Salve Regina University

Social Work Department Baccalaureate Program

Department Handbook
Academic Year 2024 - 2025

Accreditation Status

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

Nondiscrimination Policy

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

Salve Regina University
Social Work Department Handbook
2023 – 2024

PREFACE

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

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Greetings,

Welcome to the Salve Regina University Social Work department. Our rigorous program of study will prepare you for entry-level generalist practice with individuals, families, groups, organizations, and communities. Through course work, intensive field experiences and co-curricular activities, you will develop the skills, knowledge, values, and critical thinking needed for social work practice. Additionally, you will be eligible for advanced standing if you choose to continue your education by pursuing a master's degree in social work. Throughout your career at Salve Regina, you will be supported by department faculty who will assist you as advisors and mentors. In this process you will be guided through the social work curriculum and encouraged to explore options for dual majors and minors.

The social work department's goals, objectives and curriculum support the core competencies of the Council on Social Work Education and focus on marginalized women and children by providing a curriculum that addresses the five critical concerns of the Sisters of Mercy (racism, violence, women, immigration, and the earth). This occurs through a four-year plan of study that includes human behavior, policy, practice, and research. The program is steeped in principles of social justice and the changing contexts of practice.

The faculty encourages you to make the most of your education by participating in the co-curricular opportunities that the social work department offers. Some of these include being a member of our robust social work club, seeking membership in the social work honor society, Gamma Delta Epsilon, participating in the spring day of service to the community, presenting at SRyou Day, attending the alumni panel, and helping us to celebrate Social Work month! We are committed to developing student leaders and will invite you to participate in programing and initiatives, such as board membership at the Rhode Island National Association of Social Workers, where you can cultivate the skills necessary for that role. Additionally, you are encouraged to explore the many domestic and international study and service immersion programs.

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

We look forward to your energy and enthusiasm,

Dr. Mary Montminy-Danna
 Chair, Social Work Department

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Section I

The Social Work Profession
An Overview

The Nature of Generalist Social Work Practice

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

> "…Work with individuals, families, groups, communities, and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strength's perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem-solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of clients and client systems. In addition, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs. Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well-being of individuals, families, groups, communities, and organizations and furthering the goals of social justice." (Governance | the Association of Baccalaureate Social Work Program Directors (BPD), 2006)

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

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

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

- ❖ Alcohol/Drug Treatment Facilities
- ❖ Hospitals
- ❖ Mental Health Centers
- ❖ Childcare Agencies
- ❖ Crisis Intervention Programs
- ❖ Nursing and Rehabilitation Settings
- ❖ Research
- ❖ Child Welfare
- ❖ Probation Departments / Juvenile Justice

- ❖ Family Preservation Programs
- ❖ Schools
- ❖ Group Homes
- ❖ Hospice Care
- ❖ Youth Diversion Programs
- ❖ Foster Care & Adoption
- ❖ Development Disabilities
- ❖ Assisted Living Facilities
- ❖ Macro / Policy

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

Values and Ethics of the Profession

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

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

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

SOCIAL WORK – Facts About the Profession

- Social workers have the right education, experience, and dedication to help people help themselves whenever and wherever they need it. It takes a bachelor's, master's, or doctoral social work degree along with a minimum number of hours in supervised fieldwork, to become a social worker.

- Social workers help people in all stages of life, from infants to the elderly, and from all situations from adoption to hospice care.

- You can find social workers in hospitals, police departments, mental health clinics, military facilities, community development corporations and numerous public and private organizations.

- Professional social workers are the nation's largest providers of mental health services. According to government sources, more than 60% of mental health treatment is delivered by social workers.

- More than 713,000 people in the United States hold social work degrees and is expected to grow by 12% by 2030.

- The Veteran's Administration employs more than 13,000 professional social workers to assist veterans and their families with individual and family counseling, patient

education, end of life planning, substance abuse treatment, crisis intervention, and other services.

- 40% of mental health professionals working with the Red Cross Disaster Services Human Resources system are social workers.

- There are many social workers in national, state, and local elected office, including two U.S. Senators and three U.S. Representatives.

- According to the Bureau of Labor Statistics, the need for social workers is expected to grow much greater than the average of any other occupations by 17% between 2016 and 2026, especially in gerontology, home healthcare, substance abuse, private social service agencies, and school social work.

Source: National Association of Social Workers, July 2022.

URL: https://www.socialworkers.org/News/Facts/Facts-About-NASW

Section II

The Social Work Department

Mission, Goals, and Objectives

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

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

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

Goals of the Social Work Department

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

   Objectives:

   a. Ensure that each graduate with a major in Social Work demonstrates competency in each of the nine Core Competencies (CSWE – EPAS (Educational Policies and Accreditation Standards) Standards, 2022) and their associated 24 Behaviors and one Department Competency and four Behaviors.

   b. Challenge students to reach a level of understanding that demands not only mastery of individual competencies, but the ability to synthesize information gleaned from various sources as they work toward the development of an integrated knowledge base through ongoing assessment.

   c. Provide Social Work majors a comprehensive generalist curriculum, emphasizing the need for on-going self-assessment and the integration of Social Work knowledge, skills, values, and critical thinking for problem solving in a system's framework from an empowerment-based perspective.

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

   Objectives:

   a. Offer courses, workshops, and activities that are open to all students at the University and through which students can learn more about the values and knowledge base of the social work profession, especially its respect for the contributions made through diversity in a pluralistic society.

   b. Serve as resource persons and agents of change on campus by promoting activities to educate around issues of oppression.

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

   Objectives:

   a. Work with agencies and individuals in the civic community to share resources of talent, time, and energy toward the fulfillment of shared goals.

   b. Develop and sustain working relationships with external colleagues that enrich students and clients.

   c. Participate as professional social workers in various local, state, and national conferences, workshops, and initiatives, while encouraging students to do likewise.

Goals for Learning and Associated Behaviors

The Council on Social Work Education has set forth in their Educational Policy and Accreditation Standards (2022) a set of nine competencies and related behaviors which must be achieved by graduates of BSW (Bachelor of Social Work) accredited programs. The Department of Social Work has adopted those competencies and added four additional behaviors under an additional competency (#10 On-Going Professional Challenges). The full set of 10 competencies and related practice behaviors form the specific learning goals (outcomes) for the program. They are as follows:

Competency 1: Demonstrate Ethical and Professional Behavior

    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;

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

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

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

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

    a. advocate for human rights at the individual, family, group, organizational, and community system levels; and

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

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

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

    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.

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

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

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

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

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; and

b. 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: Intervene with Individuals, Families, Groups, Organizations, and Communities

a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and

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

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

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

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

Competency 10: Prepare for On-Going Professional Challenges

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

b. engage in career-long learning;

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

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

Faculty of the Social Work Department

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

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

Social Work Department Advisory Council

The purpose of the Social Work Department Advisory Council is to promote an on-going partnership between the department and the practice community. The Council is composed of alumni, professional social workers, field instructors, and the department chair. The Council meets two times each year and serves a variety of functions including:

1. providing the Department with input to strengthen curricula development;
2. participating in long-range planning, program development, and evaluation;
3. assisting the Department in ensuring that the program meets the ever-changing needs of the social work profession and human service agencies; and
4. encouraging, supporting, and assisting in joint research endeavors and scholarship.

Social Work Curriculum

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

Course work in literature, religious studies, philosophy, modern languages, mathematics, natural science, social sciences, and visual and performing arts constitute the framework for the core curriculum requirements.

Beyond meeting the core curriculum requirements, majors in Social Work must complete specific foundation courses in biology and political science (see Undergraduate Catalog). These courses were chosen because they provide essential content foundational for social work courses. For example, SWK-190-Social Welfare Policy builds on the knowledge of national, state, and local governments gained in POL 115. SWK-215-Human Behavior and Diversity I and SWK-216-Human Behavior and Diversity II build on the concepts learned in BIO-110-Human Biology, a course designed for non-science majors addressing the interrelationships and variations in physiological processes such as health, disease, and sexuality. As a collective body these courses support the person/environment interactional focus of the social work program. The foundation courses may be applied toward fulfilling the core curriculum requirements.

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

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

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

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

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

FIRST YEAR

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

FIRST YEAR (SECOND SEMESTER)

SECOND YEAR

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

THIRD YEAR

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

FOURTH YEAR

SWK-403 Research Methods 1	(3)	SWK-404 Research Methods II	(3)
SWK-410 International Social Work	(3)	SWK-451 Senior Field Seminar II	(3)
SWK-421 Senior Field Seminar I	(3)	SWK-452 Senior Field Internship II	(3)
SWK-422 Senior Field Internship I	(3)	SWK-470 Integrated Seminar	(3)

* These courses are applied towards the Core requirements of the University for a SWK Major.
The minimum number of credits necessary to graduate is 120.
SWK-190 may be taken sophomore or junior year.
SWK-120 and SWK-120S should be taken before junior year or in the first semester of junior year concurrently with SWK-215, 320, 360, and 361.
One Social Work elective (3-credit) **AND** three (1-credit) SWK Workshops (SWK-087 and two others) must be completed with SWK 087 being completed together with SWK-360 and SWK-361.

The Advising Process

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

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

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

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

Students are assigned a member of the department faculty to serve as an academic advisor. Decisions to change an advisor will be evaluated on a case-by-case basis by the department chairperson. Faculty workloads will be one of the determining factors in the decision.

Role of the Academic Advisor

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

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

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

Department Policies and Procedures

Admission and Retention Requirements

1. Admission to the University.

2. Requirements for Admission to the Social Work Department:

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

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

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

    Step 4:   The Department Chairperson interviews the applicant, reviews the completed application and, if the student is accepted, the Chairperson apprises the department coordinator who notifies the candidate in writing of their acceptance to the Department. If the student is not accepted to the Department, the applicant is so notified by the Chairperson and referred to Academic Advising for support in choosing an appropriate major.

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

3. Requirements for Retention in the Department

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

    The faculty of the Social Work Program reserves the right to dismiss from the department students who give evidence, academically or behaviorally (as defined by the University Student Handbook and the National Association of Social Workers [NASW] Code of Ethics) of an inability to carry out professional responsibilities at the baccalaureate level.

Policies and Procedures for Evaluating Academic Performance

- ❖ Students must maintain an overall grade point average of 2.0 (C).

- ❖ In addition, students are expected to earn a grade of C or better in each Social Work course. However, after an interview and an assessment with the department chairperson, a student could be allowed to continue in the program with a grade lower than a C.

- ❖ If a student earns less than a C in the first semester of courses in a two-semester sequence (Human Behavior I and II, Methods of Practice I and II, and Research I and II), the course average is considered. If the average is a C or better, the student can continue with the normal course sequencing.

- ❖ Students who earn a grade of D in a social work course (not sequenced) must repeat the course for an improved grade when the course is next offered.

- ❖ Since field is the signature pedagogy of the profession, a student who fails Generalist Practice I or II, or Senior Field Internship I or II, will be asked to repeat the semester of field, or in cases where the student has been asked to leave the field agency for breaching the learning agreement, dismissed from the department.

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

Policies and Procedures for Evaluating Professional Performance

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

- ➢ Behavior or conduct conflicting with professional standards.

- ➢ Failure to meet minimum expectations of professional conduct while in the classroom or in field placement, as set forth by faculty and/or field instructors.

- ➢ Inability to communicate effectively and respectfully with peers, faculty, field instructors, colleagues, and/or clients.

- ➢ Lack of progress in meeting stated objectives for professional development (e.g., in the professional use of self as delineated in practice and field course syllabi).

- ➢ Inability to set and maintain boundaries necessary to support the helping process in the field.

- ➢ Demonstrated lack of respect for peers, faculty, field instructors, colleagues, clients, and/or the values and ethics of the professions.

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

Step 1: The Student's Academic Advisor, if not the same faculty member who first identified the inappropriate behavior/attitudes, will be notified of the concern and the basis for that concern. Specific and discernible actions/events will be documented and reported to provide the advisor with a clear context for the concern.

Step 2: The Academic Advisor will call a meeting with the student to discuss and to address the behaviors of concern. Within that meeting, a plan of action will be clearly outlined. A copy of the plan (including a time frame) will be signed by the student and the advisor. The student will retain one copy, and another will be included in the student's departmental file. This plan will then be shared with the Department faculty.

Step 3: If the plan is not adhered to within the specified time frame, the student will then be referred to the Department Chairperson for a final attempt at reconciliation. If appropriate, adjustments will be made to assist the student.

Step 4: If the situation is not reconciled to the satisfaction of the Department faculty, the student will be informed in writing of the Department's decision to terminate the student from the program.

Step 5: The student will be assisted by the advisor in choosing another area of study. It is at this time that the decision is communicated in writing to the Dean of Undergraduate Studies and the Academic Advising Office, whose services will be requested to assist with the transition into a new major.

Guidelines for Student's Response:

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

Grievance Procedures and Policies

Step 1: Students who want to appeal a grade or have been dismissed from the department can write to the department chairperson asking for consideration with an explanation as to why this consideration is requested within one week of receiving notification of a grade or notice of dismissal.

Step 2: Upon receipt of the student's letter of appeal, the department chairperson will convene a meeting of the faculty to review. As part of the student's due process, the student will be invited to the meeting with the chairperson and faculty.

Step 3: If the student is not satisfied with the outcome of the process, the student has the right to a formal grievance. Procedures for this process are contained in the Salve Regina University Student Handbook (2023-2024) as follows:

"A student who has been academically dismissed may submit a written appeal to the dean of undergraduate studies, following the process specified on the dismissal notice. In consultation with the Academic Standing Committee, an appeal decision will be communicated to the student in writing. If readmission is granted, a student will be re-enrolled on academic probation and will be informed of specific academic criteria and expectations in writing. Students reinstated by appeal may not, if dismissed again in subsequent semesters, submit any further appeals for readmission."

Student Attendance Policy

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

Transfer Student Policies

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

It is important to note that, although credits for previous course work may be granted by the University, each department determines those courses which may be applied toward the respective major. That is, transfer students with courses completed in areas required by the Social Work Department must petition for those credits to be applied toward the major. Students transferring from non-accredited social work programs may not transfer practice related courses. The steps to be followed in the process are:

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

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

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

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

Credit by Examination

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

Life Experience Credit

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

Co-Curricular Opportunities

Student Involvement

Preparation for G**eneralist Practice** includes the development of leadership, organizational, and communication skills. The theoretical knowledge learned in the classroom and applied in the field practicum can be enhanced through student participation in clubs, organizations, and professional activities. Student involvement in campus and community events fosters personal development while often enhancing the lives of others. The following list is not meant to be exhaustive, rather merely representative of some of the many opportunities provided students.

Department Activities

The **Social Work Club** is open to all majors in the department (as well as to non-majors in the University) and is concerned with the promotion of activities that increase awareness of the social work profession, raise consciousness regarding relevant social issues, and foster positive collegial relationships among students. The Club is self-governing with a faculty member serving as a liaison and moderator. In the past, the Club has co-sponsored activities aimed at providing relief to victims of disasters (e.g., in Haiti, New Orleans, Puerto Rico, Morocco), actively supported walks (e.g., Breast Cancer, NAMI (National Alliance on Mental Illness)) aimed at increasing awareness of current social problems and raising money for further research, as well as organized events for Social Work Month, optional book discussions and worked with the Department faculty to plan events (e.g., working with RI Threads to create AIDs Quilt panels) and presentations (e.g., Narcan training). Each year a day of service is held in April. This day brings together current students, alumni, faculty, and friends who give a day to the Newport community. Service opportunities are defined by our community partners and may include things like painting, gardening, socializing, and cleaning the Cliff Walk.

Students are encouraged to explore and meet the criteria for becoming a member of **Gamma Delta Epsilon**, the Salve Regina University Social Work department's chapter of Phi Alpha the national honor society for social workers. The chapter holds an induction ceremony each spring to recognize students who have demonstrated excellence in academics, leadership, and service.

Many of our **Alumni** provide mentoring to students and are available to offer support and answers questions about courses, field internships and post-graduation. Mentors have the advantage of knowing both the program and the profession and can serve as a resource person beyond those available on campus. The mentorship relationship is facilitated through email, virtual and social media connections.

March is **Social Work Month** and a time for students and faculty in the Department to celebrate the profession and to offer programs that reach out to the larger University and civic communities, while strengthening the knowledge base of those in the Department. In recent years, the Department sponsored educational seminars and movies, often with a diverse panel of experts in both social work and related fields (e.g., criminal justice, psychology, sociology, and nursing) to challenge the audience's thinking on critical issues. An alumni virtual panel is convened each year and offers a time for students to hear from our alumni in the field. Planning for the events held in March begins early in September. All students are invited to participate in this process and assist in implementing plans.

Students are encouraged to be **Leaders** in the establishment of additional systems of support on campus. For example, the Alliance, the Asian American Pacific Islander Association, Student Organization, the Hispanic and Latinx Student Organization and Salve Survivors were founded by several social work majors. Members of the Social Work Club and other students continue to be active members in the Alliance.

Non-credit-bearing **Study Immersion Trips** are offered each year through the Center for Community Engagement. Students can choose trips that are domestic or those that are international. These trips allow students to learn and work with various populations including persons who are differently abled, asylum seekers, Indigenous persons and children who are medically fragile.

University Activities
The Student Government Association (SGA) affords students opportunities to learn more about Salve Regina University while developing leadership skills and serving the student body. A five-member Executive Board leadership is elected in the spring semester while representatives are elected at the start of the fall semester. Involvement of all students, particularly first-year students, is encouraged. SGA communicates with the administration, the faculty, and the staff through elected representatives who serve on various SGA and University committees (for every 100 matriculated students, 1 representative is elected). Many clubs, organizations, and programs exist on campus to provide students with recreation and opportunities for personal/social development. For a complete list of clubs and organizations go to Seahawk Connection.

Other Opportunities for Involvement
Various community based and professional organizations are available for students to join. The Rhode Island Chapter of NASW encourages student membership. Social Work majors attend the State Legislature Day each year and Salve's Social Work program co-sponsors this annual event every third year. Grassroots organizations, such as the Beautiful Day, Housing Hotline, the Rhode Island Coalition for the Homeless, Rhode Island Kids Count in Rhode Island, and the Women's Resource Center, offer excellent learning experiences to students interested in systemic change. Several local, state, and national organizations concerned with human well-being and social justice issues welcome new members who are willing to volunteer their time in support of their cause.

Opportunities for Graduates of the Program

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

➢ Advanced standing in most graduate social work programs if the student has the appropriate GPA and the recommendation of the Department Faculty.

➢ Full membership of the National Association of Social Workers (NASW).

➢ Entry-level licensure in many states.

A graduate of an accredited social work program can work in many agency settings and with a variety of populations. A person with a professional degree in social work is at an advantage in searching for positions in the helping professions. Increasingly, employment listings specify BSW required. Salve Regina's Social Work program emphasizes training for employment with a special unit during the senior year devoted to creating a professional resume, engaging in mock interviews, and developing a comprehensive competency-based e-portfolio.

Alumni have had consistent success in the social work job market. Graduates of the program are working with individuals, families, groups, communities, and organizations.

They hold positions such as:

❖ Adjustment Counselor/Social Worker
❖ Adult Protective Services Caseworker
❖ Agency Executive Director
❖ Assistant Chief Probation Officer
❖ Assistant Director of the Consortium for Child Welfare
❖ Behavior Modification Specialist
❖ Bereavement Coordinator
❖ Case Manager with Child Protective Services
❖ Child Protective Investigator
❖ Civilian Army Social Worker
❖ Clinical Oncology Social Worker
❖ Clinical Social Worker
❖ Community Outreach Worker
❖ Coordinator of Community Diversion
❖ Coordinator of Substance Abuse Prevention Program for School Age Children
❖ Counselor for Therapeutic Mentoring, Crisis Intervention Counselor
❖ Director of Social Services in a Long-Term Care Facility
❖ Director of Volunteers at Catholic Charities
❖ Director of a Group Home for Adolescents

❖ Emergency Services Supervisor
❖ Equal Employment Opportunity Specialist
❖ Family Service Coordinator
❖ Geriatric Social Worker
❖ Hospice Social Worker
❖ Hospital Discharge Planner
❖ Housing Advocate
❖ Individual and Family Counselor
❖ Juvenile Probation Officer
❖ Long Term Care Ombudsman
❖ Medical Social Worker
❖ Mental Health Caseworker
❖ Multi Systemic Therapy Program Director
❖ Patient Advocate
❖ Peace Corps Volunteer
❖ Program Coordinator of Children's Intensive Services
❖ Research Assistant
❖ School Social Worker
❖ Senior Service Coordinator
❖ Social Worker in Medical Dialysis Clinic
❖ Staff Therapist at a Mental Health Clinic
❖ State Representative
❖ State Social Worker/Division of Developmental Disabilities
❖ Mercy Corps. Volunteer

While the salary range for these workers is between $37,500 to well over $87,000 ($95,560), starting salaries are often in the mid to high 30s.

According to the U.S. Bureau of Labor Statistics, "The median annual wage for social workers was $55,350 in May 2022," and overall "employment of social workers is projected to grow 7 percent

from 2022 to 2032, faster than the average for all occupations. About 63,800 openings for social workers are projected each year, on average, over the decade." (U.S. Bureau of Labor Statistics, 2022).

About half of our graduates have a Master of Social Work (MSW) or are enrolled in traditional and online MSW programs. Most graduates met the admissions criteria and were granted acceptance with advanced standing, reducing the cost and time commitment required to complete their graduate degree. Some colleges and universities that our students attend for their advance degree are:

- ❖ Barry University
- ❖ Boston College
- ❖ Boston University
- ❖ Bridgewater State University
- ❖ Case Western Reserve University
- ❖ Catholic University
- ❖ Columbia University
- ❖ Fordham University
- ❖ Howard University
- ❖ Loyola University Chicago
- ❖ New York University
- ❖ Rhode Island College
- ❖ Rutgers University
- ❖ Salem State University
- ❖ Simmons University
- ❖ Smith College
- ❖ Southern Connecticut State University
- ❖ Springfield College
- ❖ Syracuse University
- ❖ University of Connecticut
- ❖ University of Denver
- ❖ University of Maryland
- ❖ University of New Hampshire
- ❖ University of Pennsylvania
- ❖ University of Saint Joseph
- ❖ University of Vermont
- ❖ University of Wisconsin/Madison
- ❖ Virginia Commonwealth University

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Source:

U.S. Bureau of Labor Statistics. (2022, September 8). *Social Workers : Occupational Outlook Handbook: U.S. Bureau of Labor Statistics*. Bls.gov. https://www.bls.gov/ooh/community-and-social-service/social-workers.htm

Section III

Field Education

Policies & Procedures

Social Work Field Experience

Policies & Procedures

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

Students practice in many different work settings under public and private auspices, from long-term care facilities to agencies for children and youth. They work with all age groups and with all types of problem situations. Over the past several years, some of the agencies that students worked in were:

- ❖ Alzheimer's Association – RI Chapter
- ❖ Blackstone Academy Charter School
- ❖ Big Brothers-Big Sisters of RI
- ❖ Boys Town New England
- ❖ Child & Family Services
- ❖ CODAC
- ❖ Community Action Programs
- ❖ Conexión Latina Newport
- ❖ Crossroads RI, System
- ❖ DCYF – Training School Juvenile Probation / Youth Transition
- ❖ Department of Behavioral Healthcare Developmental Disabilities and Hospitals
- ❖ Department of Children Youth and Families
- ❖ Domestic Violence Resource Center of South County
- ❖ Donovan Manor
- ❖ Dorcas International Institute of RI
- ❖ Dr. Martin Luther King, Jr. Community Center
- ❖ East Greenwich School District
- ❖ East Greenwich Strategic Support & Mentoring
- ❖ Edward King House
- ❖ Eleanor Slater Hospital -Regan Unit
- ❖ Elizabeth Buffam Chace Center
- ❖ Family Services of Rhode Island
- ❖ Foster Forward

- ❖ Grand Islander Center
- ❖ Heatherwood Rehabilitation & Health Care Center
- ❖ Housing Hotline
- ❖ Interfaith Counseling Center
- ❖ John Clarke Senior Living
- ❖ Jonnycake Center for Hope
- ❖ Linn Health & Rehabilitation
- ❖ Looking Upwards
- ❖ Looking Upwards-Home Based Therapy Program
- ❖ Lucy's Hearth
- ❖ McAuley Village
- ❖ Mentor RI
- ❖ Middletown Outreach
- ❖ Newport County Mental Health
- ❖ Newport Hospital
- ❖ Ocean TIDES
- ❖ Pathways
- ❖ Providence Public School District
- ❖ RI Coalition for the Homeless
- ❖ RI Department of Corrections
- ❖ RI Foster Parents Association
- ❖ RI NASW
- ❖ RI Office of Healthy Aging
- ❖ RI Public Defenders Office
- ❖ RI Veterans Home
- ❖ South County Health
- ❖ St. Clare's Home

- ❖ St. Elizabeth's Home
- ❖ St. Mary's Home of Children
- ❖ St. Mary's Outpatient Clinic
- ❖ The Groden Center
- ❖ The Providence Center
- ❖ The Salvation Army
- ❖ The Warm Center
- ❖ Tides Family Services

- ❖ Turning Around Ministries
- ❖ Vartan Gregorian Elementary School
- ❖ Village House Nursing & Rehabilitation Center
- ❖ Welcome House of South County
- ❖ Women & Infants Hospital
- ❖ Youth Pride, Inc.

Field Placement Objectives

Generalist Practice

The Council on Social Work Education has defined generalist practice in its 2022 Educational Policy 3.1. There it states the following:

> "Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social, racial, economic, and environmental 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 field placement's main objective is to give the student the opportunity to develop and demonstrate competence in beginning generalist practice. Both the adequacy of the placement and the abilities of the student are judged according to the following competencies and dimensions:

Specific Learning Objectives

The student is expected to demonstrate knowledge and skill in each of the 10 competencies and 24 related behaviors set forth by the Social Work Department and its Learning Objectives. The first nine competencies (and their 20 related dimensions) are those set forth by the Council on Social Work Education on their Educational Policy and Accreditation Standards (2022).

Graduates of the program will be able to:

Competency 1: Demonstrate Ethical and Professional Behavior

- 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, 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: Advance Human Rights and Social, Racial, Economic, and Environmental
Justice

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

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

- demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

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

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

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

Competency 5: Engage in Policy Practice

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

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

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

- 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: Assess Individuals, Families, Groups, Organizations, and Communities

- 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: Intervene with Individuals, Families, Groups, Organizations, and Communities

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

- select and use culturally responsive methods for evaluation of outcomes; and

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

Competency 10: Prepare for On-Going Professional Challenges

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

- engage in career-long learning;

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

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

Required Procedures for Junior / Senior Internship Placement

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

Step 2: Following the Student Internship Fair, students complete the Internship Request Form (see Appendix) and send it to the Field Placement Coordinator.

Step 3: Students will schedule a meeting with the Field Placement Coordinator to discuss their top three field placement preferences for the fall semester.

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

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

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

Step 7: Students are required to meet all agency specifications for onboarding.

Related Field Work Activities

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

The following list outlines some of the activities in which students are involved. These activities offer the student the potential to meet the field placement objectives.
- Fully exploring all programs and services offered by the agency.
- Reading materials related to the special function of the agency policies.
- Reviewing case histories.
- Collaborate with and potentially visit other agencies and departments to establish referral networks.
- Attending board meetings of the agency (and taking minutes when appropriate).
- Observing individual support and education group sessions conducted by staff members.
- Conducting client meetings in the office, client's home, or related setting.
- Observing, organizing, and facilitating (or co-facilitating) groups.
- Serving on committees and taking responsibility for portions of the work.

- Accompanying clients to appointments to provide support and/or advocacy.
- Actively participating in meetings within the agency.
- Preparing case summaries for records and review.
- Writing process recordings of individual and group sessions.
- Giving oral reports and formal presentations.
- Attending legislative hearings.
- Analyzing the impact of legislation on clients served.
- Completing case notes, DAPs, and other agency documentation.
- Conducting community education.
- Assisting in research and evaluation.
- Working in partnership with other agencies.
- Partaking in and developing psychosocial assessments.
- Observing psychosocial rounds or case conferences.
- Attending in-service trainings.

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

The Learning Agreement – Evaluation Continuum

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

In addition to the objectives and work activities listed above, the student and the field instructor should refer to the Field Placement Evaluation Rubric (see Appendix) to help them in designing a rewarding field experience that best addresses the student's learning objectives. This process helps to ensure that tasks outlined are written in measurable terms, forming the basis for subsequent performance evaluations. The objectives of the contract, and the criteria in the evaluation component, form a learning continuum that provides the student with an understanding of the Department's expectations.

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

Evaluation

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

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

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

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

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

Grading

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

Criteria for Selection of Agencies & Field Instructors

Field Placement Settings

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

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

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

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

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

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

Field Instructors

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

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

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

- Participate in orientation and training for new field instructors.
- Review the student's curriculum to understand the educational program.
- Plan student learning experiences.
- Provide regularly scheduled supervision (1 hour per week).

- Confer as needed with the field seminar instructor and participate in two site visits per year.
- Participate in department meetings and receptions related to field placement.
- Submit an Incident Report (see Appendix) to the Field Placement Coordinator and/or the Field Liaison within 24 hours of an incident occurring which involves a social work intern.

The Nature of Supervision

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

When necessary, supplemental supervisors are connected to students and agencies to support the student learning process. This is designed as a complementary relationship arranged by the social work department when the agency supervisor has training other than social work. The supplemental supervisory meets with the student monthly to reinforce the learning through a social work lens to convey values and to assist in the integration of the core social work competencies into practice.

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

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

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

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

As **a nurturer**, the supervisor's ability to be empathetic and understanding is vital. However, students who experience personal crises during their internships should be referred to their faculty liaison for appropriate assistance. The supervisor should nurture the intern professionally, not personally.

Orientation and Training of Field Placement Instructors

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

Relationships Among Department, Agency, and Student

Department's Responsibility to Agency and Field Instructor

1. Provide a faculty member to coordinate the field program. https://www.cswe.org

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

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

4. Maintain ongoing communication with field instructors about student progress.

5. Take responsibility for students' field grades, placement terminations, and student records maintenance.

Department's Responsibility to Students

1. Make careful assessment of student's learning needs and make the best match from available agencies and field instructors.

2. Prepare students for entry into field settings.

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

4.   Enhance learning through a regularly scheduled field seminar.

5. Monitor student progress through on-going communication.

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

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

Responsibility of The Agency

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

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

3. Provide appropriate learning opportunities according to guidelines listed in field placement objectives.

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

5. Provide adequate workspace and equipment for student to address client needs (telephone and in-person interviews).

Responsibility of The Field Instructor

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

2. Orient the student to the agency.

3. Negotiate a learning agreement with the student each semester.

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

5. Schedule weekly individual supervision meetings with the student. (A half-hour for juniors and one hour for seniors to discuss student performance, etc.)

6. Provide supervision coverage if the field instructor is unavailable.

7. Help student to integrate field experience and classroom learning.

8. Attend supervisory seminars at the University.

9. In case of a critical incident, contact the faculty liaison and/or Field Coordinator as soon as possible.

10. Submit a written evaluation (form provided by the Social Work Department) of the student's performance twice a year (mid-year and final).

11. Review and assess process recordings. Write helpful comments on the process recording the student will submit to the seminar instructor.

12. Help students to achieve the 10 core competencies https://www.cswe.org and related practice behaviors outlined by the Council of Social Work Education and the Social Work Department.

Responsibility of The Student

1. Follow policies & procedures as outlined in the Department Handbook.
   https://salve.edu/document/social-work-handbook

2. Undergo a criminal background check and submit the report to the Office Coordinator by July 1 before beginning field internship.

3. Assume responsibility for own transportation.

4. Negotiate a Leaning Agreement with the field instructor.

5. Keep the hours agreed upon with the agency.

6. Attend field seminars and meet all requirements.

7. Meet all health, safety, and training protocols and requirements of the agency.

8. Complete a self-assessment of progress in attaining the 10 core competencies and related practice behaviors twice annually (at the end of the fall and spring semesters).

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

10. Communicate with field instructor and faculty liaison as soon as possible if unable to attend field due to sickness, etc.

Placement Related Policies

Placement and Supervisor Assignment Policies

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

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

To ensure maximum learning, students are assigned to placements that differ from current or previous employment, volunteer, or consumer experiences.

Junior Level Students

Social Work junior-level interns must complete 220 hours (8 hours per week on average) of practicum under the supervision of a bachelor's or master's level social worker. Throughout the year students are expected to make progress towards the CSWE social work competencies and meet the following requirements:

- Comply with the onboarding requirements.
- Shadow their field instructor and other staff members (intakes, home visits, delivery of services, and meetings).
- Review agency policies and organizational chart.
- Create a dynamic learning agreement.
- Develop a working knowledge of the community resources.
- Assist in making linkages for clients.
- Provide client support.
- Attend agency trainings.
- Read case records.
- Assist with Social Work Month celebration.
- Complete one process recording (each semester).
- Involvement in prevention activities.
- Provide case management for 3-5 clients.
- Meet with supervisor for formal individual supervision (1/2 hour per week).
- Maintain a writing portfolio inclusive of weekly agendas, case notes, DAPs, memos, and any external communication.
- Other learning tasks (co-facilitate a group, assist with grant writing if an opportunity is available).
- Engage in all aspects of professional development.

Senior Level Students

Senior-level interns must complete 440 hours (16 hours per week on average) of practicum under a master's level social worker's supervision. Throughout the year students are expected to meet the following requirements while strengthening their integration and application of the CSWE competencies.

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

The field seminar instructor and coordinator are available to help facilitate the field experience. Questions and concerns should be directed to either, as soon as is possible to ensure a speedy response. If this agreement is acceptable to you, please sign the highlighted area on both copies and return them at our earliest convenience. One will be returned to you for your records.

Scheduling, Attendance and Required Hours

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

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

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

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

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

1. **Holidays, Vacations, and Sick Leave**:
    a. Students are not expected to report to the agency on University holidays, during semester and spring breaks, when the University is closed due to inclement weather, or when the University is otherwise not in session.

    b. Students must make up all hours missed in internship due to inclement weather, etc.

2. **Illness and Emergency**
    a. If illness or emergency renders a student unable to report to the agency, they are expected to notify the field instructor and the field placement coordinator. All time lost on such matters must be made up. Failure to complete the required number of hours before the semester ends will result in a grade of "Incomplete."

Professional Conduct Regarding Agency Policies

Students are expected to follow all agency practices regarding professional conduct as a representative of that agency. This includes wearing appropriate attire and a Salve Regina University student intern identification badge.

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

Student Liability Insurance

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

Vehicle Use in Field Placement

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

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

Safety Guidelines for Field Placement

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

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

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

Safety, as defined above, can be achieved by establishing the following:

1. Procedures/guidelines that ensure safety (Agency/University)
2. Preparation/training
3. Ongoing communication between student and supervisor

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

Tips for Safe Social Work Practice

I.   General

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

II.   Office

    a. Schedule appointments only when there are other professionals in the building.
    b. Let co-workers know your whereabouts.
    c. Always have access to a telephone.
    d. If the situation is volatile, keep your office door open.
    e. Seating is important. Do not box yourself into the office.

III.   Home Visits

    a. Know the neighborhood you are going to (have maps, a cellular phone, or access to a phone, and handy phone numbers).
    b. Only schedule daylight appointments.
    c. Carry only what is necessary – no large purses/bags.
    d. Make a dry run and know what you are walking into by phoning ahead.
    e. Emergency evening calls should only be responded to with the assistance of another person.

f. Find out about pets and ask owners to restrain them.
g. Stand to the side of the door.
h. Do not sit in overstuffed chairs.
i. Stay in general living areas with easy door access.
j. If the person you are meeting is not home, refuse an invitation to wait.
k. Never enter an open door to an apartment without first being invited in.

IV. Health Safety

a. Do not sit in upholstered chairs.
b. Use caution when accepting food.
c. Know the precautions your agency takes to avoid transmission of diseases.
d. Be careful of babies.

V. Automotive

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

Salve Regina University Social Work Department
Technology and Social Media Policy

Overview and ways to effectively engage Technology

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

Guidelines for members of the SRU Social Work Department

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

On campus

- Agencies and clients should have the expectation of privacy; therefore, no identifying information about a student's field placement or clients should be disclosed via social media. If one is to post about a field placement (i.e., a blog, Department Facebook); written prior approval is needed.

- Social media platforms should be restricted to personal interests and not be used to tweet or write about people in the social work program or agency-related issues.

- Professors should state their expectations (verbally and written in the syllabus) regarding technology at the beginning of every semester so that students know the role and function of technology within the course. The individual use of technology (beyond the use of laptops or note-taking on cell phones) in the classroom can be distracting and this should be addressed by the professor.

At agency

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

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

- Students and faculty field liaisons should have a clear understanding of the agencies' social media use and expectations.

- Social media policies should be shared with clients at the onset. Any client-related use of technology should begin with informed consent. Clients should be made aware of potential risks such as safety and privacy associated with the use of technology.

- The use of technology or social media as it relates to student learning should be done within the internship hours and the agency. Since electronic communications can set up an expectation for an immediate response, recipients should understand the timeframe that is required to respond. In the case of emergencies, the client should contact the agency by phone.

- All methods of electronic communications and social media should be password protected.

- Students should not disclose personal cell phone numbers. If cell phones are to be used in field, the number should always be blocked using *67. If a cell phone is lost, the supervisor should be contacted immediately, and appropriate steps should be taken.

- The use of cell phones should be restricted to talking/texting and not used to take pictures or record any other identifying information of clients. Texting should be limited to non-sensitive and non-identifying information. Expectations regarding response time for texting should be established.

- Information sent via email, text, or any other electronic form should only be done so if accommodations for privacy have been taken. Students are discouraged from using personal electronic devices for record keeping. Students should use social media that automatically retains messages and are discouraged from using forms that erase messages once read (such as Snapchat).

- The use of social media or search engines to gain information about clients may be done if the agency uses this method and only in instances where full disclosure is made to the client and written consent obtained.

- Professional boundaries should be set to ensure appropriate client/student interactions and avoid dual relationships.

- Personal social media (personal Facebook, Twitter, Snapchat, Instagram, TikTok, etc. accounts) should be used exclusively outside of field placements.

- In situations where the student is contacted, "tagged" or receives friend requests via social media by a client or former client, the student should seek out immediate guidance from professors and field instructors about how to handle the situation.

- Remote technology should be used only when determined to be best practice.

All field internship students will participate in a discussion during seminar focused on technology use. Please review the following statement by NASW, ASWB, CSWE, and CSWA:

> Social workers' use of technology is proliferating. Technology has transformed the nature of social work practice and expanded social workers' ability to assist people in need. Contemporary social workers can provide services to individual clients by using online counseling, telephone counseling, videoconferencing, self-guided Web-based interventions, electronic social networks, mobile apps, automated tutorials, e-mail, text messages, and a host of other services. Social workers' use of technology has created new ways to interact and communicate with clients, raising fundamentally new questions about the meaning of the social worker – client relationship. (NASW, 2017)

Link to the entire *Standards for Technology in Social Work Practice*:
https://www.socialworkers.org/Practice/NASW-Practice-Standards-Guidelines/Standards-for-Technology-in-Social-Work-Practice

Grievance Policy and Procedure

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

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

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

Sexual Harassment Policy and Procedure

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

Alcohol and Other Drugs Policy

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

Requirements for Graduation

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

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

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

Section IV

Sample Education Forms

Add or Change of Major

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

ADD OR CHANGE OF MAJOR/ CONCENTRATION

- You must meet with the applicable Department Chair before submitting the form.
- Return this completed form to the Office of the Registrar, Ochre Court, Room 203.

Student Name: _____

Student ID: _____ **Phone:** _____

E-mail: _____

DEGREE INFORMATION

☐ *Replace current major:* _____
  with new major: _____
☐ *Add second major:* _____
☐ *Remove second major:* _____
☐ *Replace current concentration:* _____
  with new concentration: _____

Indicate new degree: ☐ Bachelor of Arts   ☐ Bachelor of Science   ☐ Bachelor of Arts & Science

ACKNOWLEDGEMENT OF RESPONSIBILITY

- I have read, understand, and agree to complete the requirements for earning a degree in this major.
- I understand that adding a major may require additional semesters to complete my degree.
- I understand I must maintain a minimum 2.00 cumulative grade point average (GPA). Certain majors, however, require higher GPAs. I am aware of the minimum cumulative GPA for my major. *(Check the University Catalog for requirements.)*

Student Signature: _____ **Date:** _____

ADMISSION INTO DEPARTMENT
To be completed by the Department Chair

- The student and I have discussed admission and good standing requirements for the department, and reviewed all the requirements for earning a degree in this major.
- The student's advisor is: _____

Department Chair Signature: _____ **Date:** _____

Revised 09/19

SALVE REGINA UNIVERSITY

Agency Description

Agency Name:_____   Phone: _____

Address:_____   Fax: _____

Email: _____

Field Supervisor(s): _____

Title & Professional Degree of Field Instructor: _____

Vehicle: ☐ Not necessary   ☐ Recommended   ☐ Required

Agency Mission Statement:
_____
_____
_____

Student Prerequisites:
_____
_____

Practice Focus:
_____
_____

Primary Skills Acquired During Training:
_____
_____
_____
_____

Method(s) of Supervision:
_____
_____

Student Evaluation Process:
_____
_____
_____

Research / Special Learning Opportunities:
_____
_____

This Experience would help to prepare a student for entry level practice in:
_____
_____

Social Work Department – 2023

JUNIOR FIELD INTERNSHIP REQUEST FORM

Directions: Please answer each question as fully as you can as this information will be used to assist the field coordinator in placing you in your first field experience.

This form should be completed and **returned to the field coordinator Dr. Heather Pizzanello (Email: heather.pizzanello@salve.edu) by Wednesday, April 3rd, 2024.**

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

NAME: _____ DATE: _____

LOCAL ADDRESS: _____ PHONE: _____
_____

E-Mail: _____

PERMANENT ADDRESS: _____ PHONE: _____
_____

If you will not be at the above address this summer, please give your summer address and phone number.
SUMMER ADDRESS: _____ PHONE: _____
_____

E-Mail: _____

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

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

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

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

JUNIOR FIELD INTERNSHIP REQUEST FORM (cont.)

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

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

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

Have you reviewed the complete list of agencies received from the department? Yes ___ No___

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

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

1. _____

_____

2. _____

_____

3. _____

_____

Senior Field Internship Request Form

SENIOR FIELD INTERNSHIP REQUEST FORM

Directions: Please answer each question as fully as you can as this information will be used to assist the field coordinator in placing you in for your senior field experience. This form should be completed and returned **to the field coordinator Dr. Heather Pizzanello (heather.pizzanello@salve.edu) by Wednesday, March 27th, 2024.**

NAME: _____ DATE: _____

LOCAL ADDRESS: _____

      PHONE: _____ E-Mail: _____

   PERMANENT ADDRESS: _____

      PHONE: _____ E-Mail: _____

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

SUMMER ADDRESS: _____

      PHONE: _____ E-Mail: _____

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

Where did you do your Junior Placement? _____

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

_____

_____

_____

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

_____

_____

_____

SENIOR FIELD INTERNSHIP REQUEST FORM (cont.)

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

_____

_____

_____

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

_____

_____

_____

Please note any particular placement interests or factors in your personal situation that should be taken into consideration in placement planning. **This includes whether you will be playing a sport and, for example, may need a more local placement as a result or if you don't have access to a car and your means of transportation might be limited.** _____

_____

_____

Have you reviewed the complete list of agencies received from the department? Yes ____ No____

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

_____

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

1. _____

_____

2. _____

_____

3. _____

_____

Salve Regina University
Field Practicum Learning Agreement

PARTIES TO THE AGREEMENT:

_____, *Social Work Intern*

_____, *Agency Field Instructor*

_____, *SRU Faculty Field Liaison*

PLACEMENT SITE:

Agency Name: _____ Telephone Number: _____

Address: _____ Fax Number: _____

　　　　　_____

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

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

INTERN'S ROLES AND RESPONSIBILITIES:

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

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

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

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

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

<u>Intern's Roles and Responsibilities continued</u>

<u>Competency # 1</u>: Demonstrate Ethical and Professional Behavior

Learning objectives (behaviors):

a. make ethical decisions by applying the standards of the National Association of Social Work 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;
    Learning tasks and timeframe:

b. demonstrate professional behavior, appearance, and oral, written, and electronic communication;
    Learning tasks and timeframe:

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

d. use supervision and consultation to guide professional judgment and behavior.
    Learning tasks and timeframe:

* Note: Learning tasks should be directly related to the identified learning objective.

Plan for assessing progress in achieving stated tasks:

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

Learning objectives:

a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
   Learning tasks and timeframe:

b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.
   Learning tasks and timeframe:

Plan for assessing progress in achieving stated tasks:

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

Learning objectives:

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

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.
   Learning tasks and timeframe:

Plan for assessing progress in achieving stated tasks:

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

Learning objectives:

a. apply research findings to inform and improve practice, policy, and programs; and
    Learning tasks and timeframe:

b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.
    Learning tasks and timeframe:

Plan for assessing progress in achieving stated tasks:

Competency # 5: **Engage in Policy Practice**

Learning objectives:

a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
    Learning tasks and timeframe:

b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.
    Learning tasks and timeframe:

Plan for assessing progress in achieving stated tasks:

Competency # 6: **Engage with (i) Individuals, (ii) Families, (iii) Groups, (iv) Organizations, and (v) Communities**

Learning objectives:

a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
Learning tasks and timeframe:
   (i).   Individuals

   (ii).   Families

   (iii). Groups

   (iv). Organizations

   (v).   Communities

b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.
Learning tasks and timeframe:
   (i).   Individuals

   (ii).   Families

   (iii). Groups

   (iv). Organizations

   (v).   Communities

Plan for assessing progress in achieving stated tasks:

<u>Competency # 7</u>: Assess (i) Individuals, (ii) Families, (iii) Groups, (iv) Organizations, and (v) Communities

Learning objectives:

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; and
   Learning tasks and timeframe:
   (i). Individuals

   (ii). Families

   (iii). Groups

   (iv). Organizations

   (v). Communities

b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.
   Learning tasks and timeframe:
   (i). Individuals

   (ii). Families

   (iii). Groups

   (iv). Organizations

   (v). Communities

Plan for assessing progress in achieving stated tasks:

<u>Competency # 8</u>: **Intervene with (i) Individuals, (ii) Families, (iii) Groups, (iv)**

Organizations, and (v) Communities

Learning objectives:

a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
   Learning tasks and timeframe:
   (i).   Individuals

   (ii).   Families

   (iii). Groups

   (iv).   Organizations

   (v).   Communities

b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.
   Learning tasks and timeframe:
   (i).   Individuals

   (ii).   Families

   (iii). Groups

   (iv).   Organizations

   (v).   Communities

Plan for assessing progress in achieving stated tasks:

Competency # 9: **Evaluate Practice with (i) Individuals, (ii) Families, (iii) Groups,**

(iv) Organizations, and (v) Communities

Learning objectives:

    a. select and use culturally responsive methods for evaluation of outcomes; and
        Learning tasks and timeframe:

      (i).   Individuals

      (ii).   Families

      (iii).   Groups

      (iv).   Organizations

      (v).   Communities

    b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.
        Learning tasks and timeframe:

      (i).   Individuals

      (ii).   Families

      (iii).   Groups

      (iv).   Organizations

      (v).   Communities

Plan for assessing progress in achieving stated tasks:

<u>Competency # 10</u>: Prepare for On-going Professional Challenges

Learning objectives (behaviors):

a. demonstrate an understanding of boundaries that determine professional roles and agency function;
   Learning tasks and timeframe:

b. engage in career-long learning;
   Learning tasks and timeframe:

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

d. respond to contexts that shape practice by attending to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
   Learning tasks and timeframe:

Plan for assessing progress in achieving stated tasks:

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

_____   _____
Student Intern   Date

_____   _____
Agency Field Instructor   Date

_____   _____
SRU Faculty Liaison   Date

Personal Safety/Incident Report

Salve Regina University
Personal Safety / Incident Report
Student Report

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

Student's name: _____

Field supervisor: _____

Agency: _____

Date and time of incident: _____

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

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

Persons with whom the incident was discussed:

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

Resolution to incident (include all actions taken):

Issues that need to be followed up:

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

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

_____
Faculty Liaison's Signature & Date

Monthly Field Experience Report

Salve Regina University – Social Work Department
Monthly Field Experience Report

Name: _____ Agency: _____

Month: _____ Field Instructor: _____

Hours	Activities

How did the activities contribute to your development of the 10 core competencies and 24 practice behaviors?

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

Did you miss any scheduled internship days this month? (Circle answer.)   Yes   No

Did you arrive on time each day? (Circle answer.)   Yes   No

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

Monthly Field Experience Report cont.

What is your plan for making up missed field hours?

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

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

Please circle the answer that most accurately describes your experience of supervision.

Outstanding   Good   Satisfactory   Less than Adequate   Poor

Please comment:

Student's signature: _____   Date: _____

Process Recording

The format of the Process Recording may vary by instructor. The following formats are representative.
SAMPLE #1:

Process Recording

Name: _____ Date: _____

Directions for this assignment:

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

Process Recording

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

SAMPLE # 2

Process Recording

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

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

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

Social Work Department – Salve Regina University
Agency Evaluation – SWK 361,371, 422, & 452

Student: _____ Date: _____

Agency: _____ Date of Placement: _____

Briefly describe your assignment:

_____

_____

_____

_____

_____

_____

Describe and evaluate your field instructor and the supervisory experience:

_____

_____

_____

_____

_____

_____

In the area provided, please make any suggestions that would improve the experience of a social

work student at this agency:

_____

_____

_____

_____

_____   _____

Student's Signature   Field Instructor's Signature

Date: _____   Date: _____

Field Instructor Evaluation

FIELD INSTRUCTOR EVALUATION
Salve Regina University
Department of Social Work

Student Name: _____   Date: _____

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

Agency: _____

Number of Cases Student Carried: _____

Briefly Describe Student's Assignment(s): _____
_____
_____
_____

Evaluation of Field Placement Performance:

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

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

Core Competency #1:   Demonstrates Ethical and Professional Behavior

		Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
1.	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;	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
2.	b.) demonstrate professional behavior; appearance; and oral, written, and electronic communication;	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
3.	c.) use technology ethically and appropriately to facilitate practice outcomes; and	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
4.	d.) use supervision and consultation to guide professional judgment and behavior.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐

Supporting Evidence and/or Comments:

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

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

Supporting Evidence and/or Comments:

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

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

Supporting Evidence and/or Comments:

		Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
Core Competency #4: Engage in Practice-Informed Research and Research-Informed Practice							
9.	a.) apply research findings to inform and improve practice, policy, and programs; and	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
10.	b.) identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐

Supporting Evidence and/or Comments:

		Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
Core Competency #5: Engage in Policy Practice							
11.	a.) use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
12.	b.) apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐

Supporting Evidence and/or Comments:

Core Competency #6: Engage with <mark>Individuals</mark>, Families, Groups, Organizations, and Communities

		<mark>INDIVIDUALS</mark>	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
13.	a.)	apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
14.	b.)	use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐

Supporting Evidence and/or Comments:

Core Competency #6: Engage with Individuals, <mark>Families</mark>, Groups, Organizations, and Communities

		<mark>FAMILIES</mark>	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
15.	a.)	apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
16.	b.)	use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐

Supporting Evidence and/or Comments:

		Core Competency #6: Engage with Individuals, Families, **<mark>Groups</mark>**, Organizations, and Communities

	<mark>GROUPS</mark>	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
17.	a.) apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
18.	b.) use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐

Supporting Evidence and/or Comments:

		Core Competency #6: Engage with Individuals, Families, Groups, **<mark>Organizations</mark>**, and Communities

	<mark>ORGANIZATIONS</mark>	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
19.	a.) apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
20.	b.) use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐

Supporting Evidence and/or Comments:

Core Competency #6: Engage with Individuals, Families, Groups, Organizations, and <mark>Communities</mark>

		Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
	<mark>COMMUNITIES</mark>						
21.	a.) apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
22.	b.) use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐

Supporting Evidence and/or Comments:

Core Competency #7: Assess <mark>Individuals</mark>, Families, Groups, Organizations, and Communities

		Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
	<mark>INDIVIDUALS</mark>						
23.	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; and	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
24.	b.) demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐

Supporting Evidence and/or Comments:

Core Competency #7: Assess Individuals, <mark>Families</mark>, Groups, Organizations, and Communities

	FAMILIES	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
25.	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; and	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
26.	b.) demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐

Supporting Evidence and/or Comments:

Core Competency #7: Assess Individuals, Families, <mark>Groups</mark>, Organizations, and Communities

	GROUPS	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
27.	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; and	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
28.	b.) demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐

Supporting Evidence and/or Comments:

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

		==ORGANIZATIONS==	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
29.	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; and	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
30.	b.)	demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐

Supporting Evidence and/or Comments:

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

		==COMMUNITIES==	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
31.	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; and	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
32.	b.)	demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐

Supporting Evidence and/or Comments:

Core Competency #8: Intervene with <mark>Individuals</mark>, Families, Groups, Organizations, and Communities

		Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
	INDIVIDUALS						
33.	a.) engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
34.	b.) incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐

Supporting Evidence and/or Comments:

Core Competency #8: Intervene with Individuals, <mark>Families</mark>, Groups, Organizations, and Communities

		Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
	FAMILIES						
35.	a.) engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
36.	b.) incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐

Supporting Evidence and/or Comments:

Core Competency #8: Intervene with Individuals, Families, <mark>Groups</mark>, Organizations, and Communities

		<mark>GROUPS</mark>	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
37.	a.)	engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
38.	b.)	incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐

Supporting Evidence and/or Comments:

Core Competency #8: Intervene with Individuals, Families, Groups, <mark>Organizations</mark>, and Communities

		<mark>ORGANIZATIONS</mark>	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
39.	a.)	engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
40.	b.)	incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐

Supporting Evidence and/or Comments:

Core Competency #8: Intervene with Individuals, Families, Groups, Organizations, and <mark>**Communities**</mark>

		<mark>COMMUNITIES</mark>	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
41.	a.)	engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
42.	b.)	incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐

Supporting Evidence and/or Comments:

Core Competency #9: Evaluate Practice with <mark>**Individuals,**</mark> **Families, Groups, Organizations, and Communities**

		<mark>INDIVIDUALS</mark>	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
43.	a.)	select and use culturally responsive methods for evaluation of outcomes; and	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
44.	b.)	critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐

Supporting Evidence and/or Comments:

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

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

Supporting Evidence and/or Comments:

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

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

Supporting Evidence and/or Comments:

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

	==ORGANIZATIONS==	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
49.	a.) select and use culturally responsive methods for evaluation of outcomes; and	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
50.	b.) critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐

Supporting Evidence and/or Comments:

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

	==COMMUNITIES==	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
51.	a.) select and use culturally responsive methods for evaluation of outcomes; and	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
52.	b.) critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐

Supporting Evidence and/or Comments:

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

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

Supporting Evidence and/or Comments:

MID-YEAR OVERALL EVALUATION

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

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

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

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

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

Supporting Evidence and/or Comments:

FINAL OVERALL EVALUATION

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

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

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

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

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

Supporting Evidence and/or Comments:

I have carefully completed this evaluation:

_____   _____
Field Instructor/Supervisor's Signature   Date

Field Instructor/Supervisor's Credentials (highest degree earned, area, etc.): _____

_____

Field Instructor/Supervisor's years of post-degree experience: _____

_____   _____
M.S.W. Instructor's Signature   Date
(If different from the Field Instructor/Supervisor)

The following section is to be completed by the Social Work Intern:

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

☐   I agree with the evaluation.

☐   I do not agree with the evaluation.

_____   _____
Intern's Signature   Date

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

The following section is to be completed by Salve Regina University Social Work Department Faculty:

I have carefully reviewed this evaluation completed by the Field Instructor/ Supervisor for this Intern:

_____   _____

Faculty Liaison   Date

_____   _____

Field Coordinator – Dr. Heather Pizzanello   Date

Assessment Rubric for Field Instructor Evaluation

Salve Regina University – Department of Social Work

Assessment Rubric for Field Instructor Evaluation

EPAS 2022 Accreditation Standards – Core Competencies	Practice Behaviors	NOT ACHIEVED 1	MINIMALLY ACHIEVED 2	MODERATELY ACHIEVED 3	ACHIEVED 4	HIGHLY ACHIEVED 5
EPAS Competency 1: **Demonstrate Ethical and Professional Behavior**	1a. make ethical decisions by applying the standards of the National Association of Social Work 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;	Student's decisions seem to be unrelated to the ethical standards set forth by the profession. Student appears to have limited knowledge about the Code of Ethics and/or how the Code relates to practice.	Student appears to be knowledgeable about the content of the NASW Code of Ethics but has difficulty applying the principles to practice situations as they emerge.	Student has demonstrated a working knowledge of the NASW Code of Ethics and has on 1-3 occasions, applied them in formulating a plan for client work.	Student has demonstrated, through consistent reference to the Code of Ethics, an understanding and appreciation for the values of the profession. The student typically refers to the values and ethics of the profession in formulating decisions.	Student appears to have internalized the values and ethics of the profession so well that all decisions can be directly traced to one or more core values and/or ethical principles.
	1b. demonstrate professional behavior, appearance, and oral, written, and electronic communication;	Student frequently does not maintain a professional appearance and/or behavior and has been advised of the need for corrective action. Student frequently does not maintain a professional level of oral, written, and electronic communication.	Student is inconsistent with regard to behavior and appearance. Being at times, not in accord with agency and professional standards. Student is inconsistent with their professional communication.	Student's appearance and behavior are typically in accord with agency expectations and professional standards. Communications from student are acceptable but in need of modification to reflect professional standards.	Student has a professional appearance, behavior, and communication are consistent (90% of the time) with agency expectations and professional standards.	Student's behavior, appearance, and communication are always consistent with agency expectations and professional standards.

EPAS 2022 Accreditation Standards – Core Competencies	Practice Behaviors	NOT ACHIEVED 1	MINIMALLY ACHIEVED 2	MODERATELY ACHIEVED 3	ACHIEVED 4	HIGHLY ACHIEVED 5
EPAS Competency 1: Demonstrate Ethical and Professional Behavior	1c. use technology ethically and appropriately to facilitate practice outcomes; and	Student frequently does not use technology professional or appropriately.	Student is inconsistent in their professional use of technology.	Student is typically in accord with professional use of technology but needs modification to reflect professional standards.	Student is consistent (90% of the time) with their professional use of technology.	Student is always consistent with their professional use of technology.
- Continued -	1d. use supervision and consultation to guide professional judgement and behavior.	Student doesn't appear to utilize supervision in a manner consistent with on-going professional developmental (e.g, is ill-prepared, seeming pre-occupied, and/or has poor follow-through).	Student is inconsistent in their preparation (no agenda, prior self-reflection, etc.) and/or has trouble accepting constructive input and/or does not follow through on supervisory input.	Student is consistently prepared for supervision and sometimes evidences good follow-through on feedback.	Student is consistently prepared, able to tactfully disagree, but remains open to constructive feedback. Good follow through.	Student maximizes the use of supervision to grow professionally. Consistently well prepared. Excellent follow through.

EPAS 2022 Accreditation Standards – Core Competencies	Practice Behaviors	NOT ACHIEVED 1	MINIMALLY ACHIEVED 2	MODERATELY ACHIEVED 3	ACHIEVED 4	HIGHLY ACHIEVED 5
EPAS Competency 2: **Advance Human Rights and Social, Racial, Economic, & Environmental Justice**	2a. advocate for human rights at the individual, family, group, organizational, and community system levels; and	Student does not use advocacy in practice to enhance human rights.	Student occasionally advocates for human rights.	Student understands the need for advocacy for human rights for some systems.	Student demonstrates advocacy for human rights for all systems.	Student consistently advocates for human rights for individuals, families, groups, organizations, and communities.
	2b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	Student does not engage in practices that advance human rights.	Student occasionally engages in practices that advance human rights.	Student understands the importance of advancing human rights to promote social, racial, economic, and environmental justice in practice.	Student demonstrates a practice that advances human rights to promote social, racial, economic, and environmental justice.	Student consistently engages in a practice that advances human rights to promote social, racial, economic, and environmental justice.

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

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

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

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

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

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

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

EPAS 2022 Accreditation Standards – Core Competencies	Practice Behaviors	NOT ACHIEVED 1	MINIMALLY ACHIEVED 2	MODERATELY ACHIEVED 3	ACHIEVED 4	HIGHLY ACHIEVED 5
EPAS Competency 10:\n\nPrepare for On-Going Professional Challenges	10a. demonstrate an understanding of boundaries that determine professional roles and agency function;	Student has evidenced little or no respect for appropriate boundaries and limited knowledge of professional roles and/or agency role and function.	Student can identify possible boundary issues but skill in this area suggests limited ability to transfer to a new situation (e.g, the student understands how a boundary may have been crossed when noted by a supervisor but repeats the behavior in a different context).	Student recognizes different role issues (e.g, when to act as a broker rather than as a counselor), although on 1-2 occasions there has been role confusion and/or understanding of agency's role seems limited.	Student evidences the knowledge and skill to identify role issues and to act appropriately in varying situations. Generally, the student has been able to demonstrate clear boundaries with clients and coworkers and consistently understood the agency's role and function.	Student demonstrates the ability to anticipate the appropriate professional role based on client needs and strengths and to prepare a plan for dealing with the client system professionally. Works within role and function of agency referring to others as needed. Boundaries are always appropriate.
	10b. engage in career-long learning;	Student does not demonstrate an interest in lifelong learning and/or has shown no initiative to engage in learning beyond what is minimally necessary (e.g, does not seek out or attend trainings, research information pertinent to clients and agency, etc.).	Student attends only those learning experiences that are required by the agency or strongly suggested by the field instructor.	Student initiates some effort at professional development by identifying opportunities for career-long learning and will occasionally attend a workshop or training that is not required.	Student actively explores opportunities for career-long learning and demonstrates a strong, clear sense of personal responsibility for career-long learning and attends at least one training that is not required each semester.	Student takes every opportunity to expand knowledge, skills, and values through reading, workshop/conference/ meeting attendance and discussion with colleagues. The student brings to supervision at least two pertinent articles each semester, attends two or more workshops not required and attempts to use this knowledge to improve practice.

EPAS 2022 Accreditation Standards – Core Competencies	Practice Behaviors	NOT ACHIEVED 1	MINIMALLY ACHIEVED 2	MODERATELY ACHIEVED 3	ACHIEVED 4	HIGHLY ACHIEVED 5
EPAS Competency 10: Prepare for On-Going Professional Challenges - Continued -	10c. recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, create, or enhance privilege and power; and	Student has evidenced little or no ability to understand possible links between culture, power, and privilege.	Student can identify oppressed populations marginalized groups, and those who have been alienated, but seldom sees cultural values and structures as determinants of power and privilege.	Student has demonstrated the ability to identify several specific cultural values/ structures that have served to enhance or reduce power/ privilege for a client population and has discussed these in supervision (e.g., the emphasis on clan over personal goals as challenging in an American culture that values individual achievements).	Student demonstrates a good working knowledge of differences in cultural values/ structures and has used that knowledge to engage clients in practice on 2-3 occasions. Consideration of power/privilege is consistent in that engagement (e.g., understanding the evolution of women's power within the military and its impact on client systems).	Student has evidenced a strong understanding of power and privilege and has initiated discussions at the agency on ways in which client diversity /difference relates to power/privilege in order to eliminate oppression in all of its forms (e.g, being cognizant of latent messages hidden in agency rules, literature and environment that might feel oppressive to some clients).
	10d. respond to contexts that shape practice by attending to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	Student sees practice as static and does not appear to attend to or to incorporate into work with clients changing realities, new trends, or other relevant information to improve services (e.g, possible opportunities with the new G.I. bill not shared with clients). Student seems uninformed on emerging developments.	Student is able to identify changing contexts and their implications for clients but has not incorporated that knowledge into practice at the agency (e.g, new information on working with clients with PTSD).	Student is readily able to identify and to discuss shifting contexts and their impact on work with clients. The student has demonstrated, on at least three occasions, skill in applying new information in working with clients (e.g., the appropriate use of texting as a means of facilitating scheduling).	Student evidences skill in acquiring, evaluating, and incorporating new information, technologies, and trends into practice with due consideration for providing the most appropriate service (e.g, shifts in client populations in long-term care facilities; emerging need for men's DV shelters).	Student is continually aware of changing social contexts shaping practice and has demonstrated a high level of skill acquiring and evaluating its relative value in providing quality services to clients (e.g, incorporating knowledge from classes, agency data, interviews with colleagues, etc.).

STUDENT SELF-EVALUATION
Salve Regina University
Department of Social Work

Student Name: _____   Date: _____

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

Agency: _____

Number of Cases Student Carried: _____

Briefly Describe Student's Assignment(s): _____
_____
_____
_____

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

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

Core Competency #1: Demonstrates Ethical and Professional Behavior

		Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
1.	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;	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
2.	b.) demonstrate professional behavior; appearance; and oral, written, and electronic communication;	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
3.	c.) use technology ethically and appropriately to facilitate practice outcomes; and	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
4.	d.) use supervision and consultation to guide professional judgment and behavior.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐

Supporting Evidence and/or Comments:

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

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

Supporting Evidence and/or Comments:

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

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

Supporting Evidence and/or Comments:

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

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

Supporting Evidence and/or Comments:

Core Competency #5: Engage in Policy Practice

		Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
11.	a.) use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
12.	b.) apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐

Supporting Evidence and/or Comments:

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

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

Supporting Evidence and/or Comments:

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

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

Supporting Evidence and/or Comments:

Core Competency #6: Engage with Individuals, Families, <mark>Groups</mark>, Organizations, and Communities

	<mark>GROUPS</mark>	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
17.	a.) apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
18.	b.) use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐

Supporting Evidence and/or Comments:

Core Competency #6: Engage with Individuals, Families, Groups, <mark>Organizations</mark>, and Communities

	<mark>ORGANIZATIONS</mark>	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
19.	a.) apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
20.	b.) use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐

Supporting Evidence and/or Comments:

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

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

Supporting Evidence and/or Comments:

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

		INDIVIDUALS	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
23.	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; and	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
24.	b.)	demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐

Supporting Evidence and/or Comments:

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

	==**FAMILIES**==	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
25.	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; and	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
26.	b.) demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐

Supporting Evidence and/or Comments:

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

	==**GROUPS**==	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
27.	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; and	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
28.	b.) demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐

Supporting Evidence and/or Comments:

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

	==ORGANIZATIONS==	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
29.	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; and	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
30.	b.) demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐

Supporting Evidence and/or Comments:

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

	==COMMUNITIES==	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
31.	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; and	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
32.	b.) demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐

Supporting Evidence and/or Comments:

Core Competency #8: Intervene with <mark>Individuals</mark>, Families, Groups, Organizations, and Communities

	INDIVIDUALS	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
33.	a.) engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
34.	b.) incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐

Supporting Evidence and/or Comments:

Core Competency #8: Intervene with Individuals, <mark>Families</mark>, Groups, Organizations, and Communities

	FAMILIES	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
35.	a.) engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
36.	b.) incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐

Supporting Evidence and/or Comments:

		Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
	Core Competency #8: Intervene with Individuals, Families, ==Groups==, Organizations, and Communities						

	==GROUPS==	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
37.	a.) engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
38.	b.) incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐

Supporting Evidence and/or Comments:

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

	==ORGANIZATIONS==	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
39.	a.) engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
40.	b.) incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐

Supporting Evidence and/or Comments:

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

	COMMUNITIES	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
41.	a.) engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
42.	b.) incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐

Supporting Evidence and/or Comments:

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

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

Supporting Evidence and/or Comments:

Core Competency #9: Evaluate Practice with Individuals, <mark>Families</mark>, Groups, Organizations, and Communities

		<mark>FAMILIES</mark>	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
45.	a.)	select and use culturally responsive methods for evaluation of outcomes; and	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
46.	b.)	critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐

Supporting Evidence and/or Comments:

Core Competency #9: Evaluate Practice with Individuals, Families, <mark>Groups</mark>, Organizations, and Communities

		<mark>GROUPS</mark>	Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
47.	a.)	select and use culturally responsive methods for evaluation of outcomes; and	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
48.	b.)	critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐

Supporting Evidence and/or Comments:

	Core Competency #9: Evaluate Practice with Individuals, Families, Groups, <mark>Organizations</mark>, and Communities

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

Supporting Evidence and/or Comments:

	Core Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and <mark>Communities</mark>

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

Supporting Evidence and/or Comments:

		Not Achieved 1	Minimally Achieved 2	Moderately Achieved 3	Achieved 4	Highly Achieved 5	NA
Core Competency #10: Prepare for On-going Professional Challenges							
53.	a.) demonstrate and understanding of boundaries that determine professional roles and agency function;	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
54.	b.) engage in career-long learning;	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
55.	c.) recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; and	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐
56.	d.) respond to contexts that shape practice by attending to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	NA ☐

Supporting Evidence and/or Comments:

MID-YEAR OVERALL EVALUATION

☐ My performance in field placement is excellent.

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

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

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

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

Supporting Evidence and/or Comments:

FINAL OVERALL EVALUATION

☐ My performance in field placement is excellent.

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

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

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

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

Supporting Evidence and/or Comments:

I have carefully completed this evaluation:

_____   _____

Student Intern's Signature   Date

The following section is to be completed by Salve Regina University Social Work Department Faculty:

I have carefully reviewed this evaluation completed by the Student Intern:

_____   _____

Faculty Liaison   Date

_____   _____

Field Coordinator – Dr. Heather Pizzanello   Date

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Appendices

Appendix A: Suggested Readings
for Students and Field Supervisors

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Appendix B: Suggested Videos & Podcasts

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Appendix C: Council on Social Work Education EPAS

The following appendix consists of an excerpt from the Council on Social Work Education (CSWE) 2022 EPAS – Educational Policy and Accreditation Standards for Baccalaureate and Master's Social Work Programs, explaining their nine core competencies.

"The Council of Social Work Education's Commission on Accreditation (COA) and Commission of Educational Policy (COEP) are responsible for developing the 2022 Educational Policy and Accreditation Standards (EPAS). The education policy was developed by COEP and approved by the CSWE Board of Directors on June 3, 2022. The accreditation standards were developed and approved by COA on June 9, 2022, and amended on September 1, 2022" (Council on Social Work Education, 2022).

The Nine Social Work Competencies

The nine social work competencies are listed in this section. Programs may add competencies that are consistent with their mission to respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that make up 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, and the descriptions that precede them represent the underlying content and processes that inform the behaviors.

Master's programs extend and enhance the nine social work competencies, and any additional competencies added by the program, for each area of specialized practice. By extending and enhancing the competencies, programs provide master's-level students with the four dimensions (i.e., knowledge, values, skills, and cognitive and affective processes) relevant to each area of specialized practice. A specialized competency description is developed to incorporate the four dimensions and specialized behaviors for each competency and any additional competencies added by the program.

Competency 1: Demonstrate Ethical and Professional Behavior

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

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 within the profession as appropriate to the context;

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

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

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

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

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

a. advocate for human rights at the individual, family, group, organizational, and community system levels; and

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

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

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and

values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

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

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.

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

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

Social workers:

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

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

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis,

implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

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

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

Competency 6: Engage with Individuals, Families, Groups, Organizations, 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 individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

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

b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with 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. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying

strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

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; and

b. 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: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and

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

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

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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks,

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

Social workers:

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

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

Citations

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