



FIELD EDUCATION MANUAL

2024 – 2025

BSW SOCIAL WORK PROGRAM

SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

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Introduction

This Field Education Manual provides information about the undergraduate field education program for current and prospective students, agency field instructors, faculty, and agency and community partners. The Field Education Manual highlights essential information about the field education program including its structure, organization, policies, and required forms used through out the program.

The Council on Social Work Education (CSWE) accredits the Marist College BSW Social Work Program, aligning with our commitment to excellence. The Social Work Program Competencies (SWPC 1–9) are rooted in the CSWE's nine competencies and associated behaviors, and cognitive and affective dimensions. These competencies guide the curriculum development for the Field Education program and for continuous program improvement.

The BSW curriculum is grounded in the liberal arts, supporting students for the challenges of sociology, social work, and related fields. Through diverse field education experiences, students have the opportunity to apply their knowledge, values, and skills in real-world settings. Field Education is essential to the development of future social work professionals.

Undergraduate Social Work Program Mission Statement

The Marist College Baccalaureate social work program prepares students with the knowledge, values, and skills for competent generalist social work practice. Guided by a person-in-environment framework, knowledge based on scientific inquiry, and a commitment to equip students with the tools to enhance the well-being of individuals, families, groups, organizations, and communities. A comprehensive, holistic educational environment supports students in mastering the professional skills to advance social, economic, and environmental justice, to promote social change. This in-depth learning is achieved through an anti-racist and anti-oppressive lens to promote strengthening human rights at all system levels. The program is dedicated to developing leaders with the intellect and character to ethically and effectively serve their communities both locally and globally.

Undergraduate Social Work Program Goals

Goal 1: Students with demonstrate the knowledge, values, and skills for competent generalist social work practice to enhance human well-being.

Goal 2: Students will apply research evidence to advance practice with individuals, families, groups, organizations, and communities for a more just society.

Goal 3: Students will implement values and ethics to advance social change in communities, both locally and globally

Undergraduate Social Work Program Competencies and Associated Behaviors (SWPC 1 – 9)

Competency 1: SWPC 1- Demonstrate Ethical and Professional Behavior

Social Workers:

Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.

- Demonstrate professional behavior; 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: SWPC 2- Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social Workers:

- Advocate for human rights at the individual, family, group, organizational, and community system levels; and
- Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

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

Social Workers:

- Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels: and
- Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

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

Social Workers:

- Apply research findings to improve practice, policy, and programs; and
- Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: SWPC 5-Engage in Policy Practice

Social Workers:

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

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

Social Workers:

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

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

Social Worker:

- Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

Social Workers:

- Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

Social Workers:

- Select and use culturally responsive methods for the evaluation of outcomes; and Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations and communities.

Undergraduate Social Work Program Policy of Non-Discrimination

There are both academic and behavioral standards and expectations that ensure the quality of the Social Work Program and that of future graduates. These standards and expectations are not designed to be exclusionary to any individual or group. The Program is committed to accessibility and inclusion consistent with professional social work ethics and academic standards, as well as with the policies of Marist College.

It is the policy of Marist College to recruit, employ, promote and compensate all employees and applicants for employment without regard to race, religion, sex, age, color, disability, national origin, veteran or marital status, or sexual orientation. This standard applies to all applicants and the operation and support of all its educational programs and activities.

The Social Work Program complies with this policy and in addition, will not discriminate based on ethnicity, family structure, or gender. This policy applies in all areas of the Program's operations and activities. If concerns arise in any of these areas, assistance may be sought from the Office of Human Resources, The Dean of the School of Social and Behavioral Sciences, the Program Director, and/or the Coordinator of Field Education.

Program of Study for the Bachelors Degree in Social Work

The Program of Study that follows this introduction is the visual display of the total curriculum required of undergraduate students to earn the degree. It includes the college liberal arts requirement including specific liberal arts foundation courses for social work, general electives and all courses required in the professional curriculum. The Program of Study is organized in the appropriate sequence that supports student mastery of introductory content and practice experience before exposure to advanced content and more challenging field education experiences.

The Marist Core/Liberal Studies requirements generally provide the well-rounded perspective needed for social work education. However, several additional specific liberal studies courses are required. Referred to as "related discipline requirements", they are: Topics in Biology (BIOL 101L) or Human Biology (BIOL 237L), Introduction to Psychology (PSYC 101L), Political Issues and Ideas (POSC 101L), or American National Government (POSC 110L), and Economics of Social Issues (ECON 150L).

The professional curriculum is provided through all the sociology (SOC) and social work (SOCW) courses identified in the Program of Study. These courses include content in social work values and ethics, diversity, social, economic, and environmental justice, populations at risk, human behavior and the social environment, social welfare policy and services, social work practice, research, and field education. The field education requirement in the senior year provides students with opportunities to apply, integrate, and demonstrate the skills, knowledge, values, and professional qualifications for the BSW degree. The social work faculty, including the Field Supervisor in community agencies, evaluate students' readiness for and demonstration of adequate performance in their internships in community agencies.

The total degree requirements are provided year by year on the following page.

Freshman Year

Fall	Spring
Course (credits)	Course (credits)
Soc 101 Intro to Sociology (3)	CMPT 103 Technology for the 21 st Century (3)
Bio 101* Topics in Biology or Bio 237 Human Biology (3)	PSYC 101 Intro to Psychology (3)
FYS First Year Seminar (4)	C/IS History (3)
ENG 120 Writing for College (3)	PHIL 101 Philosophical Perspectives (3)
	General Elective (3)
Semester Credits = 13	Semester Credits = 15

Sophomore Year

Fall	Spring
Course (credits)	Course (credits)
SOCW 230 Intro to Social Work (3)	C/LS Fine Arts (3)
ECON 150# Economics of Social Issues (3)	SOC 336 Social Inequality (3)
POS C 110# American National Government (3)	C/LS Pathway Distribution (3)
C/LS Math (3)	C/LS Literature (3)
C/LS Pathway/Distribution (3)	General Elective (3)
Semester Credits = 15	Semester Credits = 15

Junior Year

Fall	Spring
Course (credits)	Course (credits)
SOCW 330 Social Service Theory & Practice (3)	SOCW 382 Preparation for Practice (1)
SOCW 345 Human Behavior in the Social Environment 3	SOCW 383 Social Work Methods I (3)
SOC 440 Social Theory (3)	SOCW 395 Social Work w/ Diverse Populations (3)
C/LS Pathway Distribution (3)	SOCW 344 Social Welfare Policy & Analysis (3)
General Elective (3)	C/LS Pathway Distribution (3)
Semester Credits = 15	Semester Credits = 13

Senior Year

Fall	Spring
Course (credits)	Course (credits)
SOC 480 Social Research Methods (3)	SOCW 478 Senior Integrative Seminar (3)
SOCW 475 Social Work Methods II (3)	SOCW 341 Social Change (3)
SOCW 484 Practicum in Social Work I (5)	SOCW 485 Practicum in Social Work II (5)
PHL 300 Ethics or Rest (3)	General Elective (3)
SOCW Required Social Work Elective General Elective (1-2)	Social Work/Sociology Elective Recommended (1-2)
Semester Credits = 16	Semester Credits = 16

Field Education Sequence

Field education is considered by graduates, employers, and educators as one of the most important elements of the social work education curriculum. The field placement experience is achieved through the provision and/or development of services to clients, communities, organizations, or society. Various organizations, and their respective employees, voluntarily demonstrate their commitment to social work education by offering field education opportunities.

Field education is the place and space where students link theory to practice and practice to theory. Building on the tenets of adult learning theory, students become more independent thinkers and shift learning into real-world practice as a result of field placement experiences. Field placements intend to cultivate an individual understanding of what social

work practice means in an organizational context.

The Marist College Baccalaureate social work program prepares students with the knowledge, values, and skills for competent generalist social work practice. Guided by a person-in-environment framework, knowledge based on scientific inquiry, and a commitment to equip students with the tools to enhance the well-being of individuals, families, groups organizations, and communities. A comprehensive, holistic educational environment supports students in mastering the professional skills to advance social, economic, and environmental justice, to promote social change. This in-depth learning is achieved through an anti-racist and anti-oppressive lens to promote strengthening human rights at all system levels. The program is dedicated to developing leaders with the intellect and character to ethically and effectively serve their communities both locally and globally.

Course work across the social work curriculum provides students with opportunities to relate academic learning to current community - based experiences. Students visit agencies and learn about service delivery and agency organization. They observe the process for receiving services and learn about the challenges clients have in gaining support. They learn about current social work practice from professional social workers and clients who provide guest lectures to many classes. This is the foundation that prepares students for the direct practice experiences that begin in SOCW 382 Junior Field Education: Preparation for Practice and culminates with SOCW 484 and 485.

SOCW 382 Junior Field Education: Preparation for Practice is taken in the spring of the Junior year. Students are concurrently enrolled in SOCW 380 Social Work Methods I, SOCS 344 Social Work Policy and Analysis, and SOCW 395 Social Work with Diverse Populations. Students are placed in a local agency and complete 40 hours of service learning. Opportunities are also provided to process learning and to share experiences with other students.

After satisfactory completion of the application process which includes the achievement of academic and experiential learning benchmarks students are admitted to the senior sequence including the senior field education courses.

SOCW 484 is taken in the fall of the senior year and continues in SOCW 485 in the spring. Students begin the placement process at the end of the spring semester in the Junior year. The Field Education Coordinator connects students to an approved agency where the student then completes an interview. After discussion with the Agency Field Instructor and the student the Field Education Coordinator determines whether to finalize the placement or to consider another agency where the student will interview. Placements are confirmed in writing in a letter sent to each student by July 1. This letter is sent by the Program Director as it also confirms all outstanding requirements for the baccalaureate degree and represents a complete audit so both student and faculty can be assured that all requirements will be fulfilled for graduation at the end of the senior year.

SOCW 484 and SOCW 485 require 225 hours of field placement in each course over the fall and spring semester for a total of 450 hours. Placement is scheduled for two full workdays, Monday and Wednesday, across the 14 weeks of each semester, according to the agency hours of operation. During the semester break in January, students spend two weeks full time at their agency placement. This block placement provides a representative full time work experience for each student. Students record hours weekly through the software program IPT. Agency Field Instructor are expected to verify that the hours have been completed. Students develop and maintain a Learning Contract, complete logs and attend a weekly seminar as additional requirements in these courses. During each semester there are at least two meetings that include the Field Liaison, Agency Field Instructor and student at the agency to review learning opportunities, student progress and any issues or concerns. In addition, students connect with their Field Liaison weekly in the seminar and have individual meetings as requested by either the Field Liaison or student. At the end of both the fall and spring semester the Agency Field Instructor completes the Field Education Performance Evaluation

Placement Process and Orientation

The placement process begins at an informational meeting in the spring of the Junior year. Here students learn about the expectations and requirements of senior field placement. The criteria for admission to senior field placement are reviewed. Students are provided with an application packet which includes a form to verify academic performance and other placement criteria. Students are also asked to provide information about other placements and/or other volunteer experience. Students provide information about any challenges they anticipate to completing placement such as transportation, scheduling or other special needs. Students are also requested to indicate any preferences they have for working with a specific population and or social issue. Information is provided for writing a Personal Statement that is also part of the application packet. A timeline clarifies when the completed packet is due and the projected schedule for interviews, agency contacts, and completion of the placement process.

Completed packets are submitted to the Coordinator of Field Education who verifies that the student meets the criteria for senior field placement. The personal statement, preferences and all other information is considered. The Field Education Coordinator schedules an individual interview with each student to discuss their packet, their standing, their field placement interests, and any challenges identified.

The Field Education Coordinator connects each student to an approved field placement agency and provides the student with the information to contact the agency for an interview. The student completes a form to provide information they learned about the potential placement which is submitted to the Field Education Coordinator. The Field Education Coordinator follows up with the Agency Field Instructor and determines whether this placement will provide the appropriate learning opportunities and environment for the specific student. If the fit is satisfactory the placement will be confirmed. If not, the student will be connected to another agency for an interview and the steps are repeated in an effort to confirm a placement. Generally, the process is completed in no more than two agency interviews per student.

During the first week of the Fall semester a group orientation is held for all students registered for SOCW 484 Senior Field Education. Here the Field Education Coordinator reviews the Field Education Manual which provides necessary information about expectations for the fall semester including field and seminar requirements, the Learning Contract, and the Evaluation of Student Performance in field Placement. Other common issues that can arise in field placement are discussed. In the second hour Agency Field Instructors joins the meeting and are also provided with information about the placement. The Field Education Coordinator provides activities to build relationships between students and their Agency Field Instructors. The Field Education Coordinator continues to provide placement information and professional development materials and activities for Agency Field Instructors throughout the year.

Orientation Statement

At the end of the Group Orientation students sign the following orientation statement that verifies their understanding of requirements and expectations and their commitment to their fulfillment.

UNDERGRADUATE SOCIAL WORK PROGRAM ORIENTATION STATEMENT



I Completed the Field Education Orientation: I attended the orientation session for the senior field education placement on August 28, 2024. I understand and agree with the student expectations and responsibilities as outlined in the Social Work Program Handbook, the senior sequence criteria, the Field Education Manual, and the course outline. I agree to fulfill the responsibilities for this field education placement regarding days of placement, hours (including the block placement in January 2025), seminar sessions and group meetings, individual meetings as needed, and all written assignments. I agree also to abide by the NASW Code of Ethics for the practice of social work during this field education placement. I understand that professional appearance and behavior are required in the field and the classroom. If I am unable to meet and maintain the criteria for good standing in the Social Work Program for academic or non-academic reasons, I understand that I may not continue in the program, including field education placement, pending the outcome of a probationary period.

Student Signature

Date

Managing Common Issues related to Field Placement

A variety of issues may arise during placement. Students and Agency Field Instructors should bring any special issues to the Field Education Coordinator or their assigned Field Faculty. The following are three examples of issues that may arise during placement.

Student Safety: The Coordinator of Field Education and Field Faculty will provide students with information and skills to address potentially harmful situations. The agency Field Instructor is responsible to orient students to agency-specific policies and procedures for example discussion of safety issues in the community, within agency buildings, with clients prone to violent behavior, and procedures for the student to follow in the event of a safety or security problem.

Students should communicate any safety concerns with the agency Field Instructor and Field Liaison and Field Coordinator, immediately. If a student's concerns about safety interfere with the learning process, the Field Faculty should facilitate exploration of the concerns to seek a mutually satisfying resolution.

Student safety is addressed during the Field Education Orientation which occurs the week before students begin their field placement. In the first half of the orientation, safety concerns are addressed with students. They are encouraged to review agency policies for safety procedures, discuss with their Field Supervisor the first week of placement, and observe the agency neighborhood context.

Safety at the field placement is discussed regularly during the field seminar about clients, events, or student concerns. Field faculty and students are encouraged to review the NASW: Guidelines for Social Work Safety in the Workplace: <https://www.socialworkers.org/LinkClick.aspx?fileticket=6OEdoMjcNC0%3d&portalid=0>

Inclement Weather: Students should be made aware of specific agency policies and procedures regarding inclement weather, disasters, or other emergencies. Please be sure to ask to be included on any agency call lists and/or secure specific instructions for identifying whether the agency is open or closed.

Students should exercise reasonable caution when traveling to their field placement agency during times of inclement weather, disaster, or other emergencies.

If Marist College is closed due to inclement weather, the student is not required to attend placement. However, the student should always treat their field placement as they would with other employment opportunities.

If Marist College is closed, the student should notify the Field Supervisor and copy the field liaison on their weather-related absence.

The Field Education Coordinator will put an announcement on Brightspace for students. Students **MUST** check Brightspace messages to receive updates on weather-related announcements. If the college is closed, students are not required to go to their placement for safety reasons, as we do not want students to travel on hazardous roadways.

The Field Education Coordinator will send a message to the Field Supervisors advising them if students will not be attending placement due to weather-related matters.

Schedule Changes: Students are expected to attend their placement on Monday and Wednesday at the hours that the agency is open to the public. It is the student's responsibility to both call and email the Agency Field Instructor and the Field Faculty Liaison if they are going to be late or absent. Lateness and or missed days can result in failing SOCW 484 or SOCW 485.

The regular Monday/Wednesday or block placement schedule is expected to be maintained. An enriched learning opportunity may arise that would necessitate a change. Such a request should be made to the Field Faculty who will verify that it will not interfere with the students other academic responsibilities and assure that the student will continue to complete the required hours. A request for a schedule change for any other reason must also be made to the Field Faculty for approval.

Neither student or Agency Field Instructor should make schedule changes without Field Faculty approval.

Policy for Employment-Based Field Education Placement

To maximize student learning, the Social Work Program develops field education placements that will provide students with unique experiences, different from previous volunteer or work experiences. A proposal for placement in a student's place of employment will be considered only when the agency and student can create and support an educationally based field education learning experience. Students employed at an approved field education agency must meet the same educational requirements. Employment-based field education students will carry out their fieldwork responsibilities in a social work role clearly defined and known to agency clients. The employment-based field education agency must assure that educational time will be protected and that they will cooperate with the Coordinator of Field Education so that the educational and learning objectives of the field education experience will be accomplished.

Employment-based field education placement requires the following:

1. The Coordinator of Field Education must approve the field education agency. The Coordinator of Field Education must provide a written statement of approval that includes the expectations for the Program, students, and the agency.
2. The student and agency Field Instructor will complete an application which identifies credentials, tasks and activities that support the student learning in accordance with the 9 competencies and associated behaviors.
3. The field education agency must provide the student with unique learning activities that are different from their current employment.
4. The student's agency Field Instructor holds a BSW or MSW degree and if not, the Undergraduate Social Work Program will provide additional supervision by a field faculty or another appropriate MSW.
5. Field education hours are separate and distinct from hours of employment.
6. Students must be employed by the agency for a minimum of 60 days before the beginning of the field education placement.
7. The focus of the field education placement must be on the student's learning and educational objectives.

Evaluation of Student Performance in Field Placement

A systematic ongoing assessment plan is used to measure student achievement on the SWPCs and requisite practice behaviors. Ongoing monitoring and frequent evaluations of the student's performance are vital in the assessment of student progress, identifying strengths, and identifying areas of performance that may need special attention (CSWE EPAS, 2022).

Evaluation of student progress in the Senior Field Education is a layered process. The Field Education Performance Evaluation is completed at the end of the fall and spring semesters, by the Agency Field Instructor. The Learning Contract assignment is required to be continuously updated and reviewed by the student, the Agency Field Instructor, and the Coordinator of Field Education. The Learning Contract Assignment also provides data to the Agency Field Instructor in completing the field performance evaluation. The Agency Field Instructor rates student competence on each of the SWPCs and the requisite behaviors and is requested to include comments and concerns. Semester evaluations by Agency Field Instructors are intended to be shared and discussed with students and signed by both, even if there are differences of opinion. The Program suggests that students self-evaluate, and the student and Agency Field Supervisor make time to discuss the outcome of this self-assessment process. Students may write an addendum to the evaluation to express their viewpoints.

The final grade is the responsibility of the assigned Field Faculty member. Consideration is given to the Agency's evaluation based on:

- the student's developmental performance on the observation of practice.
- the student's performance in field education assignments and participation in weekly seminars.
- student participation in field education seminars and meetings held between Field Supervisor, liaison, and student.
- completion of all assigned work, timely and accurate submissions of field hours, and preparation at all meetings, in determining an overall grade.

A copy of the Learning Contract and the Evaluation of Student Performance in Field Placement can be found on page 19 and page 29 of this Field Education Manual.

Undergraduate Social Work Program Policy on Good Standing, Probation, or Termination from the Program and Field Placement

The Undergraduate Social Program acknowledges its responsibility for preparing students to perform as beginning level generalist social workers. It also recognizes that students assume this role in varying developmental steps. By setting clear guidelines for maintaining Good Standing in the Program is intended to support students in this development. Not maintaining good standing results in consequences which in most cases can be resolved through a probationary process. However, if students do not resolve issues that interfere with their maintaining or returning to good standing then it is necessary to have a plan of termination.

GOOD STANDING:

To be in good standing and move forward in the Program, students must meet and maintain the expectations outlined below. Please note that no exceptions are made to the requirement of maintaining a C+ or better in all required social work and sociology courses to move forward in the Program

ACADEMIC:

1. 2.0 overall GPA--this represents the minimum standard for graduation
2.5 or better is recommended to demonstrate more than basic achievement
3.0 or better is recommended for graduate school application
2. C+ or better grade in each Sociology and Social Work Course that is required for the major, and,
 - a. completion of **ALL** assignments in each required sociology and social work course for the major
 - b. submission of work on time as defined by the faculty member and as per APA format requirements outlined in the Program Format for Papers and Presentations
 - c. engagement as an active learner including frequent participation in class (including field education seminars), in group work and group assignments, and in online discussions.
3. *Social Work Practicum I and II* (SOCW 484N and 485N) Senior Field Education courses. Traditional field education is a continuous experience from September through the end of the second semester in May. Field Education occurs concurrently with other Senior Sequence courses. All students must maintain a C+ or better in all senior sequence classes, including SOC 480, SOCW475, and SOCW484, for students to enter the block placement and their second-semester senior sequence classes. Students with an incomplete in SOC 480, SOCW475, SOCW484, or any other required social work or sociology course, must have this resolved with a C+ or better by the start of block placement to move ahead in the program.
4. Undergraduate social programs that are accredited by the Council on Social Work Education (CSWE) require students to complete a minimum of 400 hours of supervised field education. The Marist College BSW Field Education curriculum requires that students attend field placement during the agency's regular business hours each week of the semester all day Monday and Wednesday for the entire 14 weeks fall and spring semesters. The weekly time may vary depending on whether the agency workday is 8 or 7 ½ hours.

Additionally, all students complete a two-week Block Placement in January which begins soon after the 1st of the year and extends to the Friday before Martin Luther King Day.

Students generally complete 450 hours which is more than the CSWE required 400 hours of supervised field placement.

5. Students earn a grade for class participation and attendance. Students are expected to demonstrate responsible behavior in the classroom. Responsible behavior includes and is not limited to demonstrating values consistent with the profession of social work, attending class regularly, handing assignments in on time, communicating with faculty regarding deviation from the attendance requirements, working cooperatively and respectfully with other students and faculty, and making use of faculty for support so that students can effectively manage program requirements. Students are expected to demonstrate academic and nonacademic behaviors consistent with the NASW Code of Ethics and the Marist College Code of Conduct (p. 20).

6. Students who earn below a C+ in a Social Work or Sociology course can repeat this course **one time and one time only**. If a student fails the same course a second time, they will be terminated from the program. The student's advisor and Program Director will assist the student to make another academic plan. It should be noted that repeating a course will most likely prevent the student from moving ahead in the curriculum sequence with the cohort they entered the Program.

To be in good standing and move forward in the Program, students must meet and maintain the expectations outlined above. Please note that no exceptions are made to the requirement of maintaining a C+ or better in all required social work and sociology courses to move forward in the Program.

7. Students must adhere to the academic honesty policy as outlined in the Marist College Catalog and Marist College Student Handbook.

NON-ACADEMIC:

Students are expected to apply the ethics and values outlined in the NASW Code of Ethics in all forms of communication: face-to-face, digital, and in writing. Students are expected to demonstrate responsible behavior, relationships, and values consistent with the profession of social work in interactions with colleagues, faculty, field education, and in the community. Additionally, faculty welcome students to ask for faculty and/or professional assistance in order to maintain cognitive, mental, and emotional stability commensurate with successfully meeting and completing the Program requirements. Non-academic behavior which may jeopardize student completion of the Field Education program includes and is not limited to:

- Excessive unexcused absences
- Excessive tardiness
- Attire not consistent with agency expectations and requirements
- Substance use that is impacting professional performance
- Mental health issues that are impacting professional performance
- Intentional disrespect for diversity, equity, inclusion, and anti-racist practices within the organization
- Involvement in relationships outside of the organization with clients

NASW Code of Ethics Statement on Impairment (4.05)

(a) Social workers should not allow their problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interest 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, adjusting in workload, terminating practice, or taking any other steps necessary to protect clients and others (2008, p. 23)

PROBATION: Students who fail to maintain good standing for academic and/or non-academic behavior will be placed on a Plan of Correction and Probation.

1. Before formalizing a plan of correction, an individual faculty member who observes non-compliant behavior must meet with the student to discuss the non-compliant behavior.
2. The student can correct the behavior.
3. If the non-compliant behavior continues, the faculty member refers the students to the Field Coordinator and Program Director.
4. The Field Coordinator meets with the student to determine if the noncompliant behavior jeopardizes their good standing.
5. The Program Director meets with the student and the Field Coordinator to determine whether their noncompliance jeopardizes their good standing.
6. Before determination, the Program Director and Field Coordinator will consult with the faculty, agency Field Instructor and Field Liaison
7. The Program Director decides and notifies the student by calling a meeting with the student, as well as in writing through email
8. If probation is initiated, a plan of correction is developed.

PROCESS FOR CORRECTION OF PROBATIONARY STATUS

When problems develop, the following process is used to work toward correction. If problems are not resolved termination from the Program is necessary.

1. Identification of specific academic or nonacademic behavioral problems.
2. Development of a plan of correction. The plan includes a method for evaluation and a timeline for its completion.
3. The Program Director designs and monitors the plan of correction with input from all concerned parties- Field Instructor, Field Coordinator, and Field Liaison
4. The student follows the plan, seeking assistance as necessary.
5. The student and Program Director evaluate the student's progress. If the problem is corrected, the student returns to good standing, the student is notified in writing by the Program Director.
6. If the problem is not corrected, but significant progress is noted, the student is given additional time to correct the problem, and the plan of correction and timeline, if appropriate, is adjusted by the Program Director in writing.
7. If significant progress is not made, the Program Director initiates the termination process.

TERMINATION FROM THE PROGRAM:

The process for termination from the Program begins when there is an unsatisfactory outcome of the plan for correction.

1. The unsatisfactory outcome of the plan of correction: If the problem is not corrected and significant progress is not noted, the student is required to meet with the Program Director who will determine with the student his/her commitment to the major and his/her capacity to continue in the Program.
 - a. If the student indicates that they are not interested in continuing in the Program, the Program Director will refer the student to their adviser who will make every effort to assist the student in finding another major and/or taking steps necessary to remain in school.
 - b. If the student indicates that they do want to continue in the Program, they will be asked how they will resolve the problem to return to good standing and in what timeframe. The Program Director will present the plan to the faculty for review and action.
2. Faculty Action for Continuance or Termination: The Faculty will review the student's plan.
 - a. If the faculty determines that continuance is appropriate, the student must correct the problem within the agreed timeframe to return to good standing. If this does not occur, the student will be terminated from the Program.
 - b. If the faculty does not accept the plan as adequate to return to good standing at an appropriate time, the student will be terminated from the Program.

- c. Whenever a student is terminated from the Program, the faculty advisor or the Program Director will help the student to change their major in order to continue their education.

3. Appeal

Students always have the right to appeal the decision of the Faculty through established college- wide channels; however, continuance in the social work major is ultimately the decision of the Social Work Program faculty. This appeal process begins with the dean of the School of Social and Behavioral Sciences.

4. Students will be notified in person and by email within 3 days of the decision, as to their continuation in the Program

TERMINATION OF FIELD PLACEMENT

Some incidents of student conduct related to their field placement may warrant a review of academic performance and conduct issues (described in this handbook), as well as immediate termination from a field placement. Before termination, the Coordinator of Field Education and the Agency Field Instructor, and the field liaison are in close contact to remediate the issues.

If attempts to resolve the problem fail, a student may be asked to leave the placement. In the case of this occurrence, at the discretion of the Coordinator of Field Education, there are a few possible outcomes:

- The student may be placed in a different agency and students will be asked to repeat the hours from the beginning of the academic year. For example, if a student is terminated from placement in October, but has accrued 100 hours of placement time, they **MUST REPEAT THESE HOURS OVER AGAIN.**
- The student may receive an "F" in their current field placement and be dismissed from the program. This decision may occur if a student is unwilling to recognize their role in the placement termination and/or if the student interviews at another placement and is not successful in securing another placement, after 2 interviews.
- If the student is dismissed the student will work with their advisor and the Program Director to develop a new academic plan and major.

Process for Developing, Maintaining and Evaluating Field Sites

The Field Education Coordinator is responsible for developing the required number of agency-based field placements that can provide a range of learning opportunities to support students in mastering the nine competencies and associated behaviors for generalist social work practice. The Field Education Coordinator initiates contact with possible agencies through a variety of outreach methods. Initial contact clarifies whether the agency can meet the primary criteria and is interested in providing field education for BSW students. Assuming this the Field Education Coordinator meets with the potential supervisor and visits the agency.

When the potential Agency and Agency Field Instructor have met the criteria and agree to serve, a Memorandum of Understanding between the Marist College BSW Social Work Program and the agency is completed. The Agency Field Instructor will also complete an Information Sheet that verifies their qualifications to serve in this role. The Information sheet is detailed in the Field Manual. At the end of the spring semester the Agency is evaluated via prepared survey by the student, and Field Faculty. Field Faculty are also surveyed to gather their feedback on their experience of student preparation, performance and quality of their interaction with the Marist BSW Social Work Program. All this data is reviewed by the Field Education Coordinator in determining future relationships with the agency.

Field settings are selected for the range of generalist social work practice opportunities. The Coordinator of Field Education assesses the field site for learning opportunities that will assist students in the mastery of the nine SWPCs, affective and cognitive processes, and associated behaviors that uphold the purpose, values, ethics, and philosophy of the profession.

Criteria for selecting Field Agencies and Agency Field Instructors:

1. The agency can provide a range of generalist social work learning opportunities.

2. The agency can provide appropriate space for the student to carry out their assignments.
3. The agency can assure student safety in the building, other places where the student works, parks, walks to the agency, etc.
4. The agency can provide a Field Instructor/Supervisor who has earned a BSW or MSW. In cases where the Field supervisor does not have a BSW or MSW, an alternate bachelor's, master's or doctoral degree, as well as expertise and longevity in profession practice will be considered.
5. The agency will ensure that the Field Supervisor will have the time to provide regular weekly supervision of one hour.
6. The Agency Field Instructor agrees to review the student's learning contract at regular intervals and provides feedback.
7. The Agency Field Instructor agrees to meet with Field Faculty and student twice per semester, face to face, and/or virtually as agreed upon, to assess learning opportunities, student growth, and any challenges to date.
8. The Agency Field Instructor agrees to observe and assess, in "real-time" the student as they interact with a client face to face or during a phone contact.
9. The Agency Field Instructor will attend Field Supervisor training and orientations offered by the Coordinator of Field Education.
10. The Agency Field Instructor will maintain regular contact with Field Faculty, if they are experiencing concerns or issues.
11. The Agency Field Instructor will provide the student with an orientation to the agency, including all policies that will impact student contact with clients or other assignments.
12. The Agency Field Instructor will create a safe learning environment and addresses safety issues and safety protocols
13. The Agency Field Instructor agrees to utilize the Intern Tracking Program (IPT) to sign off on student hours and review student assignments.
14. The Agency Field Instructor will complete a Performance Evaluation at the end of the fall and spring semesters and an Evaluation of the Field Education program at the end of the academic year. Evaluations documents will include numerical ratings along with qualitative feedback to enhance student learning, growth, and development.
15. The Agency Field Instructor will identify any discrepancy in hours and notify the Faculty Field Faculty and/or the Coordinator of Field Education.

College – Agency – Student Expectations

It is the responsibility of the BSW Social Work Program to provide students with the academic content and field based learning opportunities to gain the knowledge values, and skills required to achieve the Social Work Program Competencies 1 – 9. This endeavor requires specific contributions from Field Faculty, Agency Field Instructors and Students. The following expectations outline requirements of the Field Faculty

The Field Faculty Will:

1. Support student mastery of the SWPCs and requisite behaviors through the development of an individualized Learning Contract
2. Promote the students' integration of classroom and field material through field education seminars, field education assignments, agency meetings, and individual meetings with students.
3. Support student development of competence and facilitate a resolution to problems that may arise.
4. Require students seeking field education placements in an employing agency to verify that different field education activities and supervision have been developed and approved by the Coordinator of Field Education.
5. Provide ongoing educational support and regular training for agency Field Instructor(s)
6. Inform the agency of the qualifications of the student and provide a field education manual, which includes a course outline, school calendar, and description of the Social Work Program.
7. Assist agency Field Instructors and classroom instructors in identifying the student's learning patterns and needs.
8. Monitor and evaluate the quality of field education experiences provided by the various agencies and organizations utilized as practicum settings.
9. Evaluate student learning and performance and award the final grade for practicum.

The Agency Field Instructor Will:

1. Describe and explain what is expected of the student during his or her practicum within the agency.
2. Provide an orientation to agency safety policies and provide a safe environment for students.
3. Provide the student with a thorough orientation to the agency, its purpose, structure, policies, procedures, and ethical standards.
4. Provide regularly scheduled supervision, for a minimum of one hour a week.
5. Observe the student in real time
6. Provide the student with suitable office space, equipment, and support staff.
7. Collaborate with the student and their use of the Learning Contract Assignment as a tool for supervision and a means to expand the student's opportunities to learn.
8. Assign duties and responsibilities that help the student to develop mastery of the SWPCs., when possible.
9. Evaluate the student's performance in a fair, respectful, and thorough manner.
10. Provide an exit interview, if a placement is being terminated due to agency changes or when a student is not in compliance with agency expectations and standards.
11. Meet a minimum of two times during each semester with the student and the field faculty to discuss the student's learning contract and progress in applying the competencies (additional meetings if needed or requested).
12. Agrees to utilize the Intern Tracking Program (IPT) to sign off on student hours and review student assignments;
13. Identify the replacement supervisor when the agency Field Instructor is unavailable.
14. Submit a written evaluation of the student at the end of each semester and discuss the student's evaluation with the student before submission to the assigned Field Faculty.
15. Submit a written evaluation of the Field Education Program.
16. Identify and assist in resolving problems arising in the field placement
17. Establish a plan for make-up hours if the student was absent from field placement.
18. Attend agency Field Instructor training.

The Task Supervisor Will (in the event there is a Task Supervisor):

In some situations, an Agency Field Instructor will oversee the field placement, but does not direct the day-to-day activities of the student. These activities are done by the task supervisor. This person is usually a supervisor but may not have an MSW or BSW.

The Task Supervisor will assign clients, workload, and other projects, provide formal and informal supervision and will provide input to the mid-year and final evaluation.

The Student Will:

1. Complete all practicum agency pre-conditions (background check, medical check, or training)
2. Meet weekly with the agency Field Instructor and have the Learning Contract updated for discussion during supervision. The Learning Contract requires regular and ongoing revisions based on reflective practice.
3. Promote learning from observation and related reflection. This learning includes using supervision time to prepare for and debrief from observations.
4. Meet at the agency with both the agency Field Instructor and the field faculty a minimum of two times each semester.
5. In attendance at the agency on days and at times agreed on by the student and Agency Field Instructor and field faculty. If the student is unable to attend the internship, the student will notify the Agency Field Instructor and field faculty before or at the start of the workday.
6. Before any schedule change, the student will request and obtain approval from the Coordinator of Field Education or Field Liaison(s) for any changes in the schedule for, the hours or days of the internship. This approval must occur before any change in the field schedule for the student.
7. Demonstrate appropriate professional behavior in the internship. The student is expected to take responsibility as an adult learner to understand and carry out their assigned duties, meet deadlines and seek direction when needed.
8. Perform and complete all practicum assignments in a manner consistent with agency policy and procedures.
9. Prepare records and reports following agency policy, procedures, and format.
10. Devote the required number of hours to the practicum.
11. Be open to direction, supervision, and critical analysis.
12. Share with the program any civil or criminal charges or convictions or positive toxicology drug screens that occur while

- in this Program as these can affect field education and failure to do so, could affect your overall standing in the program.
13. Adhere to social work values and professional standards of ethical conduct in practice situations.
 14. Communicate with Field Faculty and Field Supervisor if any problems arise.
 15. Adherence to all agency policies and procedures
 16. Adherence to all agencies and College prescribed policies and regulations about the use of social media.

Memorandum of Understanding

MEMORANDUM OF UNDERSTANDING BETWEEN
MARIST COLLEGE UNDERGRADUATE SOCIAL WORK PROGRAM
AND

FIELD EDUCATION PLACEMENT AGENCY

It is mutually agreed by Marist College and the above-mentioned agency that professional educational field placements for social work students will be provided by the agency. The Coordinator of Field Education will represent the Social Work Program and coordinate the practicum.

The Coordinator of Field Education will assume responsibility for the selection and assignment of students to the learning experience, with ultimate concurrence by the agency following accepted professional criteria. There will be close planning between the agency and the Program before the learning experience. There will also be continuous contact with the site, including scheduling and work assignments. While in the agency, students will conduct themselves by following all the rules and regulations of the agency.

The Marist Programs requests that students placed in the agency receive the following support from the supervisor:

1. Regular weekly supervision of one hour
2. Review of the student's learning contract at regular intervals
3. Meet Field Faculty and student twice per semester to assess learning opportunities, student progress and growth and any challenges to date
4. Will observe and assess, in "real-time" the student interact with a client face to face or during a phone contact
5. Attend Field Supervisors training and orientation offered by the Coordinator of Field Education
6. Maintain regular contact with field faculty if they are experiencing concerns or issues
7. Provide student with an orientation to the agency
8. Create a safe learning environment and address safety issues and protocols
9. Provide adequate workspace for the student
10. Utilize the Intern Tracking Program (IPT) to verify student hours and review student assignments
11. Complete a Performance Evaluation at the end of the fall and spring semesters and an Evaluation of the Field Education at the end of the academic year, providing numerical and qualitative responses to enhance student learning, growth and development

The agency will retain full responsibility for the service to the clients and will maintain administrative and professional supervision of students insofar as their presence affects the operation of the agency and the direct or indirect service to the clients.

The agency is expected to provide an exit interview if a placement is being terminated due to agency changes or when a student is not in compliance with agency expectations and standards.

An annual review of the field education program and policies will be made. Field instructors will be provided with an opportunity to assess the Marist College BSW Field Education program.

This Memorandum of Understanding may be terminated by either party upon six (6) months' notice to the other in advance of the next field education placement.

Social Work Program Representative & Date

Agency Representative & Date

Agency Field Instructor Information Sheet

MARIST COLLEGE UNDERGRADUATE SOCIAL WORK PROGRAM

AGENCY FIELD INSTRUCTOR INFORMATION SHEET

Supervision in the field placement is essential for student learning and professional development. The collaboration of the Undergraduate Social Work Program with experienced and professional agency based social workers is essential in preparing the next generation of social workers. Your participation is valued and appreciated. Please complete this form so we can maintain the required documentation of your credentials and attach or email :

Matteo.Undici@Marist.edu

Name: _____

Email: _____ Phone _____

Agency Name and address:

Education: Please list Institutions, Degrees, and Dates

Please indicate employment for the last two years if different from your current employer:

Please check all that apply:

LMSW ___ LCSW ___ BSW ___ LMHC ___ CASAC ___ PSYD ___ Other _____

Have you had experience supervising students and/or employees? Please explain.

Blank Learning Contract



**Marist College
School of Social & Behavioral Sciences
Social Work Program
Field Education
Learning Contract
Fall Semester**

Student:

Agency:

Agency Field Instructor(s):


Social Work Program Competency & Behaviors	Description of task and/or activity
---	--


SWPC 1: Demonstrate Ethical and Professional Behavior.





Social Workers:


- A. Make ethical decisions by applying the standards of the *National Association of Social Workers Code of Ethics*, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
- B. Demonstrate professional behavior; appearance; and oral, written and electronic communication.
- C. Use technology ethically and appropriately to facilitate practice outcomes.
- D. Use supervision and consultation to guide professional judgement and behavior.


Social Work Program Competency & Behaviors	Description of task and/or activity
<p style="text-align: center;">SWPC 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice.</p> <p>Social Workers:</p> <ul style="list-style-type: none"> • A. Advocate for human rights at the individual, family, group, organizational and community system levels. • Engage in practices that advance social, racial, economic, and environmental justice. 	


Social Work Program Competency & Behaviors		Description of task and/or activity
		
<p style="text-align: center;">SWPC 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.</p> <p>Social Workers:</p> <ul style="list-style-type: none"> • A. Demonstrate anti-racist, anti-oppressive social work practice at the individual, group, organizational, community, research, and policy levels. • B. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences. 		

Social Work Program Competency & Behaviors	Descripti on of task and/or activity
<p>SWPC 4: Engage In Practice-Informed Research and Research-Informed Practice.</p> <p>Social Workers:</p> <ul style="list-style-type: none"> • A. Apply research findings to inform and improve practice, policy, and programs. • B. Identify ethical, culturally informed, and anti-racist, and anti-oppressive strategies that address inherent biases for use in qualitative and quantitative research methods to advance the purposes of social work. 	
Social Work Program Competency & Behaviors	
SWPC 5: Engage in Policy Practice.	Descripti on of task and/or activity
<p>Social Workers:</p> <ul style="list-style-type: none"> • A. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services. • B. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice. 	

Social Work Program Competency & Behaviors	
	Description of task and/or activity

SWPC 6: Engage with Individuals, Families, Groups, Organizations, and Communities.	
<p>Social Workers:</p> <ul style="list-style-type: none"> • A. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks to engage with clients, and constituencies. • B. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies. 	
Social Work Program Competency & Behaviors	

<p align="center">Social Work Program Competency & Behaviors</p>	<p align="center">Description of task and/or activity</p>
<p>SWPC 7: Assess Individuals, Families, Groups, Organizations, and Communities.</p> <p>Social Workers:</p> <ul style="list-style-type: none"> • A. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies. • B. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan. 	

<p align="center">Social Work Program Competency & Behaviors</p>	<p align="center">Description of task and/or activity</p>
<p>SWPC 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.</p> <p>Social Workers:</p> <ul style="list-style-type: none"> • A. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals. • B. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies. 	
<p align="center">Social Work Program Competency & Behaviors</p>	<p align="center">Description of task and/or activity</p>

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



Social Workers:

- A. Select and use culturally responsive methods for evaluation of outcomes.
- B. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities,

Signatures:

Student Signature: [Click to sign Completed Document](#)

Field Instructor Signature: [Click to sign Completed Document](#)

2nd Field Instructor Signature: [Click to sign Completed Document](#)

Field Liaison Signature: [Click to sign Completed Document](#)

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Marist College
School of Social & Behavioral Sciences
Social Work Program
Field Education Performance Evaluation
Fall Semester 2024

1.

The Council on Social Work Education (CSWE) sets educational standards, policies and outcomes for the preparation of professional social workers. CSWE has identified nine Core Competencies with related behaviors for each Competency.

The Field Education experience is one tool used to evaluate student mastery of the Social Work Program Competencies (SWPC's).

Agency Field instructors complete a Performance Evaluation at the end of the fall and spring semesters.

The Field Education Learning Contract will provide essential information for completing the Field Education Performance Evaluation. The student's Field Faculty Liaison is responsible for assigning the final grade in field and, in doing so, will consider the Field Education Performance Evaluation, the student's performance in the field, seminar participation, and written work that integrates field with classroom instruction.

To complete the Performance Evaluation please use the scale below to rate the student's current competency:

1= Unacceptable Progress (The student has not demonstrated competence in applying the knowledge, values, & skills despite opportunities related to this competency)

2= Insufficient Progress (The student has to consciously work at this competency and rarely demonstrates competence in applying the knowledge, values, & skills despite opportunities related to this competency)

3= Emerging Competence (The student is demonstrating competence with some consistency in applying the knowledge, values, & skills related to this competency)

4= Competent (The student demonstrates competence with more consistency in applying the knowledge, values, & skills related to this competency)

5= Advanced Competency (The student demonstrates consistent and independent application of the knowledge, values, & skills related to this competency)

Comments may be made under each competency statement. Please give examples of where you think the intern is particularly strong and those areas in which the student needs improvement. Please circle the number which represents student's competency level.

Important: At the beginning level (Fall Semester) students are not expected to have 5s or many 4s. Please support your rating with comments and suggestions regarding how the student may improve.

Marist College
School of Social & Behavioral Sciences
Social Work Program
Field Education Performance Evaluation
Fall Semester [*Schedule Input: Year*]

2.

Student:

Agency:

Agency Field Instructor(s):

Fall Semester [*Schedule Input: Year*]

Date Due:

1= Unacceptable Progress (The student has not demonstrated competence in applying the knowledge, values, & skills related to this competency despite opportunities)

2= Insufficient Progress (The student has to consciously work at this competency and rarely demonstrates competence in applying the knowledge, values, & skills related to this competency despite opportunities)

3= Emerging Competence (The student is demonstrating competence with some consistency in applying the knowledge, values, & skills related to this competency)



4= Competent (The student demonstrates competence with more consistency in applying the knowledge, values, & skills related to this competency)

5= Advanced Competency (The student demonstrates consistent and independent mastery in applying the knowledge, values, & skills related to this competency)

Comments may be made under each competency statement. Please give examples of where you think the intern is particularly strong and those areas in which the student needs improvement. Please circle the number which represents student's competency level.

3.

SWPC 1: Demonstrate Ethical & Professional Behavior	
Social Workers:	Ratings
A. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.	<input type="text" value="v"/>

B. Demonstrate professional behavior; appearance; and oral, written and electronic communication.	<input type="text" value="v"/>
C. Use technology ethically and appropriately to facilitate practice outcomes.	<input type="text" value="v"/>
D. Use supervision and consultation to guide professional judgment and behavior.	<input type="text" value="v"/>
<p>COMMENTS</p> 	
<p>SWPC 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice.</p>	
Social Workers:	Ratings
A. Advocate for human rights at the individual, family, group organizational, and community system levels.	<input type="text" value="v"/>
B. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	<input type="text" value="v"/>
<p>COMMENTS</p> 	
<p>SWPC 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.</p>	
Social Workers:	Ratings
A. Demonstrate anti-racist, anti-oppressive social work practice at the individual, group, organizational, community, research, and policy levels.	<input type="text" value="v"/>
B. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	<input type="text" value="v"/>

COMMENTS



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

Social Workers:

Ratings

A. Apply research findings to inform and improve practice, policy, and programs.

B. Identify ethical, culturally informed, and anti-racist, and anti-oppressive strategies that address inherent biases for use in qualitative and quantitative research methods to advance the purposes of social work.

COMMENTS



SWPC 5: Engage In Policy Practice

Social Workers:

Ratings



A. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.




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

COMMENTS



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

Social Workers:	Ratings
A. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies.	<input type="text" value="v"/>
B. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	<input type="text" value="v"/>
<p>COMMENTS</p> 	
<p>SWPC 7: Assess Individuals, Families, Groups, Organizations, and Communities</p>	
Social Workers:	Ratings
A. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.	<input type="text" value="v"/>
B. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	<input type="text" value="v"/>
<p>COMMENTS</p> 	
<p>SWPC 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	
Social Workers:	Ratings
A. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.	<input type="text" value="v"/>

B. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	<input type="text" value="v"/>
<p>COMMENTS</p> 	
<p>SWPC 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	
Social Workers:	Ratings
A. Select and use culturally responsive methods for evaluation of outcomes.	<input type="text" value="v"/>
B. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities,	<input type="text" value="v"/>
<p>COMMENTS</p> 	
<p>Overall Rating of the Student's Competencies & Professional Behaviors</p>	
<p>Briefly describe the student's strengths & any other thoughts you would like to share:</p> 	

Signatures:

Field Instructor Signature:

2nd Field Instructor Signature:

Student Signature:

Field Liaison Signature:

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