn in the assignment?**
  Your assignment is to be submitted to your field seminar instructor during your first field seminar class in April, as instructed by that professor. We assume that would be during your class session unless you are told otherwise by that instructor.
## Competency Checklist

**Student Name:** ____________________________________________________________

<table>
<thead>
<tr>
<th>Competency</th>
<th>(Competency Indicators)</th>
<th>Location (Page number &amp; paragraph number)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency 1—Demonstrate Ethical and Professional Behavior</strong></td>
<td>A. 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;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. demonstrate professional demeanor in behavior; appearance; and oral, written, and</td>
<td></td>
</tr>
</tbody>
</table>

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:
<table>
<thead>
<tr>
<th>Competency 2 – Engage Diversity and Difference in Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>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:</td>
</tr>
</tbody>
</table>

|   | A. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; |
|   | B. present themselves as learners and engage clients and constituencies as experts of their own experiences; and |
|   | C. 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:

<table>
<thead>
<tr>
<th>A. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. engage in practices that advance social, economic, and environmental justice.</td>
</tr>
</tbody>
</table>

**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 multidisciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

<table>
<thead>
<tr>
<th>A. use practice experience and theory to inform scientific inquiry and research;</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and</td>
</tr>
<tr>
<td>C. use and translate research evidence to inform and improve practice, policy, and service delivery</td>
</tr>
</tbody>
</table>
### 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:

<table>
<thead>
<tr>
<th></th>
<th>A. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.</td>
<td>assess how social welfare and economic policies impact the delivery of and access to social services;</td>
</tr>
<tr>
<td>C.</td>
<td>apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</td>
</tr>
</tbody>
</table>

### 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 values influence their engagement.

<table>
<thead>
<tr>
<th></th>
<th>A. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.</td>
<td>use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</td>
</tr>
</tbody>
</table>
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:

**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:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</td>
</tr>
<tr>
<td>B.</td>
<td>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;</td>
</tr>
<tr>
<td>C.</td>
<td>develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and</td>
</tr>
<tr>
<td>D.</td>
<td>select appropriate intervention strategies based on the assessment,</td>
</tr>
<tr>
<td>Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
<td>A. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>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:</td>
<td>B. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</td>
</tr>
<tr>
<td>C. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</td>
<td>D. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</td>
</tr>
<tr>
<td>E. facilitate effective transitions and endings that advance mutually agreed-on goals</td>
<td></td>
</tr>
</tbody>
</table>
**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:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>select and use appropriate methods for evaluation of outcomes;</td>
</tr>
<tr>
<td>B.</td>
<td>apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</td>
</tr>
<tr>
<td>C.</td>
<td>critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</td>
</tr>
<tr>
<td>D.</td>
<td>apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</td>
</tr>
</tbody>
</table>
Comprehensive Case Analysis (CCA) Grading Rubric

Student: ____________________________________________________________________________________

Faculty: ______________________________________ Date Reviewed: ___________________________

Grading Key:

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Meets (Describes in clear, concrete terms)</td>
<td>Partial (Describes some aspects)</td>
<td>Partial (mentions but little description)</td>
<td>Partial (mentions but no description)</td>
<td>Does not address/Incorrect application</td>
</tr>
</tbody>
</table>
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 interdisciplinary 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:

| 1A- | 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; |
| 1B | use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; |
| 1C | demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; |
| 1D | use technology ethically and appropriately to facilitate practice outcomes; and |
| 1E | use supervision and consultation to guide professional judgment and behavior |

| 5 | 4 | 3 | 2 | 1 | 0 |

Sum of Points divided by 5 = ______________ Points for Competency 1
**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:

<table>
<thead>
<tr>
<th></th>
<th>5</th>
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<th>3</th>
<th>2</th>
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<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2A</strong> - apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</td>
<td></td>
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<tr>
<td><strong>2B</strong> - present themselves as learners and engage clients and constituencies as experts of their own experiences; and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2C</strong> - apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</td>
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</tbody>
</table>

**Sum of Points divided by 3 = _______________ Points for Competency 2**
**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:

<table>
<thead>
<tr>
<th>3A- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
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</tr>
</thead>
<tbody>
<tr>
<td>3B - engage in practices that advance social, economic, and environmental justice.</td>
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\[
\text{Sum of Points divided by 2 = \[ \text{Points for Competency 3} \]}
\]

**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 multidisciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

<table>
<thead>
<tr>
<th>4A - use practice experience and theory to inform scientific inquiry and research</th>
<th>5</th>
<th>4</th>
<th>3</th>
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<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>4B - apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4C - use and translate research evidence to inform and improve practice, policy, and service delivery</td>
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\[
\text{Sum of Points divided by 3 = \[ \text{Points for Competency 4} \]}
\]
**Competency 5** - 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

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<tr>
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<th>2</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>5A</strong> - Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services</td>
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<tr>
<td><strong>5B</strong> - Assess how social welfare and economic policies impact the delivery of and access to social services;</td>
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<td></td>
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<tr>
<td><strong>5C</strong> - Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</td>
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</tbody>
</table>

**Sum of Points divided by 3 = _____________ Points for Competency 5**
**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 interdisciplinary collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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<thead>
<tr>
<th></th>
<th>5</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>6A- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and</td>
<td></td>
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<tr>
<td>6B- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</td>
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**Sum of Points divided by 2 = _______________ Points for Competency 6**
### 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 interdisciplinary collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

<table>
<thead>
<tr>
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<th>5</th>
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<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7A</strong> - collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</td>
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<td></td>
</tr>
<tr>
<td><strong>7B</strong> - 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;</td>
<td></td>
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</tr>
<tr>
<td><strong>7C</strong> - develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;</td>
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</tr>
<tr>
<td><strong>7D</strong> - and select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</td>
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</table>

Sum of Points divided by 4 = ____________ Points for Competency 7
### 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 interdisciplinary teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-disciplinary, and inter-organizational collaboration. Social workers:

<table>
<thead>
<tr>
<th>8A</th>
<th>8B</th>
<th>8C</th>
<th>8D</th>
<th>8E</th>
</tr>
</thead>
<tbody>
<tr>
<td>critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</td>
<td>apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</td>
<td>use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</td>
<td>negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</td>
<td>facilitate effective transitions and endings that advance mutually agreed-on goals.</td>
</tr>
</tbody>
</table>

| 5 | 4 | 3 | 2 | 1 | 0 |

**Sum of Points divided by 5 = ______________ Points for Competency 8**
### 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:

<table>
<thead>
<tr>
<th>9A</th>
<th>9B</th>
<th>9C</th>
<th>9D</th>
</tr>
</thead>
<tbody>
<tr>
<td>select and use appropriate methods for evaluation of outcomes;</td>
<td>apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</td>
<td>critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</td>
<td>apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</td>
</tr>
</tbody>
</table>

Sum of Points divided by 4 = _______________ Points for Competency 9

### Summary Points Earned by Competency:

<table>
<thead>
<tr>
<th>Competency 1 =</th>
<th>Competency 4 =</th>
<th>Competency 7 =</th>
<th>Total points for mastery of competencies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 2 =</td>
<td>Competency 5 =</td>
<td>Competency 8 =</td>
<td></td>
</tr>
<tr>
<td>Competency 3 =</td>
<td>Competency 6 =</td>
<td>Competency 9 =</td>
<td></td>
</tr>
</tbody>
</table>

Total points for mastery of competencies: _____ (45 points max)

Total points for clarity of writing (see rubric): _____ (25 points max)

TOTAL POINTS

______________________/70
Feedback:

Grade Key:

70 – 63 points = A to A-
62-56 points = B+ to B-
55 – 51 points = C+ to C
50 – 49 points = C-
48 and below = D+ to E
### Grading Rubric for Written Assignments

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Inadequate = 0-1 point Below Standard</th>
<th>Adequate = 2-3 points Meets Standard</th>
<th>Above Average = 4 points Exceeds Standard</th>
<th>Exemplary = 5 points Far Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Writing lacks logical organization. It shows some coherence but ideas lack unity. Serious errors.</td>
<td>Writing is coherent and logically organized. Some points remain misplaced and stray from the topic. Transitions evident but not used throughout.</td>
<td>Writing is coherent and logically organized with transitions used between ideas and paragraphs to create coherence. Overall unity of ideas is present.</td>
<td>Writing shows high degree of attention to logic and reasoning of points. Unity clearly leads the reader to the conclusion and stirs thought regarding the topic.</td>
</tr>
<tr>
<td>______/5</td>
<td></td>
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</tr>
<tr>
<td><strong>Critical Thinking</strong></td>
<td>Presents underdeveloped and unoriginal ideas which are vague. Main points lack detailed development and show little evidence of critical thinking.</td>
<td>Some critical thinking is present; thinking and reasoning applied with original thought on a few ideas. Main points are present with limited detail and development.</td>
<td>Content indicates original and critical thinking. Ideas are developed with sufficient and firm evidence; main points well developed with quality supporting details.</td>
<td>Content indicates synthesis of ideas, in-depth analysis and original thought and support for the topic. Main points well developed with high quality and quantity support. Reveals high degree of critical thinking.</td>
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<tr>
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<tr>
<td><strong>Grammar &amp; Mechanics</strong></td>
<td>Spelling, punctuation, and grammatical errors create distraction, making reading difficult; fragments, comma splices, run-ons evident. Errors are frequent.</td>
<td>Most spelling, punctuation, and grammar correct allowing reader to progress though essay. Some errors remain.</td>
<td>Essay has few spelling, punctuation, and grammatical errors allowing reader to follow ideas clearly. Very few fragments or run-ons.</td>
<td>Essay is free of distracting spelling, punctuation, and grammatical errors; absent of fragments, comma splices, and run-ons.</td>
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<td><strong>Style</strong></td>
<td>Mostly in elementary form with little or no variety in sentence structure, diction, rhetorical devices or emphasis.</td>
<td>Approaches college level usage of some variety in sentence patterns, diction, and rhetorical devices.</td>
<td>Attains college level style; tone is appropriate and rhetorical devices used to enhance content; sentence variety used effectively.</td>
<td>Shows outstanding style going beyond usual college level; rhetorical devices and tone used effectively; creative use of sentence structure and coordination</td>
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<td><strong>Format</strong></td>
<td>Fails to follow APA format and assignment requirements; incorrect margins, spacing and indentation; missing in-text citations and/or reference page; neatness of essay needs attention.</td>
<td>Meets APA format and assignment requirements; generally correct margins, spacing, and indentations; numerous errors in in-text citations and/or reference page; essay is neat but may have some assembly errors.</td>
<td>Meets APA format and assignment requirements; margins, spacing, and indentations are correct; minimal errors in in-text citations and/or reference page; essay is neat and correctly assembled.</td>
<td>Meets all formal and assignment requirements and evidences attention to detail; all margins, spacing and indentations are correct; no errors in in-text citations and/or reference page; essay is neat and correctly assembled meeting professional standards.</td>
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Writing Total: ________/25

Adapted from: [http://home.snu.edu/~hculbert/criteria.pdf](http://home.snu.edu/~hculbert/criteria.pdf) July 2015
Agency Information Form

Reminder: Students are invited to submit the completed agency information form to his or her faculty liaison by the end of the first semester of field practicum.

The Agency Information Forms will be available for BSW students to review (as a resource to students preparing submission of his or her field application materials).

Section A: Agency Contact Information

<table>
<thead>
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<th>Name of Agency</th>
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<tr>
<td>Address</td>
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<td>City, St, Zip</td>
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<td>Contact Numbers</td>
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<td>E-mail</td>
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| Name of Primary Contact Person |                      |

Section B: Overall Agency Information

Primary Agency Purpose and/or Mission (you may attach agency materials that will help students understand the overall agency)
APPENDIX C

Macro Project requirement for Methods III

Since Methods III is a "macro systems" course and since the College at Brockport Social Work Department provides a generalist perspective to practice, it is required that all students in field placement have an opportunity to participate in a macro level experience (large system intervention) in their assigned agencies. It is the responsibility of students to share the Methods III course outline with their field instructor.

MACRO PROJECT DEFINED

A “macro project” consists of a specific component of the student intern’s field placement, which focuses on macro-systems intervention strategies and tactics in the planning of change. The intervention skills demonstrated in a macro project should therefore focus on public issues, programs, organizations or communities. The arena for this project may be “inside” the system (such as inter-agency planning groups, program development) or “outside” of the system (such as working with neighborhood groups or coalitions).

The project should comprise no less than 10 percent of the student’s field placement assignments (approximately 2 hours per week for concurrent students and 3 hours weekly for block students). Hours devoted to this project may be evenly distributed throughout the student’s placement or concentrated in a specific time period according to the discretion of the field instructor and the nature of the project itself.

Please note: if a suitable macro project cannot be found within the context of the internship, students may need to do a project which takes place outside the agency – i.e., a campus-based or community-based activity. The hours spent on this outside project are deducted from the hours the student would normally be at the agency. This decision should not be made unless a conversation takes place between the field seminar instructor and the Methods III course instructor. For off-site projects, a maximum of 22 hours may be deducted from field placement hours, unless otherwise agreed-upon with the agency supervisor and seminar instructor. The ultimate expectation is that off-site projects would still have major relevance to the field agency’s client system.

A macro project should afford the student the opportunity to practice change agent skills in an interactive setting, and therefore should not consist of such activities as library research, preparing service directories, or devising new agency forms. Research such as a needs assessment may be an appropriate macro project only if there are ample time and resources available to allow the student to observe or participate in policy or program recommendations that may evolve as a result of the survey’s findings.
A macro project may not consist of the student merely facilitating a group. This mistake is sometimes made when students consider any work with more than one client as “macro level intervention.” Work with groups should have large systems change as the primary objective to be considered an appropriate macro project. A group could be part of piloting a new approach for services.

**Appropriate Targets for Change when Designing a Macro Project**

*The following concepts are found in Promoting Community Change by Mark Homan, Brooks/Cole Publishing Co., 2004, pp. 26-28:*

**Change “outside” the agency structure:**

Students could participate in community activities that may take one or more of the following forms:

1. Neighborhood empowerment – helps people within a particular geographic area develop their resources and lay claim to their right to control their own destinies.
2. Community problem solving – brings together various, even apparently competing interests within a community to creatively resolve a particular problem that affects them all.
3. Developing community support systems – provides the means for community members to be in routine contact with one another in a climate of giving and receiving.
4. Community education – assists the community by bringing matters to the community’s attention and preparing it for knowledgeable action.
5. Developing a broad-based community organization – these organizations work to redistribute community resources and access to community decision making, establishing a new force within the community to recognize and take sustained action on issues that affect people other than the rich and powerful.

**Improving the Service Delivery System:**

Students may engage in work that strives to make improvements in the services clients receive:

1. Change program regulations – improves services by changing regulations, thereby helping a program work better
2. Improve program delivery – involves experimenting with program design and service methods which can result in significant benefits to both the agency and the client.
3. Encourage cooperation between agencies – helping agencies to overcome barriers to provide creative and efficient use of limited resources and set the stage for future collaborative efforts.
4. Develop a new program – helps to meet a gap in needed services or resources
5. Empower clients – organizing clients to help hold the service delivery system accountable and/or to involve them in planning, developing and refining services in a way that vests clients with real authority.
Please Note: the student alone, the student and field instructor together, or the student and other agency staff may initiate the above activities. Furthermore, the activities above may already be in the planning process or even operationalized. The point is that the student does not necessarily have to initiate the project or work on it alone!!!

Tactics and skills that are discussed in Methods III include the following:

- Community assessment
- Organizational assessment
- Promoting an innovative service or program
- Fostering participation
- Creating self-help groups
- Cause (vs. case) advocacy
- Changing an organization’s goals
- Fund raising, grant writing and other forms of procuring resources
- Coalition building
- Using the media and other communication resources
- Negotiation and legal advocacy
- Action research
- Social movements and protest strategies (i.e., boycotts, sit-ins, rallies, marches)
- Burn-out prevention

It is wise for the student and field instructor to identify which of the above skills the student may utilize in the course of his/her macro project.

And finally……..

Here are examples of previous macro projects:

* Student A was placed at a nursing home. There, she realized that the agency had no formalized way of informing residents when someone in their residential community died. Instead, residents found out because they realized the daily routine was “off” somehow, or because the resident did not show up for a regular activity that day. The student questioned this practice, and was told by staff that they didn’t want to remind the residents of the issue of “death.” The student’s project involved working through the power structure to eventually establish a monthly inter-denominational memorial service to give the residents a place to grieve and achieve closure related to the residents who had died.

* Student B was placed at a settlement house where she began to realize many complaints of employee dissatisfaction. With the sanction of her field instructor and agency director, she was permitted to design a structured interview to implement with all 28 staff members. She then gained permission to share the results of the survey at a special staff meeting. The end result was a half-day staff development workshop largely designed by the student to help improve staff communications and increase morale.

More Examples: (Updated July 2015)
• Urban League of Rochester – A student assessed staff satisfaction and functioning in a youth services unit and organized a team-building workshop for staff.

• Sudanese Lutheran Mission – Sudanese student organized a series of job readiness workshops for local Sudanese refugees.

• Puerto Rican Youth Development – Student acted as liaison and coordinator of a Hispanic Youth Leadership Conference at SUNY Brockport, the purpose of which was to expose Hispanic teens to a college environment and encourage their pursuit of higher education. This event was covered in the Rochester Democrat and Chronicle newspaper.

• Child Time Day Care – Student did a satisfaction assessment of both parents and employees, and presented her findings at a staff meeting, along with recommendations for change.

• Campus Clothesline Project – two students took the lead organizer role for this two-day campus event which drew over 370 attendees and was covered by Rnews, Channel 9.

• Monroe County Department of Human Services – Students engaged in fundraising to purchase new books and toys for the supervised visitation room for child protective services.

• AIDS Rochester – Student organized a “Clothesline Project” exhibition which involved agency clients making t-shirts that symbolized their being survivors of abusive relationships (included same sex relationships). This was a “first” for AIDS Rochester.

• Rochester Children’s Network – Student organized a staff training on the benefits of play therapy for children. Student also developed educational materials on this subject for parents using this child care center.

• Catholic Family Center – Student wrote a grant and negotiated a collaboration with Nazareth College to begin a computer literacy program for developmentally delayed youth.

• Reality Tour – Two students co-organized this Rochester-based tour of poor neighborhoods, the abandoned subway, and two homeless shelters.

• They worked with several grassroots organizations in Rochester and were critical players in getting 12 Monroe County Legislators to ride the bus. This event was covered by three local network television news broadcasts.

• City Clothesline Project at the Community Place in Rochester – two students organized a Clothesline Project exhibit at a community-based agency in Northeast Rochester. This event was very well attended by low income adults living in the surrounding neighborhood as well as adolescents served by the Society Prevention for the Care of Children.

• Genesee County Alcoholism and Substance Abuse Services – Student initiated and published an agency newsletter for the client population.

• Monroe County Probation – Student established the structure for a mentoring program for youth probationers and developed a corresponding curriculum and training manual.
• Tent City – Student spent two days sleeping outdoors in a tent on campus to raise awareness about homelessness and raise funds for the Rochester Poor People’s Coalition hypothermia bus. The student raised $700 and the event was covered by WROC-TV Channel 10.

• AIDS Rochester – Student coordinated and co-participated in an in-service training program for agency staff focused on suicide and its prevention.

• Jewish Home of Rochester – Student developed a “friendly visitors” training program for volunteers at a nursing home. The program discussed activities that volunteers can do with residents, ways to approach and communicate verbally and nonverbally with residents, communication tips for hearing impaired, vision impaired, speech impaired, and confused residents. It also discussed ways to respond to behaviors related to dementia.

• Hilton Alternative School – Student developed a “Girls Group” to provide a forum for high school girls to discuss such issues as self-esteem, eating disorders, and relationships.

• Genesee Community College (L.I.F.E. Program) – Student developed a career day for at-risk youth attending this program.

• Unity Health/Dialysis Unit – Student assessed patients’ understanding of end-of-life issues and increased patient education in this area. The project provided the medical staff with an updated and standard protocol detailing the final wishes of all of the patients within the Unity Health Care system.

• Lobby Days in Albany – Two students worked with Professor Margery Saunders to educate junior social work majors on what to expect when lobbying legislators as well as strategies to enhance lobbying efforts. Students accompanied two buses (on two different dates) of students and community activists to Albany during the semester and mentored social work peers in the process.

• Alternatives for Battered Women – S.A.F.E.R. Project. Student attended weekly meetings to explain the court process to survivors of domestic violence and develop their involvement in court advocacy and policy changes needed to protect victims of domestic violence.

• East House – Student developed a group for men with mental illness living in a group home, with the goal being improving the clients’ socialization and daily living skills.

• Berkshire Farms – Student developed an in-service training workshop to help staff increase their understanding of children with developmental disabilities.

• ARC of Livingston County – Student worked on the initial stages of creating a residents advisory council by assessing client needs through facilitating consumer focus groups.

• Highland Hospital – Student worked with Lifespan of Rochester to present a Grand Rounds session to various medical disciplines on how to recognize elder abuse.

• Franklin High School - Two students developed an exhibit called “Voices on the Line,” a display of t-shirts decorated by city high school students with images and messages related to the violence students have experienced in their community and within their
circle of friends and families. The shirts were exhibited at Baden Street Settlement as a background to a speaker from the Poor People’s Economic Human Rights Campaign, as well as at the high school cafeteria. There are plans to exhibit some of the shirts at the Central Office of the City School District.

- Willie Baptist – Three students co-organized two speaking events featuring Willie Baptist, Staff member of the Poor People’s Economic Human Rights Campaign on May 2nd, 2007. One event took place on campus (over 100 students and faculty in attendance) and the other event (community forum) occurred at Baden Street Settlement in Rochester (100 students and members of the Rochester human service worker community as well as local anti-poverty activists).

- Lifetime Assistance, Inc. – Student surveyed the level of staff burnout and organized a series of workshops on managing stress in the workplace.

- Gilda’s Club of Rochester – Student developed an outreach plan and coordinated events to increase support services to Hispanic people influenced by cancer in the Rochester community

- Homelessness awareness rally, march and speak-out – Three students organized these events to draw attention to conditions of local homeless people and lack of resources for this population. Speak-out was held at St. Mary’s Dugan Center and covered by local Rochester media

- Campus Clothesline Project – two students took the lead organizer role for this annual two-day campus event which drew over 370 attendees and was covered by major news outlets. Through the display of hundreds of t-shirts with messages regarding violence against women and the creation of new shirts by survivors and their loved ones, the scope of the problem creates a community education opportunity and provides resources to those who need them.

- Worker Justice Center of Rochester – two students collaborated with agency outreach worker to organize two workshops where farm worker women were educated about their rights, the legal system, about domestic violence and sexual harassment and assault in the workplace. The goal was to strengthen existing support networks of women in this population.

- AARP - Student worked with The Hunger Aging Alliance to develop a communication plan to: educate the public about food insecurity among the older population; address the needs of food insecure individuals; and help them find private community food assistance and resources.

- Jewish Home of Rochester – Student developed a “friendly visitors” training program for volunteers at a nursing home. The program discussed activities that volunteers can do with residents, ways to approach and communicate verbally and nonverbally with residents, communication tips for hearing impaired, vision impaired; speech impaired, and confused residents. It also discussed ways to respond to behaviors related to dementia.

- Jewish Senior Life/Adult Day Health Care – Student analyzed data from Jewish population study and visited other adult day care programs to assess strengths for
increasing attendance of their members. Gave recommendations for improvements to Marketing Plan and service delivery of recreation program. Attendance was increased approximately ten percent.

- SPOA committees of Genesee County Community Services. These two committees help facilitate integration between individuals, families and services to develop an individualized service plan to provide the most appropriate level of services. Two students developed methods of increasing member agencies’ knowledge of all partners’ eligibility requirements and services provided. This increased the efficiency of the referral process.

- Cayuga Home for Children - Seneca Family Resiliency Program. Student developed ways to increase parent involvement in meetings pertaining to their children, and interviewed service providers such as: Seneca County DHS, Probation, Mental Health, and YAP (Youth Advocacy Program) to assess barriers to service.

- ARC of Livingston County – Student worked on the initial stages of creating a residents advisory council by assessing client needs through facilitating consumer focus groups.

- Silent Witness Project - This project is to honor and remember the women, men, and children murdered in acts of domestic violence. Students collaborated with domestic violence agency to provide resources and education in a display at the Brockport MetroCenter. This involved life-size silhouettes bearing stories and names of those whose lives ended violently at the hands of someone.

- Monroe County Department of Human Services – Child Protective Unit – student engaged in community building and developed a network of community resources that agreed to provide free access to families involved in the supervised visitation program. This included such organizations as the Strong National Museum of Play and Seabreeze Amusement Park.

- SlutWalk Rochester – Students have organized this annual event which is part of a national movement to draw attention to victim blaming and street harassment. The goal is to counter the belief that because a woman dresses a certain way (or like a "slut") that she was "asking for it." Rally and March has taken place in downtown Rochester, and includes students and community members.

- Trillium Health – Students evaluated what gaps need to be filled in the education of HIV/AIDS and available services to those who will be working with or influence adolescents in the future. This includes different majors at colleges; Health Science, Counseling, Social Work, Education, Coaching, and Nursing. The target also included student leadership on campus; RAs, club sports leaders, academic council, etc. Based on the pre-test, students gave presentations about HIV/AIDS and available services in Monroe County. The project focused on creating change outside of the agency, as its major focus is the education of future teachers, nurses, social workers, etc.

- Cayuga Center for Children – student wanted to provide a workshop on relevant social issues to clinical staff at an agency which mainly uses multi-systemic theory to help families and the troubled youth in those families avoid placement and increase family functioning. Metro Justice’s organizer provided information about the political struggle.
to raise the age of criminal responsibility from 16 to 18 and other systemic causes for the “school to prison pipeline.” This increased agency staff’s awareness and demonstrated why advocating and working with a more macro focused approach is just as important as the work they currently do.

- Holley middle and high school – student organized a diversity awareness education campaign at a rural school system with predominately white students and staff. The creation of a diversity club for minority students was included in this process as well as staff education regarding “bystander behavior.”

- Tent City – Students facilitated the annual event on campus called Tent City. The event’s objective is to raise awareness of homelessness to college students and collect money and clothing to donate to local organizations that provide food and shelter for poor people locally. Student collected donations from local businesses in order to have items to raffle off to students in order to raise money. Student organized tabling in the union and recruited volunteers to “panhandle” money, collect donated clothing, and give the donations to the desired places. Students arranged for guest speakers representing local organizations to help raise awareness about homelessness and its causes. Student organizers also established a “tent city” on campus where students slept overnight outside of the union to symbolize the conditions many homeless individuals face.
APPENDIX D

NASW Code of Ethics

Ethical Principles

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

Value: Service

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

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

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

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

Value: Dignity and Worth of the Person

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

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

Value: Importance of Human Relationships
Ethical Principle: Social workers recognize the central importance of human relationships.

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

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: Competence

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

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

Ethical Standards

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

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

1.06 Conflicts of Interest

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

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

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)
(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

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

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

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

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

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants
will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

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

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

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

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

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

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients.

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

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

1.14 Clients Who Lack Decision-Making Capacity
When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

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

1.16 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect
(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.
(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

(d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.
(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.
4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

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

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

5.02 Evaluation and Research

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

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

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

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

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

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

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

(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.
Ethics in Social Work, Statement of Principles

International Federation of Social Workers (IFSW)
International Association of Schools of Social Work (IASSW)

1. Preface

Ethical awareness is a fundamental part of the professional practice of social workers. Their ability and commitment to act ethically is an essential aspect of the quality of the service offered to those who use social work services. The purpose of the work of IASSW and IFSW on ethics is to promote ethical debate and reflection in the member organizations, among the providers of social work in member countries, as well as in the schools of social work and among social work students. Some ethical challenges and problems facing social workers are specific to particular countries; others are common. By staying at the level of general principles, the joint IASSW and IFSW statement aims to encourage social workers across the world to reflect on the challenges and dilemmas that face them and make ethically informed decisions about how to act in each particular case. Some of these problem areas include:

- The fact that the loyalty of social workers is often in the middle of conflicting interests.
- The fact that social workers function as both helpers and controllers.
- The conflicts between the duty of social workers to protect the interests of the people with whom they work and societal demands for efficiency and utility.
- The fact that resources in society are limited.

This document takes as its starting point the definition of social work adopted separately by the IFSW and IASSW at their respective General Meetings in Montreal, Canada in July 2000 and then agreed jointly in Copenhagen in May 2001 (section 2). This definition stresses principles of human rights and social justice. The next section (3) makes reference to the various declarations and conventions on human rights that are relevant to social work, followed by a statement of general ethical principles under the two broad headings of human rights and dignity and social justice (section 4). The final section introduces some basic guidance on ethical conduct in social work, which it is expected will be elaborated by the ethical guidance and in various codes and guidelines of the member organizations of IFSW and IASSW.

2. Definition of Social Work
The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilizing theories of human behavior and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work.

3. International Conventions

International human rights declarations and conventions form common standards of achievement, and recognize rights that are accepted by the global community. Documents particularly relevant to social work practice and action are:

- Universal Declaration of Human Rights
- The International Covenant on Civil and Political Rights
- The International Covenant on Economic Social and Cultural Rights
- The Convention on the Elimination of all Forms of Racial Discrimination
- The Convention on the Elimination of All Forms of Discrimination against Women
- The Convention on the Rights of the Child
- Indigenous and Tribal Peoples Convention (ILO convention 169)

4. Principles

4.1. Human Rights and Human Dignity

Social work is based on respect for the inherent worth and dignity of all people, and the rights that follow from this. Social workers should uphold and defend each person’s physical, psychological, emotional and spiritual integrity and well-being. This means:

1. Respecting the right to self-determination - Social workers should respect and promote people’s right to make their own choices and decisions, irrespective of their values and life choices, provided this does not threaten the rights and legitimate interests of others.

2. Promoting the right to participation - Social workers should promote the full involvement and participation of people using their services in ways that enable them to be empowered in all aspects of decisions and actions affecting their lives.

3. Treating each person as a whole - Social workers should be concerned with the whole person, within the family, community, societal and natural environments, and should seek to recognize all aspects of a person’s life.

4. Identifying and developing strengths – Social workers should focus on the strengths of all individuals, groups and communities and thus promote their empowerment.
4.2. Social Justice

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

1. Challenging negative discrimination* - Social workers have a responsibility to challenge negative discrimination on the basis of characteristics such as ability, age, culture, gender or sex, marital status, socio-economic status, political opinions, skin color, racial or other physical characteristics, sexual orientation, or spiritual beliefs.

*In some countries the term “discrimination” would be used instead of “negative discrimination”. The word negative is used here because in some countries the term “positive discrimination” is also used. Positive discrimination is also known as “affirmative action”. Positive discrimination or affirmative action means positive steps taken to redress the effects of historical discrimination against the groups named in clause 4.2.1 above.

2. Recognizing diversity – Social workers should recognize and respect the ethnic and cultural diversity of the societies in which they practice, taking account of individual, family, group and community differences.

3. Distributing resources equitably – Social workers should ensure that resources at their disposal are distributed fairly, according to need.

4. Challenging unjust policies and practices – Social workers have a duty to bring to the attention of their employers, policy makers, politicians and the general public situations where resources are inadequate or where distribution of resources, policies and practices are oppressive, unfair or harmful.

5. Working in solidarity - Social workers have an obligation to challenge social conditions that contribute to social exclusion, stigmatization or subjugation, and to work towards an inclusive society.

5. Professional conduct

It is the responsibility of the national organizations in membership of IFSW and IASSW to develop and regularly update their own codes of ethics or ethical guidelines, to be consistent with the IFSW/ IASSW statement. It is also the responsibility of national organizations to inform social workers and schools of social work about these codes or guidelines. Social workers should act in accordance with the ethical code or guidelines current in their country. These will generally include more detailed guidance in ethical practice specific to the national context. The following general guidelines on professional conduct apply:

1. Social workers are expected to develop and maintain the required skills and competence to do their job.

2. Social workers should not allow their skills to be used for inhumane purposes, such as torture or terrorism.
3. Social workers should act with integrity. This includes not abusing the relationship of trust with the people using their services, recognizing the boundaries between personal and professional life, and not abusing their position for personal benefit or gain.

4. Social workers should act in relation to the people using their services with compassion, empathy and care.

5. Social workers should not subordinate the needs or interests of people who use their services to their own needs or interests.

6. Social workers have a duty to take necessary steps to care for themselves professionally and personally in the workplace and in society, in order to ensure that they are able to provide appropriate services.

7. Social workers should maintain confidentiality regarding information about people who use their services. Exceptions to this may only be justified on the basis of a greater ethical requirement (such as the preservation of life).

8. Social workers need to acknowledge that they are accountable for their actions to the users of their services, the people they work with, their colleagues, their employers, and the professional association and to the law, and that these accountabilities may conflict.

9. Social workers should be willing to collaborate with the schools of social work in order to support social work students to get practical training of good quality and up to date practical knowledge

10. Social workers should foster and engage in ethical debate with their colleagues and employers and take responsibility for making ethically informed decisions.

11. Social workers should be prepared to state the reasons for their decisions based on ethical considerations, and be accountable for their choices and actions.

12. Social workers should work to create conditions in employing agencies and in their countries where the principles of this statement and those of their own national code (if applicable) are discussed, evaluated and upheld.

The document “Ethics in Social Work, Statement of Principles” was approved at the General Meetings of the International Federation of Social Workers and the International Association of Schools of Social Work in Adelaide, Australia, October 2004

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APPENDIX F

Final 2015 Educational Policy (EP)
Developed by CSWE Commission on Educational Policy (COEP)
Approved by the CSWE Board of Directors
March 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 (in italics) 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 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 interprofessional 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 interprofessional 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 interprofessional 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 interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and interorganizational 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; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Program Mission and Goals
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.

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.
Educational Policy M2.1—Specialized Practice
Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

The master’s program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization.

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.

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.

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.

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.

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.

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.
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 the 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.
Appendix G

Council on Social Work Education

Internships, Department of Labor Regulations, and Social Work Field Education: Setting the Record Straight
February 25, 2014

In 2010 the U.S. Department of Labor established regulations regarding internship programs in relation to the Fair Labor Standards Act (http://www.dol.gov/whd/regs/compliance/whdfs71.pdf)

Over the last several months, interns at several for-profit companies (Fox Searchlight Pictures, Harper’s Bazaar, Warner Music Group, and Atlantic Records, to name a few) have filed suit for unfair labor practices. A few courts have decided that the companies were out of compliance with Department of Labor regulations and needed to pay interns for their work.

CSWE is aware that this has raised concern among some social work programs. A number of programs have heard from field site supervisors (or agency human relations personnel) that, based on these cases, they cannot afford to allow social work interns because they would be required by law to pay them.

Field education, as articulated in the CSWE Educational Policy and Accreditation Standards, is clearly within the guidelines of the Department of Labor regulations for an educational internship and does not require payment.

Social work field education meets the following stipulations:

- Field education is associated with an academic program at an accredited institution of higher learning.
- Field education is structured around a classroom or academic experience, with articulated learning objectives/competencies.
- The college or university exercises oversight over the internship program and provides educational credit.
- The field education experience is supervised by social work program personnel; there is an agreement between the program and the field site as well as a learning contract between the student and the site.
- The Social Work Field Education program is meant to be solely educational and provide training to prepare the professional social worker. It is not meant to supplant or replace existing employees of social work within the field education program site.
- The field placement is meant to provide an educational and training opportunity to the social worker and is not meant to provide any immediate advantage to the employer or the field site.

Please note that the six criteria included in the DOL regulations must be well documented and defensible for unpaid internship positions. CSWE encourages all field coordinators and program directors to fully understand the Department of Labor fact sheet and share this information liberally with students and field site personnel.