



STUDENT HANDBOOK  
BACHELOR OF ARTS IN SOCIAL WORK

Updated: July 2015

*Dear Student,*

Welcome to the Daemen College Bachelor of Arts in Social Work Program! We are thrilled that you have decided to pursue a career in Social Work and that you have chosen Daemen College for your education.

This Student Handbook is designed to provide Social Work majors with an overview of the Bachelor of Arts in Social Work Program at Daemen College. Included in this handbook, you will find information on the curriculum, admission process, student engagement opportunities, field education, and policies and procedures for monitoring student performance and/or behavior. You will also find a copy of the Code of Ethics of the National Association of Social Workers as well as several other important documents you will need to successfully complete the program.

This handbook will serve as your guide as you complete your Bachelor of Arts in Social Work (BASW) degree. Please read it, and the Daemen College catalog, carefully as they will become your primary sources of information during your tenure as a student. If you have any questions, please feel free to talk with your Advisor and/or the Undergraduate Program Director.

We hope you find your studies in the Daemen College Bachelor of Arts in Social Work Program challenging, thought provoking, and productive.

Sincerely,

The Bachelor of Arts in Social Work Program Faculty

**STUDENT HANDBOOK  
BACHELOR OF ARTS IN SOCIAL WORK PROGRAM  
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# PROGRAM OVERVIEW

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## PROGRAM HISTORY

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The Daemen College Bachelor of Arts in Social Work Program has played an important role in educating women and men committed to serving poor, disenfranchised, and marginalized people for forty years.



Sr. Judith Fenyvesi founded the program in 1975 and served as its first director. Prior to coming to Buffalo, New York in 1964, Sr. Judith experienced grave hardships – she lost her entire family during the Holocaust and was imprisoned for over ten years by a Communist regime in Romania. After leaving prison, Sr. Judith decided to make service to the poor her life’s mission and joined with the Sisters of Social Service. She completed her Master of Social Work degree at the University at Buffalo in 1968 and, upon joining the Daemen College faculty, was tasked with developing the Bachelor of Arts in Social Work program.

Throughout her life, Sr. Judith worked to fulfill her dream of “alleviating human suffering and giving hope to those in the darkness.” She travelled to Hungary and Romania to support those who were compelled to practice their religion underground for fear of imprisonment. She advocated for policy reform and sponsored several families seeking refuge in the United States. She instilled her strong values, determination, and commitment to service to others into the program.

The Council on Social Work Education accredited the Bachelor of Arts in Social Work Program in 1979. This distinction qualifies graduates to apply for licensure at the BSW-level in all states with licensure laws and to apply for advanced standing in graduate social work programs. This status enables students to complete what would otherwise be a two-year Master’s degree in Social Work in approximately one year. The Program has maintained its CSWE-accredited status for more than thirty years under the leadership of Professors Renee Daniel, George Siefert, and Karen Little.

The current Bachelor of Arts in Social Work Program enrolls more than 70 students each year from varied backgrounds. The program has four (4) full-time and a host of adjunct faculty members with a wide range of practice experience. The Program also has an active Community Advisory Board, which provides guidance with regard to curriculum, program activities, and professional development.

The Daemen College’s Bachelor of Arts in Social Work Program is also committed to the community at-large. Over the past several years, the program has sponsored forums with expert speakers on topics such as human trafficking, prescription drug abuse, aging, mental health, and domestic violence. The Program has also provided research and organizational development assistance to the City of Buffalo, Erie County Family Treatment Court, New York State Office for Persons with Developmental Disabilities, Homeless Alliance of Western New York, The Peter and Elizabeth C. Tower Foundation, and non-profit organizations including Heart, Love & Soul, The Town Square for Aging, Computers For Children, Deaf Access Services, and the Delavan-Grider Community Center.

Program graduates have gone on to advanced study in Social Work at the University of Buffalo, the Greater Rochester Collaborative MSW Program, Roberts Wesleyan College, University of Connecticut, University of North Carolina, New York University, and many other colleges and universities. They can be found in prominent social work and agency leadership positions locally, nationally, and internationally – representing the Bachelor of Arts in Social Work Program’s contribution to social work education.

### **Mission Statement**

The mission of the Daemen College Bachelor of Arts Social Work (BASW) Program is to prepare students to be professionally responsible, ethical, competent, and committed generalist practitioners capable of intervening with diverse populations, in various settings, and at all levels of social work practice (i.e., micro, mezzo, macro).

Grounded in the profession's knowledge, skills, and values, the program to become critically thinking problem solvers and to recognize the inherent value of all human beings through the integration of classroom instruction and community-based and international learning opportunities.

This mission is consistent with Daemen College's mission "to prepare students for life and leadership in an increasingly complex world" and based on the principle that "education should elevate human dignity and foster civic responsibility and compassion." The Social Work Program is committed to preparing graduates for entry-level generalist practice positions and/or advanced study in social work, while simultaneously addressing the needs of community members and local health and human service organizations.

### **Program Goals**

In accordance with its mission, the Daemen College Social Work Program seeks to:

- Prepare students with a foundation in knowledge and skills necessary for effective generalist practice and/or advanced study in social work.
- Ensure that students are able to work with diverse populations and in various settings - integrating research, empirically informed practice, knowledge of human behavior and environment, and an awareness of social policy.
- Promote social work values and ethics emphasizing a commitment to social change, social justice, community, and diversity.
- Enrich the local community through service learning, extracurricular activities, field education, research, and professional development opportunities.

### **Program Objectives**

Daemen College Bachelor of Arts in Social Work graduates will demonstrate the ability to:

1. Identify as a professional social worker and conduct oneself accordingly
2. Apply social work ethical principles to guide professional practice
3. Apply critical thinking to inform and communicate professional judgments
4. Engage diversity and difference in practice
5. Advance human rights and social and economic justice
6. Engage in research-informed practice and practice-informed research
7. Apply knowledge of human behavior and the social environment
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
9. Respond to contexts that shape practice
10. Engage, assess, intervene, and evaluate interventions with individuals, families, groups, organizations, and communities

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## DEFINING GENERALIST SOCIAL WORK PRACTICE

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Generalist practice includes the use of a wide range of professional roles, methods, and skills in applying the planned change process in diverse settings. The foundation of generalist practice draws on empirically based knowledge, social systems, and ecological perspectives in promoting increased empowerment and self-determination for multi-level client systems. Generalist practice addresses both private concerns and public problems. Grounded in social work values and ethics, Generalist Practice seeks to support diversity and social and economic justice with an emphasis on populations-at-risk.

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## COMPETENCY-BASED SOCIAL WORK EDUCATION

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*“Becoming competent in social work requires more than listening to lectures, taking notes, studying, and taking exams. Students must be able to take what they are learning and actually use it in the context of helping relationships and addressing real social problems (p. 56).”*

Michael E. Sherr and Johnny M. Jones  
*Introduction to Competency-Based Social Work:  
The Profession of Caring, Knowing, & Serving* (2014)

Competency-based social work education is an outcome-based performance approach to curriculum design adopted by the Council on Social Work Education (CSWE), the accrediting body for social work education in the United States. The goal of this approach is to demonstrate the integration and application of social work competencies in practice with individuals, families, groups, organizations, and communities.

Competency-based social work education seeks to ensure that students are able to integrate what they are learning in one class with information from other classes. The approach also focuses on empowering students to use that knowledge in their field internships, and eventually in their professional practice.

The emphasis in competency-based social work education is helping students to understand “*why we, as social workers, do, what we do*” in order to be as effective as possible. This includes developing the professional identity and the methods necessary to enter into helping relationships at the micro, mezzo, and macro levels of practice.

The fundamental purpose of competency-based social work education is to prepare future practitioners to *practice the profession*. This is not to diminish the importance of academic knowledge so much as to emphasize the importance of its application in *solving real world problems, in real world settings, in real time frameworks*.

By drawing connections between the social work curriculum and the field education experience, the Daemen College Bachelor of Arts in Social Work Program ensures that its students become competent social workers capable of practice with various populations and in a variety of settings.



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## CORE COMPETENCIES AND PRACTICE BEHAVIORS

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The Council on Social Work Education (CSWE), the accrediting body for social work education in the United States, mandates that all BASW programs develop and implement an explicit curriculum that prepares graduates for practice by mastering a set of 10 core competencies and 41 accompanying practice behaviors.

1. **Professional Identity:** Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

Practice Behaviors:

Social Workers

- Advocate for client access to the services of social work;
- Practice personal reflection and self-correction to assure continual professional development;
- Attend to professional roles and boundaries;
- Demonstrate professional demeanor in behavior, appearance, and communication;
- Engage in career-long learning; and
- Use supervision and consultation

2. **Ethical Practice:** Apply social work ethical principles to guide ethical practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

Practice Behaviors:

Social Workers

- Recognize and manage personal values in a way that allows professional values to guide practice;
- Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- Tolerate ambiguity in resolving ethical conflicts; and
- Apply strategies of ethical reasoning to arrive at principled decisions.

3. **Critical Thinking:** Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Practice Behaviors:

Social Workers

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Analyze models of assessment, prevention, intervention, and evaluation; and
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

4. **Diversity in Practice:** Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the Intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Practice Behaviors:

Social Workers

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- Recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- View themselves as learners and engage those with whom they work as informants.

5. **Human Rights and Social Justice:** Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Practice Behaviors:

Social Workers

- Understand the forms and mechanisms of oppression and discrimination;
- Advocate for human rights and social and economic justice; and
- Engage in practices that advance social and economic justice.

6. **Research Based Practice:** Engage in research-informed practice & practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Practice Behaviors:

Social Workers

- Use practice experience to inform scientific inquiry and
- Use research evidence to inform practice.

7. **Human Behavior:** Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

Practice Behaviors:

Social Workers

- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- Critique and apply knowledge to understand person and environment.

8. **Policy Practice:** Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

Practice Behaviors:

Social Workers

- Analyze, formulate, and advocate for policies that advance social well-being; and
- Collaborate with colleagues and clients for effective policy action.

9. **Practice Contexts:** Respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

Practice Behaviors:

Social Workers

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

10. **Engage, Assess, Intervene, Evaluate:** Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

### **Educational Policy 2.1.10(a) - Engagement**

#### *Practice Behaviors:*

##### Social Workers

- Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities;
- Use empathy and other interpersonal skills; and
- Develop a mutually agreed-on focus of work and desired outcomes.

### **Educational Policy 2.1.10(b) - Assessment**

#### *Practice Behaviors:*

##### Social Workers

- Collect, organize, and interpret client data;
- Assess client strengths and limitations;
- Develop mutually agreed-on intervention goals and objectives; and
- Select appropriate intervention strategies.

### **Educational Policy 2.1.10(c) - Intervention**

#### *Practice Behaviors:*

##### Social Workers

- Initiate actions to achieve organizational goals;
- Implement prevention interventions that enhance client capacities;
- Help clients resolve problems;
- Negotiate, mediate, and advocate for clients; and
- Facilitate transitions and endings.

### **Educational Policy 2.1.10(d) - Evaluation**

#### *Practice Behaviors:*

##### Social Workers

- Critically analyze, monitor, and evaluate interventions



**Dr. George Siefert**, Associate Professor and Chair of the Department of Social Work and Sociology, has been with the Social Work Department since its inception more than 35 years ago. Dr. Siefert earned his Masters of Science in Social Work (MSSW) from San Diego State and his Doctorate in Sociology from the University at Buffalo. His practice background includes school social work, medical social work, and public welfare. His teaching and research interests include social welfare policy, research, and administration. Because of Dr. Siefert's dual focus in sociology and social work, he teaches the college's core requirement sociology courses and has taught the two-course research sequence in the social work program.

**Contact Information for Dr. Siefert**

**Phone:** 716-839-8294

**Email:** gsiefert@daemen.edu

**Required Courses Taught:**

- SOC 201: Introduction to Sociology
- SOC 303: Sociology of the Family



**Diane R. Bessel, PhD, LMSW, CNM** currently serves as Assistant Professor and Undergraduate Program Director of the Social Work and Sociology Department at Daemen College. She is responsible for establishing program vision and policy; determining curriculum content; allocating program resources; and advising, instructing, and assessing students in conjunction with other faculty. She also regularly engages with community members to identify opportunities to apply program resources to address local social problems. Dr. Bessel received a Masters of Arts and Doctorate in Sociology from the University at Buffalo. She also holds a Masters of Science in Social Administration (MSSA) from the Mandel School of Applied Social Sciences at Case Western Reserve University and is certified in Nonprofit Management from the Mandel Center.

**Contact Information for Dr. Bessel**

**Phone:** 716-566-7876

**Email:** dbessel@daemen.edu

**Required Courses Taught:**

- SW 311: Methods of Research in Social Work I
- SW 312: Methods of Research in Social Work II
- SW 315: Professional Communication in Social Work
- SW 325: Foundations of Generalist Practice I: Social Work Method
- SW 424: Foundations of Generalist Practice III: Groups
- SW 432: Contemporary Social Welfare Policy & Practice
- SW 454: Foundations of Generalist Practice IV: Organizations and Communities



**Professor Renee Bowman Daniel** is immediate past Chair of the Department of Social Work and Sociology. She has been a Professor at Daemen College since 1987 and has practiced social work for over 30 years. Professor Daniel received her MSSW degree from Columbia University Graduate School of Social Work. Professor Daniel has assumed leadership roles in the Association of Baccalaureate Program Directors (BPD) and the Council on Social Work Education (CSWE). Her primary teaching interests are human behavior; diversity; social welfare history, policy and services; and substance use and abuse services and policies. Her research interests are curriculum and program development, diversity, immigrant and refugee populations, women of color, and African American men. Professor Daniel has been a consultant with various community agencies throughout Erie County.

#### **Contact Information for Professor Daniel**

**Phone:** 716-839-8292

**Email:** rdaniel@daemen.edu

#### **Required Courses Taught:**

- SW/SOC 218: Introduction to Social Work and Social Welfare
- SOC 224: Ethnicity, Race & Cultural Diversity
- SW 333: Human Behavior and the Social Environment I
- SW 334: Human Behavior and the Social Environment II



**Maggie Dreyer, LCSW-R**, is the Director of Field Education for the Department of Social Work and Sociology. Professor Dreyer has over twenty-five years of experience working as a clinical social worker in the Western New York area - focusing her career in the child welfare arena. She maintains a private clinical practice working with children and families who have experienced significant trauma and has presented on the treatment of children who have experienced sexual abuse at the local, regional, and national level. Professor Dreyer is an alumna of the Daemen College Bachelor of Art in Social Work Program and was the 2014 Humanitarian Award Recipient. She received her Masters in Social Work from the University at Buffalo and is a Licensed Clinical Social Worker with Psychotherapy Privileges. Prior to coming to Daemen, Professor Dreyer worked as Director of GA Family Services where she developed and sustained their therapeutic foster care program for all eight counties of Western New York. Professor Dreyer is the President and co-founder of Kaely's Kindness Foundation, a charity dedicated to serving young women diagnosed with cancer.

#### **Contact Information for Professor Dreyer**

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**Email:** mdreyer@daemen.edu

#### **Required Courses Taught:**

- SW 451S: Field Seminar I
- SW 452S: Field Seminar II



## Bachelor of Arts in Social Work Program

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## CURRICULUM

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The Bachelor of Arts in Social Work Curriculum is designed to bring a broad educational base of coursework in the humanities and creative arts; the biological, social and behavioral sciences; and communication together with a sequenced program of social work courses that focuses on generalist social work practice. The current curriculum also carefully addresses CSWE requirements with content on social work values and ethics, populations at risk, cultural competency, and social and economic justice infused throughout.

The chart below identifies core and outside major course requirements:

FOUNDATION REQUIREMENTS		45
BIO 103	Human Biology	3
CMP 101	Composition	3
IND 101	Sustainable & Critical Relationships	3
MTH 104	Survey of Statistics	3
PSY 103	Introduction to Psychology	3
PSY 408	The Psychology of Mental Illness	3
SOC 201	Introduction to Sociology	3
SOC 303	Sociology of the Family	3
ECONOMICS	ECO 209: Economics of Poverty is suggested	3
LANGUAGE	Foreign Language	18
OUTSIDE MAJOR / FREE ELECTIVE REQUIREMENTS		30
SOC 224	Ethnicity, Race & Cultural Diversity	3
POLITICAL SCIENCE	Any Course in Political Science	3
ELECTIVES	Free Electives: A maximum of six credits may be Social Work courses	24

Generalist social work practice is characterized by the use of a wide range of professional roles, methods, and skills in applying Social Work's planned change process in diverse settings. It draws on empirically based knowledge, understanding of social systems, and ecological perspectives to promote increased empowerment and self-determination for multiple client systems. It is also grounded in social work values and ethics and seeks to support social and economic justice with an emphasis on diverse, at risk populations.

To ensure that graduates acquire the core competencies and associated practice behaviors identified for generalist social work practice, the Bachelor of Arts in Social Work Program requires:

**A four-course sequence in Generalist Practice.** The sequence includes an introductory course (GP I) focusing on the social work generalist intervention method, core social work theories, and social work ethics; a course (GP II) on social work practice skills when working with individuals and families; a course (GP III) on social work practice skills when working with groups (including task, educational, mutual aid, support, and treatment groups); and a course (GP IV) on social work practice skills when working with organizations and communities. Specific attention is paid to diversity, cultural competency, and problem solving. Students are required to complete a comprehensive assessment based on a case study or actual "client" in each class. Students are required to participate in service learning as part of two of these courses (GP II and GP IV).



**A two-course sequence in Methods of Social Work Research.** The first course (SW 311) engages students in an exploration of research focusing on scientific inquiry, problem formation, use of scholarly literature, research design, measurement, sampling, research ethics, culturally sensitive research, data analysis, and evaluation of research. It also introduces them to major research techniques used to observe and interpret the social world experimental design, single subject design, surveys, intensive interviewing, observational techniques, and applied social work research. Building on this, Students participate in the design and implementation of a real world research project as part of SW 312. Students gain experience using data analysis software (qualitative and/or quantitative); complete a full research paper (introduction, literature review, methodology, findings, and results); and present their work as part of Daemen College's Academic Festival.

**A two-course sequence discussing Human Behavior in the Social Environment.** These courses engage students in an analysis of the behavior of individuals, families, groups, organizations and communities in their bio-psycho-socio-cultural milieu. Theoretical paradigms that impact the development of individuals, families, groups, organizations and communities are also examined with special emphasis on evaluating the impact of social class, gender, sexual orientation, and racial/ethnic group membership. Students are required to participate in service learning as part of both courses.

**A course on Professional Communication in Social Work.** This required course offers students an opportunity to learn techniques for enhancing their interpersonal interactions and listening skills; basic writing and problem solving skills; and ability to present information to various audiences. It focuses on the development of communication skills that focus on the promotion of the self (technology-based communication tools, resume writing) as well as interaction- and organization-based communications. Students will also engage in research on an issue of concern to a high need population group and engage various persuasive writing techniques to educate and engage others.

**A course on Social Welfare Policy and Services.** This course focuses on the functional analysis of contemporary social welfare policies. It emphasizes the political and economic implications of major social welfare legislation as well as the linkage between social problems and social policies, programs, and services. Students are also introduced to the legislative process and engage in applied projects to develop their advocacy skills.

**Field Education and a two-course Field Education Seminar sequence.** Each student is required to complete a 420-hour, supervised field education experience (210 hours per semester). This activity affords students the opportunity to maximize the integration of social work knowledge, values, and skills in a community setting. Students are given the opportunity to work with diverse clients including individuals, families, groups, organizations, and communities and encouraged to grow their professional network by engaging with other social work practitioners.

Students also participate in a two-course Field Education Seminar sequence. The first course focuses on the enhancement of generalist practice social work skills and the integration of theory and practice concurrent with the student's field placement. The course also offers students an opportunity to process their field placement experiences in a safe, confidential, and educationally enriching environment. This second semester builds on key issues with increased emphasis on student knowledge. Students are expected to demonstrate their understanding of social work methods by engaging and assessing a client (individual, family, group, organization, or community), designing and implementing an appropriate intervention, and evaluating their practice. Students present their client case at the Annual Field Education Celebration.

The chart below provides an overview of all departmental requirements:

PROGRAM REQUIREMENTS		45
SOC/SW 218	Introduction to Social Work and Social Welfare	3
SW 311	Methods of Research in Social Work I	3
SW 312	Methods of Research in Social Work II	3
SW 315	Professional Communication in Social Work	3
SW 325	Foundations of Generalist Practice I: Social Work Method	3
SW 326	Foundations of Generalist Practice II: Individuals & Families	3
SW 333	Human Behavior & the Social Environment I	3
SW 334	Human Behavior & the Social Environment II	3
SW 424	Foundations of Generalist Practice III: Groups	3
SW 432	Contemporary Social Welfare Policy & Practice	3
SW 454	Foundations of Generalist Practice IV: Organizations & Communities	3
SW 451/S	Field Experience in Social Work I; Integrative Seminar I	5/1
SW 452/S	Field Experience in Social Work II; Integrative Seminar II	5/1

**Daemen College does not give academic credit for life experience or previous work experience, in whole or in part, in lieu of courses and/or field education.**

## SUGGESTED COURSE SEQUENCE

Below is the suggested course sequence for Social Work Majors. Courses are sequenced to provide continuity and integration of the core curriculum with social work courses. While it is recognized that students may not be able to sequence courses exactly as presented, it is strongly advised as failing to do so may result in difficulty in scheduling required courses and/or handling course content.

	FALL	SPRING
<b>FRESHMAN</b>	PSY 103 Introduction to Psychology IND 101 (Learning Community) Language 101 Composition 101	SOC 201 Introduction to Sociology (Learning Community) MTH 104 (Learning Community) Language 102 SW 218 Introduction to Social Work & Social Welfare SW 2000: Service Learning
<b>SOPHOMORE</b>	BIO 103 or other approved Science Course SOC 224 Ethnicity, Race, and Cultural Diversity SW 2000: Service Learning Language 105 Political Science Course	SOC 303 Sociology of Family PSY 408 Psychology of Mental Illness Language 106 Economics Course
<b>JUNIOR</b>	SW 311 Methods of Social Work Research I SW 325 Generalist Practice I: Methods of Social Work SW 333 Human Behavior and Social Environment I Elective	SW 312 Methods of Social Work Research II SW 315 Professional Communication in Social Work SW 326 Generalist Practice II: Individuals & Families SW 3000: Service Learning SW 334 Human Behavior and Social Environment II Elective
<b>SENIOR</b>	SW 424 Generalist Practice III: Groups SW 432 Contemporary Social Policy and Services Field Seminar Field Experience Elective	SW 454 Generalist Practice IV: Organizations & Communities Field Seminar Field Experience Elective

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## ELECTIVES

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Electives are courses that count toward a Student's degree but are not directly related to their degree program. Students may have a variety of reasons for selecting an elective course including availability, personal interests, or career goals. While just about any course can fill an elective requirement, it is important to be strategic in selecting them.

Here are some suggested strategies for doing so:

- If you are interested in increasing depth of knowledge related to public policy and governance, consider a public administration, economics, history, pre-law, and/or political science course.
- If you want to develop your critical thinking and ethical decision-making insights, consider a philosophy course including courses on bio-medical ethics.
- If you would like to strengthen your knowledge and awareness of human development and behavior, consider a psychology and/or education course.
- If you hope to one day own your own business or private practice, consider an entrepreneurship, business administration, marketing, public relations, communications, and/or accounting course.
- If you would like to improve your ability to work diverse populations, consider a course in cross-cultural studies, service learning, and/or modern languages.
- If you plan to work with a specific population or on a specific issue, consider a course in special education, nursing, or health care studies as well as Daemen College's Plus Up programs.
- If you would like to increase your self-awareness or self-care, consider a course in athletics, executive leadership and change, and health care studies.

Bachelor of Arts in Social Work Students are also strongly encouraged to consider undertaking a minor. Daemen College offers a wide variety of minor degrees of potential interest to Social Work majors including, but not limited to: Black Studies, Business, Civil Society and Sustainable Communities, Criminal Justice, Entrepreneurship, Forensic Studies, Global Studies, Hispanic Studies, Philosophy, Political Science, Pre-Law, Psychology, Public Administration, Public Relations, Spanish, Special Education, Sustainability – Global and Local, and Women's Studies.

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## SERVICE LEARNING

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Service Learning is a form of experiential learning that engages students in service activities to address needs at the individual, organizational, and community-level. Designed to promote student learning and development, Service Learning integrates academic curricula with active participation in service; offering structured opportunities for students to reflect on their experiences and integrate their newfound understanding of the experiences of others. The goal of Service Learning is to ensure student learners, partner organizations, and the community, as a whole, mutually benefit from the experience.

In 2003, Daemen College revised its core curriculum to include a 60-hour Service Learning requirement for all undergraduate students. In keeping with this policy, the Bachelor of Arts in Social Work Program demonstrates its commitment to Service Learning by incorporating it into four (4) of its required courses: SW/SOC 218: Introduction to Social Work and Social Welfare; SOC 224: Ethnicity, Race, and Cultural Diversity; and SW 325: Generalist Practice II: Individuals & Families. Students are required to complete twenty (20) hours of service within a health and human service organization for each course. In addition, SW 454: Generalist Practice IV: Organizations and Communities requires students to engage in research and service development in a local community.

Through Service Learning, Bachelor of Arts in Social Work Students are exposed to human issues, conditions, and concerns; they are able to learn from experiences in the field and integrate this experience with academic knowledge discussed in the classroom; and they are able to begin to develop and later practice skills deemed critical to generalist social work practice.

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## INTERNATIONAL SERVICE LEARNING

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The Bachelor of Arts in Social Work Program encourages students to explore the option of Service Learning in an international setting. Daemen College actively seeks relationships with colleges and universities in other countries and can assist students in exploring funding options. Students who are interested in pursuing this type of service learning opportunity should advise the Undergraduate Program Director of their interest as soon as possible. The Undergraduate Program Director will work with the Daemen College Global Programs Office to explore options and determine an appropriate strategy.

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## STUDENT ADVISEMENT

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Upon officially declaring Social Work as their major, Students will be assigned a member of the Bachelor of Arts in Social Work faculty as their academic advisor. **Students are required to meet with their academic advisor once per semester to review their Program Evaluation (available through WebAdvisor) and determine future registration strategies.** Students are, however, strongly encouraged to communicate and/or meet with their academic advisor on a more regular basis, as needed or desired.

Academic advisors can do much more than help students register for classes. In fact, a major objective of the advisement process is to facilitate the development of professional knowledge, values, and skills for all students. An academic advisor is available to assist in determining a Student's aptitude and motivation for a career in social work as well as a direction for it. An advisor can help students identify specific goals while connecting them with resources to help fulfill them. An academic advisor can ensure that you are making satisfactory progress toward degree completion. Finally, an academic advisor can serve as a mentor – helping students to navigate the program, make key decisions about continued education or employment, and become personally and professionally empowered.

Student participation in the advisement process is vitally important as it ensures that they have the opportunity to develop an academic program that, within the framework of the curriculum, is tailored to their interests. **Students have both a right and a responsibility to be involved in defining their educational experience as well as their future as a professional.**

While most faculty members maintain an “open door” policy while on campus, it is recommended that students schedule advisement appointments. This will ensure that there will be time available to address all matters of importance during an advisement session. Academic advisors may also request a meeting with a student to discuss their academic performance and/or other matters. In such cases, referrals to appropriate resources on campus and off campus may be suggested.

**Students are strongly advised to become familiar with and take responsibility for the academic advisement process identified in the Daemen College and Social Work Student Handbooks.**

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## ADMISSION PROCEDURES

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While a student may declare a major in Social Work as early as the freshman year, they must formally apply and be accepted into the Social Work Program by the end of the sophomore year to continue taking Social Work courses. Admission to, what is known as, Upper Division coursework is based on a formal review process.

The Daemen College Bachelor of Arts in Social Work Program is interested in accepting students who demonstrate strong potential for developing the academic and professional skills necessary to work as beginning generalist social work practitioners. Students are evaluated on their past academic performance and demonstrated commitment to the social work profession as evidenced through professionalism and leadership both in the community and in the classroom. Students must also demonstrate that they possess the personal characteristics, which will enable them to render assistance to those in need, as well as a strong adherence to social work values and ethics.

Each student – whether current Daemen or transfer student - is required to submit an Upper Division Application, which includes a personal statement, self-assessment, two (2) letters of reference, and other documentation (described below). Students must also participate in a personal interview. Members of the Bachelor of Arts in Social Work Faculty as well as the Daemen College Social Work Community Advisory Board serve as the Social Work Admissions Committee and are responsible for reviewing application materials and conducting interviews.

- Current Daemen College students seeking admission into the Upper Division of the Social Work Program must meet eligibility criteria (described below) and must submit their Upper Division application by the second Friday in February. The Upper Division interview will be scheduled once it has been determined that all application materials have been received.
- Transfer students seeking admission into the Upper Division of the Social Work Program are subject to the same eligibility criteria as current Daemen College students. Once accepted by Daemen College, a credit evaluation will be undertaken to determine whether the Student has completed all prerequisite foundation courses. Transfer students will then submit an Upper Division application and complete their interview prior to registration for classes.

Eligibility criteria have been established for each stage of Social Work admissions – including criteria to apply for Upper Division (Sophomore Year), to enter Upper Division (Junior and Senior Year), and continue in Upper Division courses (Junior and Senior Year) as described below.

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## ELIGIBILITY CRITERIA

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To be eligible to apply for Upper Division, a Student must:

- Complete, be enrolled, or have a plan for enrollment in the following courses:
  - BIO 103: Human Biology
  - MTH 104: Survey of Statistics
  - PSY 103: Introduction to Psychology
  - PSY 408: Psychology of Mental Illness
  - SOC 201: Introduction to Sociology
  - SOC/SW 218: Introduction to Social Work & Social Welfare
  - SOC 224: Ethnicity, Race, and Cultural Diversity
  - SOC 303: Sociology of Family
  - Government (3 Credit Hours)
  - Economics (3 Credit Hours)
- Hold an overall Grade Point Average of 2.0 or better
- Earn a C or better in all Social Work Courses
- Demonstrate professionalism in all social work courses as evidenced by BASW Professionalism Rubric
- Demonstrate progress on any improvement plans
- Complete 40 hours of Service Learning or Volunteer Experience in a Health and Human Service Organization

To be eligible to enter Upper Division in Junior Year, a Student must:

- Successfully complete an Upper Division Application
- Successfully complete an Interview with Social Work Admissions Committee
- Hold an overall Grade Point Average of 2.5 or better (Full Acceptance)
- Hold an overall Grade Point Average of 2.00-2.49 (Conditional Acceptance)
- Maintain a Social Work Grade Point Average of 2.5 or better
- Demonstrate professionalism in all social work courses as evidenced by BASW Professionalism Rubric
- Demonstrate progress on any improvement plans

To be eligible to continue in Upper Division in Junior Year, a student must:

- Successfully complete the following required courses:
  - SW 311 - Methods of Social Work Research I ("C" or Better)
  - SW 325 - Generalist Practice I: Social Work Method ("C" or Better)
  - SW 333 - Human Behavior and Social Environment I ("C" or Better)
- Complete three (3) credit hours of social work or sociology electives
- Maintain an overall Grade Point Average of 2.5 or better (Full Acceptance)
- Maintain an overall Grade Point Average of 2.00-2.49 (Conditional Acceptance)
- Maintain a Social Work Grade Point Average of 2.5 or better
- Demonstrate professionalism in all social work courses as evidenced by BASW Professionalism Rubric
- Demonstrate progress on any improvement plans

To be eligible to enter Upper Division in Senior Year, a student must:

- Successfully complete the following required courses:
  - SW 312 - Methods of Social Work Research II ("C" or Better)
  - SW 315 - Professional Communication in Social Work ("C" or Better)
  - SW 326 - Generalist Practice II: Individuals & Families ("C" or Better)
  - SW 334 - Human Behavior and Social Environment II ("C" or Better)
- Complete three (3) credit hours of social work or sociology electives
- Maintain an overall Grade Point Average of 2.5 or better (Full Acceptance)
- Maintain an overall Grade Point Average of 2.00-2.49 (Conditional Acceptance)
- Maintain a Social Work Grade Point Average of 2.5 or better
- Demonstrate professionalism in all social work courses as evidenced by BASW Professionalism Rubric
- Demonstrate progress on any improvement plans

To be eligible to continue in Upper Division in Senior Year, a student must:

- Successfully complete the following required courses:
  - SW 424 - Generalist Practice III: Groups ("C" or Better)
  - SW 432 - Contemporary Social Policy and Services ("C" or Better)
  - SW 451 - Field Experience (Pass)
  - SW 451S - Integrative Field Seminar ("C" or Better)
- Complete six (6) credit hours of social work or sociology electives or be enrolled in remaining elective
- Maintain an overall Grade Point Average of 2.5 or better (Full Acceptance)
- Maintain an overall Grade Point Average of 2.00-2.49 (Conditional Acceptance)
- Maintain a Social Work Grade Point Average of 2.5 or better
- Demonstrate professionalism in all social work courses as evidenced by BASW Professionalism Rubric
- Demonstrate progress on any improvement plans
- Be a candidate for the BASW degree

To be eligible to complete a Bachelor of Arts in Social Work degree, a student must:

- Successfully complete the following required courses:
  - SW 454 - Generalist Practice IV: Organizations & Communities ("C" or Better)
  - SW 452 - Field Experience (Pass)
  - SW 452S - Integrative Field Seminar ("C" or Better)
- Complete six (6) credit hours of social work or sociology electives
- Maintain an overall Grade Point Average of 2.5 or better (Full Acceptance)
- Maintain an overall Grade Point Average of 2.00-2.49 (Conditional Acceptance)
- Maintain a Social Work Grade Point Average of 2.5 or better
- Demonstrate professionalism in all social work courses as evidenced by BASW Professionalism Rubric
- Demonstrate progress on any improvement plans
- Be a candidate for the BASW degree

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## UPPER DIVISION APPLICATION

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Access to Upper Division courses is based on formal acceptance and requires the submission of application materials. To support students in preparing their Upper Division application, the Social Work program will host an Upper Division Overview session in November and discuss the various components of the application process. **Students are advised to attend this session.** Students who are unable to attend the Upper Division Overview session are encouraged to contact the Undergraduate Program Director with any questions.

Application materials are located in the Appendix as well as the Social Work website and include:

- 1.) Upper Division Process Overview
- 2.) Upper Division Application Form
- 3.) Upper Division Letters of Reference Form
- 4.) Upper Division Personal Statement Information
- 5.) Upper Division Self-Assessment Form
- 6.) Upper Division Student Contract Form
- 7.) Upper Division Background Check and Screening Statement

Each student – whether current Daemen or transfer student – must also submit proof of completion of required courses (i.e., updated Webadvisor program evaluation, other college or university transcripts) as well as proof of completion of required volunteer hours (i.e., service learning documentation, signed statement from agency representative where hours were completed). **All materials must be submitted to the Social Work Program by 3pm on the second Friday of February.**

Upon receipt of the application materials, the Undergraduate Program Director will review the documents to ensure they are complete. The Director will also determine if the Student is eligible for admission into Upper Division and schedule an Upper Division personal interview as appropriate.

**Students determined to be ineligible for Upper Division during the application process must discontinue participation in the Bachelor of Arts in Social Work Program.** They may reapply to the program (under the requirements and procedures identified) the following school year but must be able to document that the issues that lead to non-acceptance have successfully been resolved.

Students wishing to appeal the Ineligible decision may do so by contacting the Chair of the Social Work and Sociology Department.

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## UPPER DIVISION INTERVIEW

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The Upper Division Interview is an important opportunity for the Student to formally identify their interest in pursuing a Bachelor of Arts in Social Work degree while becoming better acquainted with the Social Work program, its faculty, and members of the Daemen College Social Work Community Advisory Board. During the interview, students will have a chance to discuss their personal background, volunteer and employment experiences, accomplishments, career goals, and future aspirations.

As previously noted, the Daemen College Bachelor of Arts in Social Work Program is interested in accepting students who demonstrate strong potential for developing the academic and professional skills necessary to work as beginning generalist social work practitioners. Students are evaluated on their past academic performance and demonstrated commitment to the social work profession as evidenced through professionalism and leadership both in the community and in the classroom.



Students must also demonstrate that they possess the personal characteristics, which will enable them to render assistance to those in need, as well as a strong adherence to social work values and ethics.

When examining applications and interviewing students, reviewers are looking for the following:

- Responsibility, honesty, dependability, initiative, patience, and perseverance;
- Ability to be flexible and open to new learning experiences;
- Ability to use ideas critically, selectively, and creatively;
- Ability to function in conditions of stress, change, ambiguity, disagreement, and frustration;
- Competence in written and oral communication;
- Commitment to social and economic justice;
- Commitment and adherence to professional values and ethics articulated in the National Association of Social Workers Code of Ethics;
- Respect for the value and dignity of all people; and
- Willingness to work with persons of differing values, backgrounds, religious beliefs, culture, socioeconomic background, sex, age, creed, physical disabilities, and racial and ethnic origins.

The Upper Division interview is a formal interview and, as such, students should present themselves professionally (e.g., dress, mannerisms, presentation of self). Students are strongly advised to prepare for the interview by reviewing the Bachelor of Arts in Social Work Student Handbook, the National Association of Social Workers Code of Ethics, and other reference materials. Students should also be prepared to ask any questions they might have about the Bachelor of Arts in Social Work program.

It is also critical that Students identify any special concerns they may have regarding the BASW program and/or field placement during the Upper Division interview. This may include, but is not limited to, challenges associated with transportation, background checks, drug and communicable disease screenings, conflict of interest, accommodations, or special equipment needs. **A student cannot be denied access to the Social Work program and/or field placement because of these concerns.** Discussing the concerns during the Upper Division interview will enable staff to provide appropriate guidance.

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## ADMISSION DECISION

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Following the Upper Division interview, the Social Work Admissions Committee will make one of three recommendations relative to a Student's application for admission into the Bachelor of Arts in Social Work Program: Full Acceptance, Conditional Acceptance, or Non-Acceptance.

### Full Acceptance

Students will be granted Full Acceptance into the Bachelor of Arts in Social Work Program if they have met each of the criteria listed below:

- Successfully complete all prerequisite foundation courses for Upper Division;
- Successfully complete Upper Division Application process (including Interview);
- Hold an overall Grade Point Average of 2.5 or better;
- Hold a Social Work Grade Point Average of 2.5 or better;
- Demonstrate professionalism in all social work courses as evidenced by Professionalism Rubric;
- Demonstrate solid interpersonal-interaction skills; and
- Does not have any active improvement plans on file.

## Conditional Acceptance

Students will be granted Conditional Acceptance if they have not met all of the criteria listed above but are determined to have the potential to do so in a timely manner by the Social Work Admissions Committee.

Conditionally Accepted Students must resolve certain issues prior to beginning the Bachelor of Arts in Social Work program or concurrent with their enrollment in it. They will be notified in writing of the issues they must resolve and provided a specific timeline for doing so.

Below is a list of possible reasons for Conditional Acceptance as well as the typical resolution. There may be a single reason for Conditional Acceptance or a combination of reasons.

ISSUE	TYPICAL RESOLUTION
Student has not completed all required prerequisite foundation courses.	Student must complete all required prerequisite foundation courses by time specified.
Student was unsuccessful in Upper Division application process (including Interview).	Student must resubmit Upper Division application materials and/or participate in an additional interview by time specified.
Student holds an overall Grade Point Average of 2.00-2.49.	Student must improve overall Grade Point Average to 2.5 or better by time specified.
Student earned less than a C in a Social Work course.	Student must retain course and earn a C or better in the Social Work course by time specified.
Student holds a Social Work Grade Point Average of less than 2.5.	Student must improve Social Work Grade Point Average to 2.5 or better by time specified.
Student has not demonstrated professional behavior in all social work classes.	Student must demonstrate improved professionalism in Social Work by classes by time specified.
Student was unable to demonstrate strong interpersonal-interaction skills.	Student must participate in supplemental activities and demonstrate strong interpersonal-interaction skills by time specified.
Student has an active improvement plan on file.	Student must complete improvement plan and demonstrate improved behavior by time specified.

**Conditionally Accepted Students will have their progress in the program regularly monitored by the Undergraduate Program Director until they have addressed the identified issues and met criteria for full acceptance.** All conditions must be met prior to entering Senior Year unless otherwise indicated.

Students who disagree with the Conditional Acceptance decision or the issues and/or resolutions identified related to it may appeal the Social Work Admissions Committee's decision by contacting the Chair of the Social Work and Sociology Department.

## Non-Acceptance

Students may be denied acceptance into the Bachelor of Arts in Social Work Program related to poor academic performance, lack of professionalism, and/or values or behaviors deemed incompatible with the Social Work profession. In such instances, the Admissions Committee must also determine that the Student is unlikely to address the issues that led to the non-acceptance decision in a timely manner.

Below is a list of possible reasons for Non-Acceptance:

- Academic performance leading to an overall grade point average of less than 2.0;
- Personal and professional behavior inconsistent with the NASW Code of Ethics and the Daemen College Student Code of Conduct;
- Disregard for the principles of confidentiality;
- Consistent demonstration of poor written and/or oral communication skills;
- Unacceptable work habits in the areas of punctuality, attendance, and/or group participation;
- Unwillingness to receive feedback and/or supervision in a positive manner and use feedback to enhance professional development;
- Demonstrated inability to master the necessary skills of beginning level generalist social work practice, such as, self-awareness, client empathy, and non-judgmental attitudes;
- Inability to work with persons from populations reflecting racial, ethnic, physical or mental ability, religious, socioeconomic, political, gender, and sexual orientation difference;
- Inability to accurately assess strengths and limitations as they relate to professional practice and effective use of self;
- Use of inappropriate or disruptive behavior toward others, including students, faculty, field supervisors, colleagues and clients that suggest an intolerance of difference;
- Use of derogatory or pejorative oral or written statements about or towards others, including students, faculty, field supervisors, colleagues and clients that suggest an intolerance of difference;
- Inability to deal with current life stressors through the use of appropriate coping mechanisms and/or external assistance;
- Documented, active substance use and/or abuse without a plan for treatment;
- Documented, active criminal behavior including abusive, neglectful, or violent behavior towards others; and
- Documented, active harassing behavior based on sex, sexual identity, or sexual orientation.

Note: Students who have a criminal record may not be refused admission into the Bachelor of Arts in Social Work Program solely on that basis. Depending on the nature of their criminal history, they may, however, be refused placement in certain organizations or with specific populations. They may also be denied opportunities to secure licensure as a social work professional.

**Students who are denied acceptance must discontinue participation in the Bachelor of Arts in Social Work Program.** They may reapply to the program (under the requirements and procedures identified) the following school year but must be able to document that the issues that lead to non-acceptance have successfully been resolved. Students wishing to appeal the Non-Acceptance decision may do so by contacting the Chair of the Social Work and Sociology Department.



## Student Engagement

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## DEPARTMENTAL COMMUNICATIONS

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Bachelor of Arts in Social Work Students should be aware of the various opportunities available through the Social Work program whether through special trainings, participation in conferences or special events, engaging in research, or playing a leadership role. To facilitate this awareness, Program faculty and staff regularly communicate via email, through memos, and via social media.

Interested and current students are asked to provide their Daemen College email address to the Department's Administrative Assistant to ensure that they receive emails about activities, events, and resources available through the Social Work program or in the community. In addition, each Bachelor of Arts in Social Work Students is assigned a mailbox in Curtis Hall, home of the Social Work and Sociology Department. **Students are asked to check their mailbox on a regular basis as program memos, event flyers, graded assignments, and other materials are regularly placed in them.**

Students are also encouraged to regularly visit the Daemen College – Social Work website for program information. The Daemen College – Social Work Facebook page is also updated on a regular basis. Please be sure to “like” us to stay abreast of current happenings.

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## DEPARTMENTAL MEETINGS

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In an effort to foster communication and build a sense of community, the Bachelor of Arts in Social Work Program hosts regular departmental meetings for faculty and students. These meetings are scheduled, at a minimum, twice each semester - usually on Thursdays from 11:30am to 12:30pm.

**Attendance is required for all Bachelor of Arts in Social Work Students including those participating in Field Education.** Students can expect to secure important information about special trainings, program activities, and events at departmental meetings as well as any information about any changes in curriculum, programming, and/or policies and procedures.

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## STUDENT REPRESENTATION

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The Bachelor of Arts in Social Work Program holds bi-weekly faculty and staff meetings to discuss matters of importance and to make key decisions. Each year, an undergraduate student is asked to participate in these meetings, which are held on alternating Tuesdays from 11:30-12:30 in the Curtis Hall – Social Work Conference Room. This student plays a critical leadership role by offering a student perspective related to important program decisions and serving as a liaison between students and faculty. If you are interested in being considered for this appointed position, please contact the Undergraduate Program Director.

In addition, the Bachelor of Arts in Social Work program has an active 12-member Community Advisory Board, which is responsible for reviewing program curriculum and activities while engaging Daemen College students, professional social workers, and the community at-large. Each year, an undergraduate student is asked to serve as a representative to this Board and to attend its monthly meetings. This student is able to network with professionals currently working in the field while also contributing meaningfully to important activities. If you are interested in being considered for this appointed position, please contact the Undergraduate Program Director.

Finally, the Bachelor of Arts in Social Work Program solicits student feedback prior to initiating changes to curriculum, programming, and/or policies and procedures. In such instances, the Undergraduate Program Director will call a meeting of all interested students to secure their feedback and suggestions. Students are actively encouraged to participate in these feedback sessions when they occur. Light refreshments are typically provided.

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#### SR. JUDITH FENYVESI SOCIAL WORK HUMANITARIAN FUND

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Students, at times, face crises that threaten their ability to continue in the Bachelor of Arts in Social Work Program. The Sr. Judith Fenyvesi Social Work Humanitarian Fund was established in 1996 to assist students during these challenging times. The Fund provides **one-time** financial assistance to students with documented emergency needs including, but not limited to, rent, car repairs, food, telephone, utility payment, textbook purchases, and tuition. The Fund cannot be used to purchase and/or replace computers or other technology as these resources are available on campus.

To be considered, the Student must complete an application – available in the Appendix of this handbook and on the program website - and submit it to the Undergraduate Program Director. A Fund Committee reviews the request and a decision is communicated to the Student within one week of submission. **As a condition of receipt of funds, students must repay dispersed funds before graduation. This ensures that other students will be able to benefit from the Fund.**

The Fund is named for Sr. Judith Fenyvesi, a Sisters of Social Service nun who emigrated from Romania with limited English proficiency after serving a ten-year prison sentence for practicing her faith. She would go on to found the Daemen College Social Work program in 1975, to see the program through its initial accreditation, and to serve as its first Program Director (See: Program History for more information).

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#### SOCIAL WORK HUMANITARIAN DINNER

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The Sr. Judith Fenyvesi Social Work Humanitarian Fund is supported by an annual dinner typically held in March (National Social Work Month). Students are actively involved in the planning and execution of the dinner - an event that also honors a local individual or organization providing needed service in the community.

Activities include identifying the award winner(s); designing the “look and feel” of the event (including menu, décor, and invitations); distributing letters to potential sponsors; securing baskets, gift cards, and other donated goods for auction; coordinating evening activities; hosting; and engaging in set-up and clean-up activities. Over the past five years, students have raised more than \$15,000 for local organizations and the Department’s Humanitarian Fund.

Past Recipients of the Sr. Judith Fenyvesi Social Work Humanitarian Award:

2015: Jessica (Sherman) Hutchings; Face2Face Program, Kids Escaping Drugs

2014: Maggie Dreyer and Kaely Kwitek; Kaely’s Kindness Foundation

2013: Cheryl Bird and Sharon Benz; Center for Sustainable Communities & Civic Engagement

2012: Deputy Elizabeth Fildes; Erie County Sheriff’s Office Human Trafficking Task Force

2011: Sgt. USMC (Ret.) Patrick William Welch, PhD; Erie County Veterans Service Agency

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## PROFESSIONAL DEVELOPMENT

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The Bachelor of Arts in Social Work Program sponsors or supports a number of professional development opportunities for students during the academic year. These include, but are not limited to, the following activities.

### **Lunch and Learn Trainings**

The Bachelor of Arts in Social Work programs hosts “Lunch and Learn” trainings on a monthly basis. These informal gatherings are scheduled during the lunch hour (11:30-12:30 Tuesday or Thursday) and include social workers and other helping professionals sharing important information related to their organizations and/or a special population, social problem, social policy or advocacy issue, or specific technique or tool. Students are encouraged to ask questions and to network with speakers as well as others present. Lunch is provided and attendees will receive a certificate of participation for inclusion in their Student Learning Portfolio.

### **Skill Development Trainings and Seminars**

Each semester, Program faculty, students, and staff plan or otherwise identify skill development trainings and seminars taking place on the Daemen College campus or in the community. Participation in Skill Development Trainings and Seminars is highly recommended. When the Bachelor of Arts in Social Work Program plans the event, attendees will receive a certificate of participation for inclusion in their Student Learning Portfolio.

### **Social Work Month**

Each year, the Bachelor of Arts in Social Work Program joins with practitioners, educators, and students from across the country to celebrate March as National Social Work Month. Members of the Social Work Faculty, Social Work Community Advisory Board, current students, and alumni assist in the preparation and implementation of various activities and events for the benefit of the Program, Daemen College and the Western New York community.

### **Professional Organizations**

Students are encouraged to join and participate in the various professional organizations available to social workers including the National Association for Social Workers (NASW), the Clinical Social Workers Association (CSWA), the Council on Social Work Education (CSWE), and the Association for Community Organization and Social Administration (ACOSA) among others. Through participation, students can begin to develop their professional self while learning about the wide variety of opportunities that the social work profession provides. Ask your academic advisor or the Undergraduate Program Director for more information about these organizations.

### **Social Work Conferences**

The Bachelor of Arts in Social Work Program faculty views learning as a life-long endeavor and encourages student participation in local, statewide, and national social work conferences. There are several conference held on a regular basis including the National Association of Social Workers (NASW) Statewide/National Conference, the Annual Program Meeting of the Council on Social Work Education (APM), and the Annual Association of Baccalaureate Program Directors Conference (BPD). Students should consult with faculty and/or their academic advisor to determine how they might benefit from conference attendance and participation in terms of presentation or volunteer experiences.

The Bachelor of Arts in Social Work Program will also work with students to organize their attendance at local, statewide, and national social work conference by providing help with transportation, necessary funds, and/or assistance fundraising opportunities, where possible. Interested students should discuss these opportunities with the Undergraduate Program Director.

### **Legislative Education**

The Bachelor of Arts in Social Work Program supports student involvement in the National Association of Social Workers - New York State Chapter annual Legislative Education Day and/or other advocacy events. The annual Legislative Education Day event takes place in Albany, New York every March. Students attend an education session on key issues of concern to social workers before meeting with elected officials and staff in their legislative offices. The Program provides assistance with transportation, hotel, meals, and event registration, when possible. Interested students should discuss these opportunities with the Undergraduate Program Director.

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### **SOCIAL WORK ALLIANCE**

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The Social Work Alliance (SWA) is a student-run club that engages in awareness raising, voluntarism, advocacy, and leadership activities to support the personal and professional development of participants. The club plans various trainings, service projects, and social activities while representing the interests of students in the Bachelor of Social Work program in general. Membership in SWA is open to any student interested in a career in the Social Work profession.

Over the past several years, SWA has actively pursued a number of projects including hosting a dance to support the students of People Inc.'s YALT program; walking to increase Breast Cancer and Domestic Violence awareness; collecting canned goods for the Food Bank of Western New York; and sending letters and supplies to military personnel overseas. Students have also been involved in the planning of the Social Work Humanitarian Dinner as well as international service projects in the Dominican Republic.

Each fall, the SWA holds an election for the club's four leadership positions: President, Vice President, Secretary, and Treasurer. Interested students have a chance to give a speech in support of his or her candidacy during the first departmental meeting of the fall semester and prior to web-based voting. If you are interested in running for office, please contact the Undergraduate Program Director.

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### **PHI ALPHA - HONOR SOCIETY**

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Phi Alpha is the National Honor Society for Social Work students. The term, Phi Alpha, means "love of humanity" and the purpose of the Phi Alpha Honor Society is to provide a closer bond among students of Social Work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in Social Work.



Membership in Phi Alpha is by invitation only. Individuals are selected to become members of the Social Work Honor Society based on evidence of their interest in the profession of social work; academic excellence (not only in social work education, but in all other academic areas); and dedication to the idea of service to humanity. Inductees must also demonstrate a commitment to the standards, ethics, and goals of the Social Work profession.

A student is eligible for membership in Daemen College's Zeta Zeta Chapter of Phi Alpha after meeting the following criteria:

- a) Achieved sophomore status as a Social Work major;
- b) Completed nine (9) semester hours of required social work courses;
- c) Achieved an overall grade point average of 3.25;
- d) Achieved a Social Work grade point average of 3.5; and
- e) Demonstrated engagement in service.

Formal induction ceremonies are held each year at the Daemen College Social Work Humanitarian Fund Dinner. Students who are accepted into the Zeta Zeta Chapter of the Phi Alpha Honor Society will receive a letter denoting their inclusion from the Chair of the Social Work and Sociology Department in February.

**Induction into the Zeta Zeta Chapter of the Phi Alpha Honor Society is considered the highest honor one can achieve in the Bachelor of Arts in Social Work at Daemen College.**

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## **STUDENT RECOGNITION**

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The Bachelor of Arts in Social Work Program offers several awards to recognize student accomplishments including the Outstanding Social Work Student Award, Outstanding Field Education Student Award, the National Association of Social Workers – New York State Western Division Student of the Year Award for Daemen College, and the Social Work Student Leadership in Service Award. Award criteria are listed below.

### **Outstanding Social Work Student Award**

The Outstanding Social Work Student Award is presented to the undergraduate student determined by the Faculty to have had the strongest overall performance in the Bachelor of Arts in Social Work Program. The award recognizes a truly exceptional student/scholar whose performance has been consistently exemplary throughout their academic career.

Nominees for the Outstanding Social Work Student Award must exhibit academic excellence (not only in social work education, but in all other academic areas) as well as a strong competency development in Field Education. The Outstanding Social Work Student Award recipient must also exhibit leadership skills; a commitment to social justice, the profession of social work, and their clientele; and the integration of social work knowledge, skills, attitudes, and values through their service work in the Department of Social work and Sociology, at Daemen College, and in the larger community.

Only graduating students in the Bachelor of Arts in Social Work Program are eligible to be nominated for this award. The recipient is recognized at the Daemen College Annual Excellence Awards Ceremony.

## **Outstanding Field Education Student Award**

Field Education is recognized as the signature pedagogy of the Social Work profession. The Outstanding Field Education Student Award is presented to the undergraduate student determined by the Faculty to have had the strongest performance in Field Education in a given year.

Nominees for the Outstanding Field Education Student Award must have exceeded expectations by expertly demonstrating awareness, knowledge, and skills as a social work field placement student. Students must also display creativity, flexibility, and imaginativeness reflecting the ability to perform the set of practice behaviors for a given competency at a superior level. The Award winner must also demonstrate professional behavior, initiative, and a commitment to ethical values of the social work profession.

Only graduating students in the Bachelor of Arts in Social Work Program are eligible to be nominated for this award. The recipient is recognized at the Daemen College Annual Excellence Awards Ceremony.

## **NASW-NYS Western Division Student of the Year Award for Daemen College**

The NASW-NYS Western Division Student of the Year Award for Daemen College is presented to a Masters- and/or Baccalaureate-level Social Work student who personifies the values of the Social Work Profession as defined by the NASW Code of Ethics.

The Student selected will have demonstrated leadership skills and interest in community involvement within the academic or greater community setting. The student's work or volunteer interest should demonstrate contributions through community involvement, which make a difference in the lives of others, through the use of social work skills and abilities; commitment to advocacy; and improving the quality of life for others. Awardees should also have a strong academic ability as well as professional identification as illustrated through participation in student clubs, membership in the Phi Alpha Honor Society, membership in professional organizations, and attendance at social work conferences.

Only graduating students in the Bachelor of Arts in Social Work Program are eligible to be nominated for this award. The recipient is recognized at the Annual NASW-NYS Western Division Luncheon held during Social Work Month.

## **Social Work Student Leadership Through Service Award**

The Social Work Student Leadership Through Service Award is presented to the undergraduate student determined by his or her peers to embody the first value of social work – Service. As the National Association of Social Worker's Code of Ethics explains, social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. They are also encouraged to volunteer some portion of their professional skills with no expectation of significant financial return.

Nominees for the Social Work Student Leadership Through Service Award should exhibit an exceptional commitment to serving their peers, program, and profession. This includes supporting the needs and interests of others through direct community service and sharing his or her passion for social work through action and advocacy.

Only students currently enrolled in the Bachelor of Arts in Social Work program may identify nominees for this award. Any undergraduate social work student currently enrolled in the program is eligible for award nomination. Following the nomination process, all students will have an opportunity to vote to determine who will receive this honor at the Daemen College Student Leadership Awards Luncheon.

**The Bachelor of Arts in Social Work Faculty reserves the right to distribute these awards as they deem appropriate.** As such, individual awards may or may not be distributed in a given year.

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## BEYOND THE BACHELOR'S DEGREE

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### Graduation Application

Seniors completing degree requirements must submit their Application for Degree form to the Daemen College Registrar. The form is typically due the first week of October for May graduation. Please consult the academic calendar for the exact application due date. Students who fail to submit the Application for Degree form will not be included on the commencement list or have their academic record reviewed to verify that degree requirements have been satisfied.

### Advanced Social Work Education

Students interested in graduate education in Social Work or another discipline are encouraged to speak with any of the Social Work faculty and/or their academic advisor. Students should also attend Graduate School Overview sessions held annually in late October or early November through the Social Work Program or through Daemen College. A library of graduate school materials is maintained by the Administrative Assistant in Curtis Hall as well as the Council on Social Work Education (CSWE) annual summary of accredited Master of Social Work programs.

Note: Students with an overall grade point average of 3.0 or above may be eligible to participate in what is known as an "Advanced Standing" Master of Social Work program. These programs enable students to complete their Master of Social Work degree in one year (typically 30-33 credit hours) saving the student time and money. Students are strongly encouraged to investigate this option.

### Letters of Reference

Faculty members are available to provide references for students in the Bachelor of Arts in Social Work Program. Students are encouraged to identify faculty members who know them well and can provide a strong reference for them. **It is also strongly recommended that students communicate their desire to have a faculty member serve as a reference before identifying them to a third party.**

At your request, references may be provided to prospective employers or graduate school programs by mail, electronic means, or phone. If you wish to have your letter of reference mailed, please be sure to provide correct address information. If you wish faculty members to provide references over the telephone, you are required to complete the Release of Information form (See Appendix). This form will be placed in your permanent file in the Department of Social Work and Sociology.

Students are also encouraged to establish a permanent student file in the Career Services office (716-839-8334) and to familiarize themselves with the services available through this office.

## **Alumni Engagement**

The Department of Social Work and Sociology is interested in maintaining a connection to its Alumni through the provision of Continuing Education training, special events, and service projects. Alumni may also be interested in serving as Field Educators, Adjunct Faculty, or as members of the Social Work Community Advisory Board. Interested individuals should discuss these opportunities with the Undergraduate Program Director.

## **Change of Address**

It is important that Current and Former Students are aware of Program activities, events, and resources. Please report any changes to your address, telephone number, or email address to the Administrative Assistant in the Department of Social Work and Sociology so files can be kept up to date.



## FIELD EDUCATION

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## OVERVIEW

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Field Education is the critical bridge between social work education and practice. It is the arena in which students exercise and affirm the knowledge, values, and skills required for practice of professional social work within a variety of systems.

Each BASW student is required to complete a 420-hour, supervised field education experience (210 hours per semester). This activity affords students the opportunity to maximize the integration of social work knowledge, values, and skills in a community setting. Students are given the opportunity to work with diverse clients including individuals, families, groups, organizations, and communities and encouraged to grow their professional network by engaging with other social work practitioners.

Students also participate in a two-course Field Education Seminar sequence. The first course focuses on the enhancement of generalist practice social work skills and the integration of theory and practice concurrent with the student's field placement. The course also offers students an opportunity to process their field placement experiences in a safe, confidential, and educationally enriching environment. The second courses focuses on helping Students to make critical connections between the social work curriculum and the field placement experience while also building their confidence in preparation for continued education or employment.

For their final project, Students are expected to demonstrate their understanding of social work methods by engaging and assessing a client (individual, family, group, organization, or community), designing and implementing an appropriate intervention, and evaluating their practice. Students present their client case as part of the Annual Field Education Celebration.

**Students who do not pass the supervised field education experience and/or do not earn a “C” or better in the Field Education Seminar during fall semester will not be allowed to continue in Field Education.** In such circumstances, a Student must repeat their first semester of supervised field education experience and/or Field Education Seminar the following school year.

**In order to earn a Bachelor of Arts in Social Work at Daemen College, a Student must pass the 420-hour, supervised field education experience and earn a “C” or better in the two-course Field Education Seminar sequence.**

A complete Field Education Manual is available on the Daemen College Social Work website and is distributed at Field Education Orientation.

### **CSWE Educational Policy 2.3—Signature Pedagogy: Field Education**

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

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## FIELD EDUCATION ELIGIBILITY CRITERIA

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To be eligible to **apply** for field education, a student must:

- Secure Upper Division status in the BASW social work program
- Hold an overall Grade Point Average of 2.5 or better
- Hold a Social Work Grade Point Average of 2.5 or better
- Successfully complete the following required courses with a “C” or better
  - SW 218 - Introduction to Social Work and Social Welfare
  - SW 311 - Methods of Social Work Research I
  - SW 325 - Generalist Practice I: Generalist Intervention Model
  - SW 333 - Human Behavior and the Social Environment I
- Demonstrate professionalism in all social work courses as evidenced by BASW Professionalism Rubric
- Demonstrate progress on any improvement plans

To be eligible to **enter** field education, a student must:

- Maintain an overall Grade Point Average of 2.5 or better
- Maintain a Social Work Grade Point Average of 2.5 or better
- Successfully complete the following required courses with a “C” or better
  - SW 218 - Introduction to Social Work and Social Welfare
  - SW 311 - Methods of Social Work Research I
  - SW 312 - Methods of Social Work Research II
  - SW 315 - Professional Communication in Social Work
  - SW 325 - Generalist Practice I: Generalist Intervention Model
  - SW 326 - Generalist Practice II: Individuals and Families
  - SW 333 - Human Behavior and the Social Environment I
  - SW 334 - Human Behavior and the Social Environment II
- Complete three (3) credit hours of social work or sociology electives
- Demonstrate professionalism in all social work courses as evidenced by BASW Professionalism Rubric
- Demonstrate progress on any improvement plans

To be eligible to **continue** in field education, a student must:

- Maintain an overall Grade Point Average of 2.5 or better
- Maintain a Social Work Grade Point Average of 2.5 or better
- Successfully complete the following required courses:
  - SW 424 - Generalist Practice III: Groups (“C” or Better)
  - SW 432 - Contemporary Social Policy and Services (“C” or Better)
  - SW 451 - Field Experience (Pass)
  - SW 451S - Integrative Field Seminar (“C” or Better)
- Complete six (6) credit hours of social work or sociology electives
- Demonstrate professionalism in all social work courses as evidenced by BASW Professionalism Rubric
- Demonstrate progress on any improvement plans
- Be a candidate for the BASW degree

To be eligible to **complete** field education, a student must:

- Maintain an overall Grade Point Average of 2.5 or better
- Maintain a Social Work Grade Point Average of 2.5 or better
- Successfully complete the following required courses:
  - SW 454 – Generalist Practice IV: Organizations and Groups (“C” or Better)
  - SW 452 - Field Experience (Pass)
  - SW 452S - Integrative Field Seminar (“C” or Better)
- Demonstrate professionalism in all social work courses as evidenced by BASW Professionalism Rubric
- Demonstrate progress on any improvement plans
- Be a candidate for the BASW degree

## KEY TERMS USED IN FIELD EDUCATION

<b>Competency-Based Education</b>	An outcome-based performance approach to curriculum design adopted by the Council on Social Work Education, the national accrediting body for Social Work. The goal of this approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities.
<b>Core Competency</b>	Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The 2008 Educational Policy Standards of the Council on Social Work Education, the national accrediting body for Social Work, identify ten core competencies (Educational Policy Standards 2008) as well as a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods.
<b>Director of Field Education</b>	A college-based staff member assigned to locate and coordinate field placement opportunities for Students. The Director of Field Education contacts agencies to determine their interest and willingness to host students at their locations. S/he also identifies, orients, and supports Field Educators and/or Task Supervisors and provides direct instruction to students through the Integrative Field Seminar. The Director of Field Education is primarily responsible for aiding in the resolution of challenges that may arise in the field placement setting.
<b>Field Educator</b>	A social work professional employed by the agency who serves as the Student's supervisor on a voluntary (unpaid) basis. This individual must meet specified criteria and is responsible for the education of the student(s) while they are at their agency.
<b>Field Liaison</b>	A college-based faculty/staff member or contracted licensed social work professional assigned to assist Students in obtaining and maintaining quality learning experiences. The Liaison may provide supervision, conduct site visits with the Student, assist in the resolution of field placement issues, and work with Task Supervisors to develop learning experiences, among other responsibilities.
<b>Field Placement</b>	Agency location where Student completes field education work hours and receives supervision from Field Educator.
<b>Learning Contract</b>	Written document developed collaboratively by Student and Field Educator (and Task Supervisor as needed) to evaluate Student progress in developing the CSWE competencies and practice behaviors.
<b>Practice Behavior</b>	Measureable actions that demonstrate the application of social work knowledge, skills, and values for effective social work practice. Practice behaviors are specific and are used to measure competency.
<b>Task Supervisor</b>	An agency-based individual who does not hold a graduate degree in social work (MSW or equivalent) but is responsible for specific activities at the field placement agency. This individual is responsible for overseeing activities related to the Student's field experience on a day-to-day basis and for assisting in identification and evaluation of student learning goals. Students who have a Task Supervisor will also be assigned a Field Educator to assist with supervision.



## ROLES AND RESPONSIBILITIES

While the primary responsibility for learning in the field placement rests with student, the Field Educator and Director of Field Education join with them to ensure that the experience is as complete and productive as possible. The chart below briefly outlines the responsibilities of each individual at each of the three stages of field education activity: pre-placement, placement, and evaluation.

	STUDENT	FIELD EDUCATOR	DIRECTOR OF FIELD EDUCATION
PRE-PLACEMENT ACTIVITIES	Completes application for field placement and identifies career goals and interests	Completes application to be a field educator and identifies opportunities for field placement	Identifies potential matches between student interests and career goals and field placement opportunities.
	When given permission by Director of Field Education, initiates contact with Field Educator regarding interview	Hosts meeting with student to determine if field placement is appropriate	Confirms final decision regarding placement and transmits appropriate paperwork to Student and Field Educator
	Signs Collaborative Agreement and prepares to enter field placement	Signs Collaborative Agreement and prepares to have student at field placement location	Ensures appropriate paperwork has been secured and reviews including signed Collaborative Agreement, Insurance Certificate
	Engages in any pre-placement training activities as required by Field Placement	Facilitates student participation in any required pre-placement trainings or pre-screenings	Assists to ensure student participation in any required pre-placement trainings/screenings
	Attends field education orientation for Students and confirms field placement start date and time	Attends field education orientation for Field Educators and finalizes preparations for student placement	Facilitates Student and Field Educator orientation sessions; Finalizes preparations for Field Placement activities

	STUDENT	FIELD EDUCATOR	DIRECTOR OF FIELD EDUCATION
PLACEMENT ACTIVITIES	Negotiates field placement tasks with Field Educator to complete Learning Contract; Reviews Safety Acknowledgment with Field Educator	Ensures that Student tasks are clearly defined in Learning Contract; Reviews Safety Acknowledgment with Student	Schedules meeting to review and approve Learning Contract; Ensures CSWE competencies and practice behaviors are being addressed; Reviews Safety Acknowledgment
	Initiates work on Learning Contract seeking assistance from Field Educator as needed	Supports Student work on Learning Contract by providing appropriate resources	Ensures Student reflection on field placement experience through Field Seminar
	Prepares for and participates in regular supervision meetings	Prepares for and participates in regular supervision meetings	Engages in trouble-shooting activities as needed
	Brings issues that arise in field placement to the attention of Field Educator or Director of Field Education as appropriate	Provides honest, on-going feedback on performance to Student; Brings issues to attention of Director of Field Education	Acts as mediator between Student and Field Educator to address any issues; Documents challenges; Makes decisions about continuation

EVALUATION ACTIVITIES	STUDENT	FIELD EDUCATOR	DIRECTOR OF FIELD EDUCATION
	Completes mid-year placement evaluation and submits to Field Educator; Discusses any concerns about field placement and makes plan for addressing them	Completes mid-year placement evaluation and reviews with Student; Submits to Director of Field Education; Discusses any concerns about field placement and makes plan for addressing them	Reviews mid-year placement evaluation; Discusses mid-year placement evaluation with Student and Field Educator; Documents any plan to address concerns; Assigns grade
	Addresses concerns raised during weekly supervision and/or mid-year placement evaluation as appropriate	Ensures that Student makes progress on addressing concerns raised during weekly supervision and/or mid-year placement evaluation as appropriate	Engages in trouble-shooting activities as needed; Acts as mediator between Student and Field Educator to address any issues; Documents any plan to address concerns; Makes decisions about continuation
	Participates in check-in meeting with Field Educator and Field Director; Discusses any concerns about field placement and makes plan for addressing them	Participates in check-in meeting with Student and Director of Field Education; Discusses any concerns about field placement and makes plan for addressing them	Participates in check-in meeting with Student and Field Director; Documents; Documents any plan to address concerns; Ensures action on plan; Makes decisions about continuation
	Completes final placement evaluation and submits to Field Educator	Completes final placement evaluation and reviews with Student; Submits to Director of Field Education	Reviews final placement evaluation; Discusses final placement evaluation with Student and Field Educator; Assigns grade
	Completes evaluation of Field Educator and Field Placement and submits to Director of Field Education (web-based)	Completes evaluation of Field Education Program; Submits to Director of Field Education (web-based)	Reviews feedback from Students and Field Educators and uses it to improve field education programming

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## LEARNING OPPORTUNITIES IN FIELD EDUCATION

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Students entering field education will bring with them an understanding of generalist practice including knowledge of the basics of social work within different settings and among diverse populations. Under professional supervision, the Student will, ideally, move from beginner-level activities to more complicated interactions and interchanges with clients and other systems. What follows is a description of desirable field placement experiences.

1. **Techniques to Help a Student Become a Professional.** This begins with the field placement agency orientation process and clarification of expectations for the Student, Field Educator, and other agency staff. Orientation topics may include understanding of the purpose of field education and weekly supervisory conferences, student responsibilities in making the field experience meaningful, and the field educator and student roles in each of these areas. Emphasis on values and principles such as confidentiality (specifically related to the use of the agency materials and to the practice of social work in general) should be introduced immediately. Agency policies and procedures should also be reviewed.
2. **Interviewing Experiences.** Students who enter field placement have had some practice in interviewing clients and professionals in various systems. Since these activities were introduced academically, they can be considered relatively limited experiences within the context of the profession. Therefore, Field Educators should begin, as quickly as possible, to introduce the student to interviewing experiences and help them with preparation for initial interviews (i.e. how to engage, assess, mutually define the problem, what to do to when meeting resistance). Field Educators may prefer to begin by having the student observe interviews conducted by experienced agency staff, role play interviews particular to the field setting, and/or participation in the student's initial interviews. These opportunities should be followed by evaluation and feedback. Specific instruction is essential to help the student connect theory to practice and to focus original experiences in interviewing toward the more specific, in depth type of interviews that will be called for in entry-level jobs. The student will also need help in adjusting interviewing skills to the systems involved (micro, mezzo, or macro) and to the nature of the expected professional role.
3. **Experiences in Relating to Individuals.** The use of professional self in the helping relationship is a fundamental part of generalist social work and experiences should be planned to enhance this ability within the student. Initially, this may be part of selecting activities or tasks with a client and other systems in conjunction with another social worker or the field educator. However, within the first two months, the student should receive an assignment that allows a client system to become the responsibility of the student. A progressive step from that point would be for the student to see what is expected in the professional use of self as work advances with that client system and as additional client systems are added.
4. **Experience in Relating to Families or Family Members.** All students should have clear awareness of the importance of understanding family interaction. This knowledge is vital in making decisions as to whether the members of a family are worked with as individuals, collaterals, or as a family group. Since the family constellation, traditional or nontraditional, is still the most significant primary group in society, the student should develop some basic professional skills in working with family networks.

5. **Experience with Groups.** It is essential that the student, who already has knowledge concerning the importance of groups, continues to develop social work skills for working *with* groups. Regarding task groups, the student should be a participant in staff meetings, case conference, and other agency committees and have the opportunity to observe task group dynamics. Eventually, however, the student must have the opportunity to develop, lead, or at the least co-facilitate a group. Appropriate groups include those involved in problem solving, self-help, mutual aid, education, information exchange, therapy, or a combination of these.
6. **Experience in Working with Other Agencies and Settings and Their Personnel.** Brokering, advocacy, service coordination, and linkage and referral are important components of entry-level generalist practice. This experience is likely to happen within the context of the problem solving process. The student's ability to articulate their agency goals and objective to other agencies is an extremely important part of the field learning.
7. **Experience in Community Activities.** The student needs to understand the relationship of the agency to the wider community. Identification of community social problems and of the mission of other agencies working in the same field can be considered a step toward the student's developing skills in working with communities. Eventually, the student should have specific experiences in helping organize or becoming part of a group working on community problems. This could include social policy change, social action, or local neighborhood or community development project.
8. **Experiences in Social Work Documentation: Recording Progress Notes, Case Summaries, Letters and Other Written Communications.** The student should become familiar with the agency's method of documentation including recording of social work notes in individual and group records, completion of social histories, session summaries, memo and/or letter writing, releasing materials to other agencies, and technical writing including research or policies. As each agency has a different method of recording, students will benefit from a review of case records to observe different styles as well as specific instruction on the recording process by the field educator.
9. **Experience with the Problem Solving Process of Social Work Practice.** The activities in which the student should have experience include: making initial contacts, collecting data, defining the problem setting up preliminary goals, assessing, contract negotiation and goal setting, intervention, evaluation, and termination. Whether in the classroom or life experiences, whether through volunteer or paid experience, students have had experience in the problem solving process. In the field placement setting, they need to have experience in applying the generalist framework to the reality of social work practice. Although they may learn by reading agency records as to the process staff have followed, they need to begin their first actual work in these activities within the first month of practice. Although the degree to which each activity may be carried out with the different systems may vary according the agency mission, the intent is to provide experiences which enable the student to integrate the knowledge values, and skills of the problem solving method to all aspects of social work.
10. **Evaluation.** The student has learned that evaluation is an important part of the problem solving process regardless of what size system is involved. They should be able to practice evaluation of intervention effectiveness with client systems in a variety of ways. As for the student, self-evaluation and the ability to accept constructive criticism is also seen as an important part of the learning process in the field placement experience.



## MONITORING STUDENT PERFORMANCE AND BEHAVIOR

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## MONITORING STUDENT PERFORMANCE AND/OR BEHAVIOR

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Gatekeeping is an important part of social work education and the profession of social work. This mechanism ensures that graduates not only possess the competencies necessary for generalist social work practice but also the highest standards of professionalism. Toward that end, the Bachelor of Arts in Social Work Program uses a variety of formal and informal mechanisms to monitor Student performance and/or behavior. This monitoring is ongoing and extends beyond classroom and field placement evaluations. It begins when the Student enters required Social Work classes as described below.

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### COURSE-BASED EVALUATION

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Students are evaluated based on their achievement of the learning objectives identified for each course. These learning objectives typically focus on the development of CSWE core competencies and associated practice behaviors. The measurement of these varies from course to course but is based on several if not all of the following assessment techniques.

**Quizzes and/or Examinations:** Testing – whether rendered in-class or via take-home examination – is a commonly used assessment technique used to determine whether students have secured specific knowledge or skills.

**Writing Assignments:** Written communication skills are carefully evaluated through papers or other writing assignments. Students write papers to demonstrate course learning objectives related to case analysis, research and evaluation, and policy analysis and critique. Additional writing assignments include social histories, process recordings, micro/macro diagnostic summaries, and letters to the editor.

**Presentations:** Presentations provide students with the opportunity to communicate information professionally and develop and defend an argument. Presentation skills help to strengthen student confidence to engage in knowledge sharing with colleagues and peers as well as elected officials, funders, and the general public.

**Projects:** The assignment of individual and/or group projects is another means of student evaluation frequently used in the Bachelor of Arts in Social Work Program. Projects are used to further knowledge attainment, enhance skill development, and develop an understanding of process. Group projects also provide students with the opportunity to experience what it is like to work in teams.

**Journals:** There are several types of journals or logs used to evaluate student learning. For example, he students complete weekly logs as part of their Field Education experience to document their growing knowledge development as well as their experience of personal and professional growth over time.

**Annotated Bibliographies:** The annotated bibliography requires students to summarize, critique, and, in some instances, apply content from the research and scholarly literature.

**Videotaping:** Interviews are videotaped to evaluate practice skills including engagement, assessment, and intervention.

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## PROFESSIONALISM RUBRIC

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The Bachelor of Arts in Social Work Program has developed a rubric to assess Student professionalism in all required Social Work Courses (See: Appendix). The rubric measures professionalism using seven (7) performance indicators including attendance in class, lateness to class, preparation for class, participation in class, listening skills, behavior, and ability to follow instructions on assignments. Each performance indicator is measured on a four-point scale, with a four (4) representing high levels of professionalism and a one (1) representing low levels of professionalism. The rubric also includes a question on the Student's overall professionalism (scored as excellent, good, fair, or poor) and allows for comments.

Social Work Faculty and Staff use the Professionalism Rubric to document Student professionalism in the classroom at least twice during the semester (mid-term and final). In instances where a Student scores a two (2) or lower on any of the rubric's performance indicators, Faculty and Staff are instructed to report the issue to the Undergraduate Program Director so an Improvement Plan (described below) can be completed.

The Professionalism Rubric is also used to determine if the Student is eligible to apply for, enter, or continue in the Bachelor of Art in Social Program and/or Field Education. Students who are identified as having multiple deficiencies related to professionalism (i.e., scoring a two or less on two or more performance indicators and/or problems with professionalism in multiple classes) may be denied permission to apply for, enter, or continue in the Bachelor of Arts in Social Work Program and/or Field Education. **The Undergraduate Program Director will make final determinations as to whether the Student can apply for, enter, or continue in Field Education related to professionalism.** Other faculty or staff feedback may be secured, as needed.

### Reporting Concerns

Faculty, Staff, and Field Educators are instructed to report any concerns about Student performance and/or behavior to the Undergraduate Program Director. This may include concerns about activities occurring outside the classroom or field placement setting including, but not limited to, reports of harm to self or others, problem drinking, drug use or abuse, violence, and/or police involvement while at Daemen College or in the community. An improvement plan (described below) will be developed as needed. The Undergraduate Program Director will also assume responsibility for reporting to Daemen College Office of the Vice President for Student Affairs and Dean of Students (Student Affairs) as appropriate.

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## STUDENT LEARNING PORTFOLIO

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Students in the Bachelor of Arts in Social Program are responsible for preparing a Student Learning Portfolio. The Portfolio serves to document student mastery of Program goals and objectives and demonstrates their acquisition of CSWE core competencies and associated practice behaviors through coursework and field placement. Students are expected to submit their portfolio to their Academic Advisor at the end of the Junior year as part of a formative evaluation. **Students submit their final Student Learning Portfolio to the Administrative Assistant in Curtis Hall no later than 3pm on the first Friday in May.** Social Work Faculty as well as members of the Social Work Community Advisory Board will review the final Student Learning Portfolio as part of a summative evaluation.

The assignments listed in the chart below should be included in the Student Learning Portfolio.

<b>SOPHOMORE YEAR</b>	
SW-218 Introduction to Social Work & Social Welfare	Social Worker Interview Service Learning Documentation (20 Hours)
SOC-224 Ethnicity, Race, & Cultural Diversity	Service Learning Documentation (20 Hours)
<b>JUNIOR YEAR – FALL</b>	
SW-311 Social Work Research I	Research Review
SW-325 Foundations of Generalist Practice I: Social Work Method	Case Study (completed in sections, included in Portfolio as final paper) Social Work Values Audit Major Theories in Social Work Presentation Ethics Exam (Association of Social Work Boards (ASWB) Licensure Questions)
SW-333 Human Behavior and Social Environment I	Annotated Bibliography I Life Stage Experiences of Identified Cultural Group Cultural Competency Presentation I
<b>JUNIOR YEAR – SPRING</b>	
SW-312 Social Work Research II	Full Research Paper Academic Festival Poster/Presentation
SW-315 Professional Communication in Social Work	Personal Resume Professional Documentation Paper Pitch Presentation
SW-326 Foundations of Generalist Practice II: Individuals & Families	Service Learning Documentation: Individual-Focus (20 Hours) Bio-Psycho-Social Assessment Mandated Reporter Training Completion
SW-334 Human Behavior and Social Environment II	Annotated Bibliography II Life Stage Experiences of Identified Cultural Group Cultural Competency Presentation II
<b>SENIOR YEAR – FALL</b>	
SW-424 Foundations of Generalist Practice III: Groups	Group Observation Paper Group Facilitation Paper
SW-432 Contemporary Social Welfare Policy & Services	Policy Analysis Paper Advocacy Project
SW-451 Field Experience in Social Work I	Learning Contract and Mid-Year Evaluation
SW-451S Field Experience in Social Work I Seminar	Case Study Paper (completed in sections, included in Portfolio as final paper)
<b>SENIOR YEAR - SPRING</b>	
SW-452 Field Experience in Social Work II	Learning Contract and Year-End Evaluation
SW-452S Field Experience in Social Work II Seminar	Case Study Paper (completed in sections, included in Portfolio as final paper) Case Study Presentation
SW-454 Foundations of Generalist Practice IV: Organizations & Communities	Service Learning Documentation: Community-Focus (Additional Hours) Organizational Assessment Paper Needs Assessment Paper Pitch Presentation



Students should include any certificates from Lunch and Learns, Skill Development Trainings and Seminars, or other activities they have attended during their tenure in the Bachelor of Arts in Social Work Program as well as any honors or awards.

Finally, Students should incorporate a brief summary statement describing their experiences in the Bachelor of Arts in Social Work Program, their personal and professional growth, and future goals and aspirations related to social work, their education, and/or career.

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## **FIELD EDUCATION-BASED EVALUATION**

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### **Field Placement Visits**

The Director of Field Education is responsible for conducting at least two site visits at the Student's field placement location. The initial visit is scheduled to take place in October or early November and is designed to ensure that reasonable expectations for student learning have been established. The second visit takes place in February and includes a review of the mid-term evaluation of the Learning Contract and Student progress on learning experiences to date.

Additional field placement visits can be scheduled as needed or desired. Visits may be requested by the Director of Field Education, Field Educator, and/or the Student for any reason including, but not limited to, changes in the field placement setting; need for additional support or guidance for Field Educators or Students; need for clarification on Field Education policies and/or procedures; and concerns with performance and/or behavior. The Director of Field Education is responsible for documenting field placement visits and for completing an Improvement Plan (described below) should concerns about student performance and/or behavior be identified.

### **Integrative Seminar**

Student performance and/or behavior are monitored as part of the weekly Field Education Seminar course taught by the Director of Field Education. Students are expected to actively participate in course discussions and activities while in class. Concerns about performance and/or behavior while in Integrative Seminar should be shared with the Undergraduate Program Director as soon as possible. An improvement plan (described below) will be developed as needed.

### **Field Education Supervision**

Student performance and/or behavior are monitored as part of the weekly, one-hour supervision sessions (face-to-face or other) with their Field Educator. Students are expected to be prepared for and actively participate in supervision. Concerns about performance and/or behavior while in supervision should be shared with the Director of Field Education as soon as possible. An improvement plan (described below) will be developed as needed.

### **Supervised Field Education**

Evaluation of the 420-hour Supervised Field Education requirement focuses on the completion of individualized tasks described in the Student's Learning Contract. These learning opportunities enable the Student to demonstrate that they have acquired the ten (10) core competencies and forty-one (41) associated practice behaviors identified for generalist social work practice by the Council on Social Work Education.

There are two formal evaluations of progress on the Learning Contract. The mid-term evaluation takes place in December and is aimed at gathering feedback that can be used to foster improvement in the Field Education context. The final evaluation takes place in May and measures the level of success or proficiency in achieving the core competencies. For more information on the Learning Contract, please see the Placement Activities section of this manual.

For both the Mid-Year and Final evaluation, the Student and Field Educator are required to evaluate Student performance on a given competency by scoring the associated practice behaviors using the scale provided below. Students complete the evaluation as part of a self-assessment. For the purpose of program assessment, the Bachelors of Social Work program will use only the Field Educator's evaluation scores.

Students and Field Educators are instructed to leave a score blank if the Student has not yet engaged in activities related to the practice behavior. They are also asked to include information about planned activities and start dates in the narrative section (described below).

<b>Advanced Competence</b> (Scored as 5)	<b>Expertly demonstrates awareness, knowledge, and skills as a social work field placement student.</b> Student displays creativity, flexibility, and imaginativeness reflecting the ability to perform the set of practice behaviors associated with a given competency at a superior level.
<b>Competence</b> (Scored as 4)	<b>Demonstrates awareness, knowledge, and skills as a social work field placement student.</b> Student is able to perform the set of practice behaviors associated with a given competency well and with consistency.
<b>Emerging Competence</b> (Scored as 3)	<b>Demonstrates beginning awareness, knowledge, and skills as a social work field placement student.</b> While there may be unevenness (including limited regression or immobilization during times of stress or pressure), Student offers evidence of both the motivation and capacity to perform the set of practice behaviors associated with a given competency satisfactorily.
<b>Insufficient Progress</b> (Scored as 2)	<b>Rarely demonstrates awareness, knowledge, and skills as a social work field placement student.</b> Student appears to face difficulties in developing the ability to perform the set of practice behaviors associated with a given capacity minimally.
<b>Unacceptable Progress</b> (Scored as 1)	<b>Never demonstrates awareness, knowledge, and skills as a social work field placement student.</b> Student is unable to function in a social work environment.

In addition to scoring each practice behavior, an average score will be calculated for each competency area. This score is used to determine whether the Student is making appropriate progress on each competency.

Following this, the Student and Field Educator completes a brief narrative discussing specific activities undertaken by the Student to provide evidence of the development of each core competency and associated practice behavior during the time period in question.

Finally, both the Student and Field Educator have the opportunity to identify Key Strengths, Key Areas for Development, and to provide comment. Field Educators will also have the opportunity to identify Areas Where Growth Was Most Evident and Future Learning Needs and Recommendations.

**Importantly, the Learning Contract should be viewed as a “working document” or plan.** Students may not complete all tasks on the timeline originally specified. Students may need to adjust or modify individualized tasks identified in the Learning Contract and some flexibility is required in evaluating results – particularly during the fall semester.

**Additionally, the Learning Contract should capture Student development and professional growth over time.** It is anticipated that Students demonstrate “Emerging Competence” in most areas at the fall evaluation. Students should demonstrate “Competence” in most areas and “Advanced Competence” in few, if any, areas by the spring evaluation.

**Students determined to be making “Insufficient Progress” or “Unacceptable Progress” in one or more competency area(s) - based on the average score - will be required to meet with the Director of Field Education and the Undergraduate Program Director.** During this meeting, faculty and staff will seek to understand the nature of the challenges faced by the Student in the field placement and determine if s/he should be allowed to continue in Field Education. If the student is allowed to continue in field placement, an improvement plan will be developed and implemented.

**The 420-hour, supervised field education experience is graded on a pass/fail basis for both the fall and spring semester.** A fail grade will be assigned to any Student who is determined to be making “Insufficient Progress” or “Unacceptable Progress” in three or more competency areas.

Students that do not submit the mid-year or final Field Education evaluation will not receive a grade for the semester. A Student cannot continue in Field Education or graduate with a Bachelor of Arts in Social Work until s/he has a final grade in place.

### **Integrative Seminar Evaluation**

Students are required to register for and participate in the Field Education Integrative Seminar during both the fall and spring semesters (SW 451S/SW 452S).

The first course focuses on generalist practice social work skills and the integration of theory and practice while offering students an opportunity to process their field placement experiences in a safe, confidential, and educationally enriching environment. The second courses focuses on helping Students to make critical connections between the social work curriculum and the field placement experience while also building their confidence in preparation for continued education or employment.

Students are evaluated on classroom participation, completion of reflective journal entries, and the presentation of a client case from their field placement experience. Students are expected to demonstrate their understanding of social work methods by engaging and assessing a client (individual, family, group, organization, or community), designing and implementing an appropriate intervention, and evaluating their practice. Students present their client case as part of the Annual Field Education Celebration.

The integrative seminars are graded using the traditional letter grading system (i.e., A, B, C). **Students must earn a “C” or better in order to continue in Field Education or graduate with a Bachelor of Arts in Social Work.** Students that do not submit required assignments will not receive a grade for the semester. A Student cannot continue in Field Education or graduate until s/he has a final grade in place.

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## IMPROVEMENT PLAN

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The Bachelor of Arts in Social Work Program has developed an improvement plan to document concerns with Student performance and/or behaviors while enrolled in required Social Work courses and/or field placement. The improvement plan may also be used to identify activities occurring outside the classroom or field placement setting including, but not limited to, reports of harm to self or others, problem drinking, drug use or abuse, violence, and/or police involvement while at Daemen College or in the community. A copy of the Improvement Plan is included in the Appendix.

The Undergraduate Program Director and/or Director of Field Education will take responsibility for completing the improvement plan in association with relevant parties including the Student, Faculty Member, Field Educator, Director of Field Education, and Undergraduate Program Director as necessary and/or desired.

Using the format provided, the Undergraduate Program Director and/or the Director of Field Education will identify the nature of the concerns identified and locations where these concerns were observed (e.g., classroom, field placement, departmental meeting/event, campus, community, other).

If previous attempts had been undertaken to address the concern, these attempts are documented along with associated outcomes and recommendation for action (e.g., develop plan for resolution, removal from class, removal from field placement, removal from social work program, disciplinary referral to Dean of Students, other).

A plan for resolution is developed including specific actions to achieve goals and dates for completion. This may include requiring the Student to seek assistance through Daemen College's Counseling Center (716-839-8337), Learning Center (716-839-8228), and/or Heath and Insurance Services (716-839-8446) to ensure that s/he has the necessary support to be successful. The improvement plan also includes information about expected behaviors including linkages to the CSWE core competencies and practice behaviors as well as a plan for evaluation. The plan for evaluation includes specific indicators of progress and completion dates.

The improvement plan is discussed and signed by relevant parties, including the Student, Faculty Member, Field Educator, Director of Field Education, and Undergraduate Program Director, once again, as necessary and/or desired. In signing the document, the parties acknowledge that they understand the information presented above and have been provided a copy of the documents for their records.

The Undergraduate Program Director or Director of Field Education will be responsible for evaluating progress on the improvement plan on a regular basis. Based on this evaluation, the Undergraduate Program Director and/or the Director of Field Education will make final determinations as to whether the Student can apply for, enter, or continue in the Bachelor of Arts in Social Work Program and/or Field Education.

**Students who do not make progress on their improvement plan (based on the activities, behaviors, and completion dates specified) may be denied permission to apply for, enter, or continue in social work course and/or Field Education.** Students wishing to appeal a final decision may do so by contacting the Chair of the Social Work and Sociology Department.

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## FIELD PLACEMENT TERMINATION

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A great deal of effort is involved in matching a Student, Field Educator, and field placement agency for an optimal learning experience. **As such, it is expected that a student's entire field placement (420 on-site hours) will be completed at one field placement location and within a specified period of time (two academic semesters).**

There are, however, times when it becomes necessary to terminate a field placement for the well-being of the Student, as well as that of their clients, the organization, and/or the social work profession.

**Any party can initiate a conversation about the need to terminate or otherwise modify a field placement arrangement, regardless of reason.** In many, but not all cases, concerns surface related to the various monitoring and evaluation activities.

Following initiation of the conversation, the Student, Field Educator, and Director of Field Education will meet together to discuss the primary concerns and to determine if the situation is reparable.

If a decision is made to continue the field placement, the parties will work together to complete an Improvement Plan and commit to its implementation. This plan may require the Student to seek assistance through Daemen College's Counseling Center (716-839-8337), Learning Center (716-839-8228), and/or Heath and Insurance Services (716-839-8446) to ensure that s/he has the necessary support to be successful in field placement. **Students in active distress will not be allowed to work with clients in the field placement setting.** Progress on the implementation plan will be monitored and a determination will be made as to whether the identified concerns had been addressed.

If a decision is made to terminate the field placement, steps are taken to minimize the educational disruption experienced by the Student while also protecting the relationship between the Bachelor of Arts in Social Work Program and the Agency in question.

- 1.) Working with the Student and Field Educator, the Director of Field Education will determine an appropriate timeline for removing the Student from the field placement.
- 2.) Using this timeline, the Student will complete an exit process with the Field Educator including completing any necessary paperwork, terminating and/or reassigning clients, closing or reassigning projects or committee work, and fulfilling administrative requirements as requested by the field agency.
- 3.) The Field Educator will provide a brief, written summary of the Student's field experience - including the number of hours worked to date, nature of activities completed, and reason(s) for discontinuance of field placement - to the Director of Field Education. This summary must be shared with the Student, for their review and signature, and will become part of the Student's official record.

The Director of Field Education will determine the number of hours, if any, the Student will be credited for participating in the termination process.

**Students wishing to appeal a field placement termination decision may do so by contacting the Chair of the Social Work and Sociology Department.**

There are a number of reasons for considering termination of a field placement including, but not limited to:

### **Student Well-Being**

- Student inability to manage emotions in field placement setting;
- Student inability to utilize appropriate coping mechanism in field placement setting;
- Student inability to address physical, emotional, or psychological health concerns;
- Student inability to engage in minimal self-care in field placement setting;
- Student lack of self-awareness; and/or
- Concerns about trauma responses and/or vicarious traumatization.

### **Field Placement Suitability**

- Agency or program closure;
- Agency or program investigation by government, funder, or other entity;
- Agency reorganization that reduces or negates learning opportunities;
- Agency reorganization that hinders Student supervision and/or task assignment;
- Agency resources viewed as inadequate to support field placement;
- Agency learning experiences viewed as too limited to support field placement;
- Field Educator and/or Task Supervisor leaves the agency;
- Field Educator and/or Task Supervisor inability to meet expectations associated with Field Education;
- Field Educator and/or Task Supervisor desire or need to be relieved of Field Education responsibilities;
- Field Educator and/or Task Supervisor experiences change in position or responsibilities and cannot continue Field Education;
- Student or Director of Field Education's concerns about conflict of interest;
- Student or Director of Field Education's concerns about student safety or well-being; and/or
- Student or Director of Field Education's concerns about the general suitability of the field placement.

### **Performance and/or Behavior Concerns**

- Student disregarding the principles of privacy and confidentiality;
- Student demonstrating an inability to accurately assess strengths and limitations as they relate to professional practice and effective use of self;
- Student being unwilling to receive supervision and constructive feedback in a positive manner;
- Student being unwilling to use constructive feedback to enhance professional development;
- Student consistently demonstrating poor written and /or oral communication skills without seeking appropriate assistance;
- Student consistently demonstrating unacceptable work habits in the areas of punctuality, attendance, team/group participation, and conflict resolution;
- Student engaging in inappropriate or disruptive behavior;
- Student making derogatory or pejorative oral or written statements about/towards others, including other students, faculty, field educators, professional colleagues, and clients;
- Student demonstrating an inability to work with persons from populations reflecting racial, ethnic, disability-based, religious, socioeconomic, political, gender, and sexual orientation difference; and/or
- Student being unable to engage in practice at the level expected for time spent at field placement.

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## FIELD EDUCATION TERMINATION

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To complete Field Education, Students must performance academically; demonstrate the capacity to master skills necessary for generalist social work practice; and behave in a manner that is consistent with the *NASW Code of Ethics* and standards for professionalism established by the Bachelors of Arts in Social Work Program.

**Every effort will be made to assist Students in the Bachelor of Arts in Social Work Program in the completion of their Field Education experience.**

As part of its role as gatekeeper to the profession and obligation to ensure that its graduates possess the competencies necessary for generalist social work practice and high standards of professionalism, the Bachelor of Arts in Social Work Program has also identified criteria for terminating a Student from Field Education.

A Student may be terminated from Field Education related to academic performance including:

- Failure to maintain an overall Grade Point Average of 2.5 or better
- Failure to maintain a Social Work Grade Point Average of 2.5 or better
- Failure to complete the following required courses:
  - SW 424 - Generalist Practice III: Groups ("C" or Better)
  - SW 432 - Contemporary Social Policy and Services ("C" or Better)
  - SW 451 - Field Experience (Pass)
  - SW 451S - Integrative Field Seminar ("C" or Better)
  - SW 454 – Generalist Practice IV: Organizations and Communities ("C" or Better)
  - SW 452 - Field Experience (Pass)
  - SW 452S - Integrative Field Seminar ("C" or Better)

A Student may be terminated from Field Education related to field placement performance including:

- Termination from field placement without reassignment
- "Insufficient Progress" or "Unacceptable Progress" in three or more competency areas on Mid-Year Field Placement Evaluation
- "Insufficient Progress" or "Unacceptable Progress" in three or more competency areas on Final Field Placement Evaluation

Finally, a Student may be terminated from Field Education for administrative reasons including:

- Breach of any standards of the *NASW Code of Ethics*
- Failure to meet qualifications for candidacy for BASW degree
- Failure to complete six (6) credit hours of social work or sociology electives
- Student withdrawal from any required course during Senior Year
- Multiple deficiencies related to professionalism (i.e., scoring a two or less on two or more performance indicators and/or problems with professionalism in multiple classes)
- Failure to make sufficient progress on improvement plan
- Failure to identify a known Conflict of interest in field placement
- Violation of policies and procedures as stated in BASW Field Manual
- Violation of policies and procedures as stated in BASW Student Handbook
- Violation of policies and procedures as stated in Daemen College Student Handbook

Students in danger of being terminated from Field Education will have an opportunity to meet and discuss their situation with the Director of Field Education and the Undergraduate Program Director before a final decision is reached. Students wishing to appeal a final decision may do so by contacting the Chair of the Social Work and Sociology Department.

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## PROGRAM TERMINATION

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Students must receive on-going positive evaluations from Faculty regarding their academic performance and professionalism while also demonstrating continued growth related to the CSWE core competencies and associated practice behaviors in order to continue in the Bachelor of Arts in Social Work Program.

To be eligible to **continue** in Upper Division courses, a student must, at a minimum:

- Maintain an overall Grade Point Average of 2.5 or better (Full Acceptance)
- Maintain an overall Grade Point Average of 2.00-2.49 (Conditional Acceptance)
- Maintain a Social Work Grade Point Average of 2.5 or better
- Secure a grade of “C” or Better for all Required Social Work Courses
- Secure a grade of “Pass” for Supervised Field Education
- Demonstrate professionalism in all social work courses as evidenced by BASW Professionalism Rubric
- Demonstrate progress on any improvement plans

Students must also display personal and professional behavior consistent with the NASW Code of Ethics and the College’s Student Code of Conduct as well as the capacity to master the skills necessary for beginning, generalist social work practice, such as, self-awareness, empathy, nonjudgmental attitudes, social activism, and effective oral and written communication skills

It is possible that the Student and/or Faculty conclude that the Student does not fully understand or is not motivated toward the academic and professional responsibilities required by generalist social work practitioners. In such instances, the Student may seek to withdraw from the Bachelor of Arts in Social Work Program following procedures established by Daemen College or Social Work Faculty may move to terminate the Student from the Program.

Below is a list of possible reasons for Bachelor of Arts in Social Work Program Termination:

- Academic performance leading to an overall grade point average of less than 2.0;
- Personal and professional behavior inconsistent with the NASW Code of Ethics and the Daemen College Student Code of Conduct;
- Disregard for the principles of confidentiality;
- Consistent demonstration of poor written and/or oral communication skills;
- Unacceptable work habits in the areas of punctuality, attendance, and/or group participation;
- Unwillingness to receive feedback and/or supervision in a positive manner and use feedback to enhance professional development;
- Demonstrated inability to master the necessary skills of beginning level generalist social work practice, such as, self-awareness, client empathy, and non-judgmental attitudes;
- Inability to work with persons from populations reflecting racial, ethnic, physical or mental ability, religious, socioeconomic, political, gender, and sexual orientation difference;



- Inability to accurately assess strengths and limitations as they relate to professional practice and effective use of self;
- Use of inappropriate or disruptive behavior toward others, including students, faculty, field supervisors, colleagues and clients that suggest an intolerance of difference;
- Use of derogatory or pejorative oral or written statements about or towards others, including students, faculty, field supervisors, colleagues and clients that suggest an intolerance of difference;
- Inability to deal with current life stressors through the use of appropriate coping mechanisms and/or external assistance;
- Documented, active substance use and/or abuse without a plan for treatment;
- Documented, active criminal behavior including abusive, neglectful, or violent behavior towards others; and
- Documented, active harassing behavior based on sex, sexual identity, or sexual orientation.

**Students in danger of being terminated from Bachelor of Arts in Social Work Program will have an opportunity to meet and discuss their situation with the Undergraduate Program Director before a final decision is reached.**

**Students who are terminated must discontinue participation in the Bachelor of Arts in Social Work Program.** They may reapply to the program (under the requirements and procedures identified) the following school year but must be able to document that the issues that lead to termination have successfully been resolved. Students wishing to appeal the Termination decision may do so by contacting the Chair of the Social Work and Sociology Department.

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## **GRIEVANCE AND APPEAL PROCEDURES**

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Students have regular access to the Social Work Faculty or Staff if they wish to express their opinions, criticisms, or complaints about the Bachelor of Arts in Social Work Program as well as suggestions for its improvement. However, in instances where students feel that Social Work Faculty or Staff have engaged in actions that are malicious or discriminating in nature, including arbitrary and/or capricious grade assignment, failure to provide reasonable accommodations as defined by the Daemen College Student handbook and other established College wide policies, and/or sexual harassment, they have the right to file a formal grievance.

The following procedures are applicable for a Student with a grievance:

- 1) Meet, in person, with the individual (s) alleged to have caused the grievance to discuss the matter.
- 2) If the matter is not resolved after discussion with the individual(s) involved, the Student should submit, in writing, a brief description of their concern to the Chair of the Department of Social Work and Sociology. If the grievance is with the Chair of the Department of Social Work and Sociology, the written grievance should be submitted to the Divisional Dean of Health and Human Services.

- 3) If resolution is not found at the Program or Divisional administrative level, the Student should address a written petition to the Associate Dean of the College. The petition should address the relevant facts surrounding the grievance and the nature of the requested action.

The Associate Dean of the College will then take the following steps:

- a. Gather all relevant information, including written and oral statements, from the aggrieved student, the individual alleged to have caused the grievance, and any other appropriate persons.
  - b. Prepare a written report detailing the findings and, if the alleged conditions concerning the grievance are found to exist, a recommendation as to the action which should be taken.
  - c. Submit the report to the Chair of the Social Work and Sociology Program for administrative action.
- 4) If an acceptable resolution is not reached the grievance should be referred to the Vice President of the College. Such a request should be made within ten (10) days following the findings of the Associate Dean.
    - a. Within thirty (30) days thereafter, the Vice President or his/her designated representative will conduct an investigation serving as the Grievance Officer. During the investigation, the grievant shall have the right to present evidence and witnesses. The Grievance Officer will also examine other relevant evidence and witnesses, including professionals where appropriate.
    - b. Within thirty (30) days after being appointed, the Grievance Officer shall render a written decision on the grievance. A copy of the decision will be forwarded to the President of the College. The decision of the Grievance Officer shall be final unless reversed or modified by the President of the College within seven (7) days.

Students also have the right to appeal any decisions regarding field placement, field education, or program termination through the grievance process of the Bachelor of Arts in Social Work Program and that of Daemen College. Students may begin their appeal by contacting the Chair of the Department of Social Work and Sociology to discuss the situation. Additional steps (outlined above) will be taken as necessary.

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#### **BACHELOR OF ARTS IN SOCIAL WORK DEGREE COMPLETION**

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Students completing the Bachelor of Arts in Social Work degree are advised to:

- 1.) Make personal copies (paper and/or electronic) of any projects that demonstrate acquisition of core competencies and associated practice behaviors (Note: All materials must be de-identified and permission must be obtained by the field placement agency for materials produced as part of Field Education).
- 2.) Secure copies of any professional development training certificates.

- 3.) Make personal copies (paper and/or electronic) of Learning Contract and Field Education Evaluations.
- 4.) Incorporate materials into Student Learning Portfolio including case studies, evaluations, research reports, training certifications, etc.
- 5.) Secure contact information for Social Work Faculty or agency staff members capable of providing a reference for graduate school or employment purposes.

As a reminder, Students must submit an Application for Degree form to the Daemen College Registrar's Office in order to be considered for graduation. The form is typically due the first week of October for May graduation. Please consult the academic calendar for the exact application due date. Students who fail to submit the Application for Degree form will not be included on the commencement list or have their academic record reviewed to verify that degree requirements have been satisfied.

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## EVALUATION OF PROGRAM EXPERIENCE

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Feedback is critical to the Bachelor of Arts in Social Work Program. The provision of honest, comprehensive feedback can help improve the curriculum, Field Education experience, and/or overall programming. As such, Students will be asked to provide their evaluation on the various aspects of their program experience.

### Student Evaluation of Teaching

The Department of Social Work and Sociology believes that faculty members have a clear responsibility for providing the best instruction possible to Daemen College students. Subsequently, faculty teaching is evaluated in all courses and in the field experience seminar each semester.

It is essential that student evaluation be carried out according to the highest ethical standards possible. The following principles should guide the evaluation process:

- Evaluations will be administered by a designate of the College.
- Instructions will be read aloud to the class by the designate.
- Faculty members must be out of the room while students are filling out the evaluation forms.
- Completed rating forms must be taken immediately to the Associate Dean by the designate after completion.

Note: Student evaluations represent one means of examining the effectiveness of teaching and determining to what degree high standards of teaching are being met. Other methods of evaluation include alumni evaluation; peer monitoring; benchmarking; peer review of syllabi, exams, and other course materials; and self-evaluation.

### Student Evaluation of Field Education

Field Education is the arena in which students exercise and affirm the knowledge, values, and skills required for practice of professional social work within a variety of systems. As such, it is important to evaluate whether current programming is delivered effectively.

At the end of the Field Education experience, graduating students are asked to complete evaluations of each of the following using a web-based tool:

- Field Educator
- Field Placement
- Director of Field Education
- Field Education Experience

### **Student Evaluation of Program**

Each year, members of the Social Work Community Advisory Board conduct confidential focus groups with graduating students to secure feedback on their experience in the Bachelor of Arts in Social Work Program.

Students are typically asked the following questions:

1. What did you like about the program?
  - a. Curriculum?
  - b. Courses?
  - c. Faculty?
  - d. Service Learning?
  - e. Extra-Curricular Activities?
  - f. Advisement?
  - g. Other?
2. What do you believe needs to be improved?
  - a. Curriculum?
  - b. Courses?
  - c. Faculty?
  - d. Service Learning?
  - e. Extra-Curricular Activities?
  - f. Advisement?
  - g. Other?
3. Please describe your field placement experience.
  - a. What are the three most important things you learned in field education?
  - b. What would you liked to have learned in field education that you did not?
  - c. What would you like to see changed about field education?
4. Do you feel as though the program did enough to promote self-care?
  - a. What could the program do differently regarding self-care?
  - b. What other supports could you have used while in the program?
5. What are your plans for the future? Graduate School? Work in the Field?
  - a. How well prepared do you feel for your future plans?
  - b. What could the program have done to better prepare you?
  - c. Had you thought about going on for your MSW at Daemen College? Why or Why Not?

6. If you could make one change in the program, what would it be?

7. Anything else you would like to share?

Students are also asked to complete a web-based survey to further elaborate on their experience and to provide suggestions for improvement.

**Individuals wishing to provide additional feedback beyond the mechanisms described above are encouraged to contact the Undergraduate Program Director and/or Chair of the Department of Social Work and Sociology.**



## APPENDICES

**DAEMEN COLLEGE  
SOCIAL WORK UPPER DIVISION  
APPLICATION PROCESS**

Your admission to Daemen College, identification as a Social Work major, and completion of various course requirements initially qualifies you to submit an application to upper division courses in the Social Work program. Access to junior- and senior-level social work courses is based on formal acceptance into the program and requires the submission of the following items:

- 1.) A application form
- 2.) Proof of completion of required courses (i.e., updated Webadvisor student evaluation)
- 3.) Proof of completion of required volunteer hours (i.e., service learning hours)
- 4.) Two letters of reference (1 Academic; 1 Employer or Volunteer)
- 5.) Personal Statement
- 6.) Self-Assessment
- 7.) Signed Background Checks and Screening Statement
- 8.) Signed Upper Division Student Contract

**Please drop off one (1) full set of these documents to the Social Work Office in Curtis Hall on or before 3pm the second Friday in February.** Materials should be submitted in the order listed above.

Reference letters should be submitted in a sealed envelope with the reference provider's signature written across the back flap.

**Please DO NOT place your materials in a folder or binder of any sort.** Be sure to include your full name on all of your materials.

Following submission, students will receive information about how to schedule their upper division interview. Interviews will be held in early-mid March 2015 and will include members of the faculty and the Social Work Community Advisory Board.

**Should you have any questions about the Social Work Upper Division Application Process, please contact Dr. Diane Bessel, Undergraduate Program Director, at 716-566-7876 or [dbessel@daemen.edu](mailto:dbessel@daemen.edu).**

**DAEMEN COLLEGE  
SOCIAL WORK UPPER DIVISION  
APPLICATION FORM**

### Personal Information

Salutation:            ( ) Ms.   ( ) Mrs.   ( ) Mr.   ( ) Other\_\_\_\_\_

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

Last Name	First Name	Middle Initial
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Date of Birth: \_\_\_\_\_

Month	Date	Year

**Local Address**

Local Address: \_\_\_\_\_  
Number Street

City                      State                      ZIP Code

Local Phone: ( ) -

Cell Phone: ( ) -

Daemen E-mail: \_\_\_\_\_

**Permanent Address**

Permanent Address:

Number	Street
--------	--------

City	State	ZIP Code
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Permanent Phone: ( ) -

### Emergency Contact

Emergency Contact: \_\_\_\_\_

Name	Relationship
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Emergency Phone: (    )    -



**Education**

High School: \_\_\_\_\_

College: \_\_\_\_\_  
Field of Study DegreeCollege: \_\_\_\_\_  
Field of Study Degree

Current Daemen College GPA: \_\_\_\_\_

Expected Graduation Date: \_\_\_\_\_  
Month Year**Personal Characteristics**

Current Employer: \_\_\_\_\_

Current Position: \_\_\_\_\_

Do you expect to be employed while taking upper division classes? \_\_\_\_\_ No  
\_\_\_\_\_ Yes, Full-Time  
\_\_\_\_\_ Yes, Part-Time  
\_\_\_\_\_ Hours Per WeekParenting Status:  
\_\_\_\_\_ Yes How many? \_\_\_\_\_ Age(s) of Child(ren): \_\_\_\_\_  
\_\_\_\_\_ NoMilitary Service/Veteran:  
\_\_\_\_\_ Yes Nature of Service: \_\_\_\_\_  
\_\_\_\_\_ No**Extracurricular Activities**

Please list any volunteer, community, and/or academic extracurricular activities you have been involved in over the past five years.

Organization Name	Position Held	Dates – From/To
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

### **Social Work Information**

Which of the following best describes your area(s) of interest in social work? (Check all that apply)

- |  |   |
|--|---|
| <input type="checkbox"/> Addictions                                | <input type="checkbox"/> Military Social Work     |
| <input type="checkbox"/> Administration/Management                 | <input type="checkbox"/> Occupational Social Work |
| <input type="checkbox"/> Aging                                     | <input type="checkbox"/> Philanthropy/Foundations |
| <input type="checkbox"/> Child Welfare                             | <input type="checkbox"/> Political Social Work    |
| <input type="checkbox"/> Community Development                     | <input type="checkbox"/> Poverty                  |
| <input type="checkbox"/> Criminal Justice/Courts                   | <input type="checkbox"/> Public Health            |
| <input type="checkbox"/> Developmental/Rehabilitative Disabilities | <input type="checkbox"/> School Social Work       |
| <input type="checkbox"/> Health                                    | <input type="checkbox"/> Social Work Education    |
| <input type="checkbox"/> Housing/Homelessness                      | <input type="checkbox"/> Trauma                   |
| <input type="checkbox"/> International Social Work                 | <input type="checkbox"/> Violence                 |
| <input type="checkbox"/> Mental Health                             | <input type="checkbox"/> Other: _____             |
| <input type="checkbox"/> Medical Social Work                       | <input type="checkbox"/> Other: _____             |

### **Special Training**

Please identify any specialized training you have secured (vocational training, military, institutes).

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### **Other Information**

Please describe any special needs or concerns you have as you enter upper division course work.

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Is there anything else you feel the Committee should know as they review your application?

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**DAEMEN COLLEGE  
SOCIAL WORK UPPER DIVISION  
LETTER OF REFERENCE**

**NOTE: The Applicant MUST complete this section.**

Applicant Name:

\_\_\_\_\_  
Last Name

\_\_\_\_\_  
First Name

\_\_\_\_\_  
Middle Initial

Reference Name:

\_\_\_\_\_  
Last Name

\_\_\_\_\_  
First Name

\_\_\_\_\_  
Middle Initial

Reference Type:

☐ Academic

☐ Employer or Volunteer

Reference Address:

\_\_\_\_\_  
Organization

\_\_\_\_\_  
Number

\_\_\_\_\_  
Street

\_\_\_\_\_  
City

\_\_\_\_\_  
State

\_\_\_\_\_  
ZIP Code

**Under the provisions of the Family Education Rights and Privacy Acts of 1974, this applicant (if admitted and enrolled) will have access to the information provided unless s/he has waived such access.**

☐ I waive my right to review this letter of reference.

☐ I do not waive my right to review this letter of reference.

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

The above named individual has applied for admission into the Undergraduate Social Work Program at Daemen College. Our program is very challenging – requiring students to have the capacity for critical thinking and self-reflection, exceptional maturity, and strong potential for personal and professional growth. Your thoughtful and honest assessment of the Applicant's qualifications will make a major contribution to our admissions process.

How long and in what capacity have you known the Applicant? \_\_\_\_\_

\_\_\_\_\_

Please describe the Applicant and evaluate his or her potential for success in the social work profession based on your engagements. If you prefer, you may attach your comments in a separate letter.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please rank the Applicant on each of the following criteria by checking the appropriate box.

	OUTSTANDING	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	NOT OBSERVED
<b>ACADEMIC ABILITIES</b>					
Written Communication Skills					
Oral Communication Skills					
Comprehension of Course Material					
Application of Course Material					
Classroom Participation					
Ability to Consider Opposing Viewpoints					
Use of Research					
Critical Thinking					
<b>PERSONAL ATTRIBUTES</b>					
Motivation					
Self-Discipline					
Emotional Maturity					
Physical Stamina					
Stress Management Skills					
Integrity					
Confidence					
Leadership Ability					
<b>SOCIAL WORK QUALITIES</b>					
Ability to Cope with Ambiguity					
Openness to Change					
Self-Awareness					
Empathy					
Ability to Work with Others Regardless of Personal Characteristics, Preference, Condition, or Status					
Collaboration					
Sound Judgment					
Commitment to Social Work Values and Ethics					

Please identify key strengths as well as areas in need of improvement based on your assessment of the Applicant.

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Please indicate your overall endorsement of the Applicant:

☐ Highly Recommend
 ☐ Recommend
 ☐ Recommend with Reservation
 ☐ Do Not Recommend

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

**THANK YOU FOR YOUR TIME AND INTEREST!**

*Please return the letter of reference to the Applicant in a sealed envelope with your name signed across the back flap.*

**DAEMEN COLLEGE  
SOCIAL WORK UPPER DIVISION  
PERSONAL STATEMENT**

The personal statement provides us with an opportunity to learn more about you as a potential student in the Social Work Program's Upper Division. It will be carefully evaluated as part of the admissions process.

The personal statement should demonstrate that you have carefully reflected on and given serious thought to your reasons for pursuing a degree in Social Work and your preparation for doing so. In addition, you will be asked to identify your personal goals related to the profession and to engage in a self-assessment to identify your personal strengths and areas in need of improvement.

Please be sure to answer each of the questions below carefully and completely. Identify each response by using the corresponding Roman numeral and letter given below. Your personal statement should be typed and double-spaced. There is no page limit but respondents are encouraged to be concise when possible.

**I. Interest In Social Work**

- a. Why are you interested in pursuing a degree in social work?
- b. Describe the key factors that influenced your decision to pursue this degree (i.e., family, personal mentors, volunteer/work experiences, and/or life experiences).
- c. Explain why you have chosen social work for your career path instead of another helping profession.

**II. Preparation for Upper Division Coursework**

- a. Describe how your prerequisite courses in Sociology and Social Work have prepared you for upper division courses in Social Work.
- b. Describe key learning you have been exposed to including knowledge, values, and skills from specific courses (e.g., SOC 201, SW 218, SOC 224, SOC 303, and/or any SW electives).
- c. Discuss any extracurricular activities or opportunities you have taken part in while at Daemen College which have shaped your understanding of social work as a profession.

**III. Personal Goals Related to Social Work**

- a. Describe your personal goals related to the social work profession.
- b. Where do you see yourself in the future as it relates to social work?
- c. If you are interested in working with a specific population or in a particular setting, be sure to describe your interest and the reasons behind it.

**IV. Self Assessment Reflection**

- a. Highlight at least three strengths identified through your self-assessment and describe how you plan to continue to develop these strengths as you further your education at Daemen College.
- b. Highlight at least three areas for improvement identified through your self-assessment and describe your plan for improving in each of these areas (be as specific as possible).

**V. Assistance Needed**

- a. Please identify the types of assistance you believe you will need to be successful in completing your social work degree.
- b. Describe your plan to secure that assistance.

**DAEMEN COLLEGE  
SOCIAL WORK UPPER DIVISION  
SELF-ASSESSMENT**

**NAME:** \_\_\_\_\_

Please rank yourself on each of the following criteria by checking the appropriate box. Be as honest and clear in your assessment as possible. Select “Not Applicable” only if that criteria does not relate to you or your personal experience. You may add brief comments, if desired, at the bottom of the page.

	OUTSTANDING	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	NOT APPLICABLE
<b>ACADEMIC ABILITIES</b>					
Written Communication Skills					
Oral Communication Skills					
Comprehension of Course Material					
Application of Course Material					
Classroom Participation					
Ability to Consider Opposing Viewpoints					
Use of Research					
Critical Thinking					
<b>PERSONAL ATTRIBUTES</b>					
Motivation					
Self-Discipline					
Emotional Maturity					
Physical Stamina					
Stress Management Skills					
Integrity					
Confidence					
Leadership Ability					
<b>SOCIAL WORK QUALITIES</b>					
Ability to Cope with Ambiguity					
Openness to Change					
Self-Awareness					
Empathy					
Ability to Work with Others Regardless of Race, Ethnicity, National Origin, Class, Gender, Sexual Orientation, Religion, Political Belief, Marital Status, Disability Status, or Any Other Preference, Personal Characteristic, Condition, or Status					
Collaboration					
Sound Judgment					
Commitment to Social Work Values and Ethics					

**COMMENTS:**

**DAEMEN COLLEGE  
SOCIAL WORK UPPER DIVISION  
BACKGROUND CHECKS AND SCREENING STATEMENT**

Please be aware that federal and state laws mandate criminal background checks (including review of arrest records) for individuals working with children and youth, persons with disabilities, and senior citizens. In addition, inquiries to the Statewide Central Register (SCR) may be placed to determine the existence of any indicated reports of child abuse and maltreatment against a person. Students who have a criminal or abuse record may be determined to be ineligible for field placement in certain agencies and/or programs.

In addition, agencies reserve the right to require students to take and pass a drug and/or communicable disease screening before accepting them into field placement. Students who refuse to participate in a screening or screen positive for drugs and/or communicable disease(s) may also be determined to be ineligible for field placement in a certain agency and/or program.

It is the responsibility of the Daemen College Social Work Program to work with students to identify field placement opportunities that meet their educational and personal needs. **Students who face challenges related to background checks and/or screenings are strongly encouraged to make their situation known to the Director of Field Education as soon as possible.** This will enable the Director of Field Education to provide appropriate guidance to the student regarding field placement.

**Students who fail to complete their field placement requirement will be unable to complete the Undergraduate Social Work degree program.**

By signing this form, you are verifying that you have read and understand the information provided above.

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Student Signature

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Date

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Printed Name

**DAEMEN COLLEGE  
SOCIAL WORK UPPER DIVISION  
UPPER DIVISION STUDENT CONTRACT**

As a potential student in the Daemen College Social Work Program, Upper Division, I have read and understand each of the following documents:

Bachelor of Arts in Social Work Program Student Handbook:	Yes	No
National Association of Social Workers (NASW) Code of Ethics:	Yes	No

I understand the commitment and dedication that this program will require in terms of my participation in activities both in the classroom and in the field. I further recognize that these activities are designed to promote my professional development as a beginning generalist practice social worker.

Yes                  No

I agree to abide by the National Association of Social Workers (NASW) Code of Ethics both in the classroom and in the field.

Yes                  No

I understand that if I face challenges related to background checks and/or screenings that I am strongly encouraged to make this known to the Director of Field Education as soon as possible.

Yes                  No

My signature below verifies each of my responses above.

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Student Signature

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Date

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Printed Name



**SR. JUDITH FENYVASI SOCIAL WORK HUMANITARIAN FUND APPLICATION**  
**DAEMEN COLLEGE – BACHELOR OF ARTS IN SOCIAL WORK**

The Sr. Judith Fenyvesi Social Work Humanitarian Fund provides **one-time** financial assistance to students with documented emergency needs including, but not limited to, rent, car repairs, food, telephone, utility payment, textbook purchases, and tuition. The Fund cannot be used to purchase and/or replace computers or other technology as these resources are available on campus.

To be considered, the Student must complete this application and submit it to the Undergraduate Program Director. A Fund Committee will review the request and communicate a decision to the Student within one week of submission. **As a condition of receipt of funds, students must repay dispersed funds before graduation. This ensures that other students will be able to benefit from the Fund.**

The Fund is named for Sr. Judith Fenyvesi, a Sisters of Social Service nun who emigrated from Romania with limited English proficiency after serving a ten-year prison sentence for practicing her faith. She would go on to found the Daemen College Social Work program in 1975, to see the program through its initial accreditation, and to serve as its first Program Director.

**CONTACT INFORMATION**

Name:

First Name

Middle Initial

Last Name

Local Address:

Number

Street

City

State

ZIP Code

Permanent Address:

Number

Street

City

State

ZIP Code

Phone:

( \_\_\_\_ ) \_\_\_\_ - \_\_\_\_

Daemen E-mail:

**DAEMEN COLLEGE INFORMATION**

Year at Daemen College

Freshman

Sophomore

Junior

Senior

Graduate

Current Daemen College GPA:

\_\_\_\_\_

Expected Graduation Date:

Month

Year

## EMPLOYMENT INFORMATION

Employment Status:                      Yes, Full-Time    Yes, Part-Time    Yes, Seasonal    No

Current Employer: \_\_\_\_\_

Current Position: \_\_\_\_\_

## FUND REQUEST

Amount Requested: \_\_\_\_\_ Date Needed: \_\_\_\_\_

Please describe how requested funds will be used.

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Please indicate why funds are being requested at this time.

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Please identify other sources you tried before applying to the Social Work Humanitarian Fund.

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Please describe your involvement in the Daemen College Social Work program.

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Please indicate when you anticipate repaying funds from the Social Work Humanitarian Fund.

Month/Day/Year

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Student Signature

**SR. JUDITH FENYVASI SOCIAL WORK HUMANITARIAN FUND CONTRACT**  
**DAEMEN COLLEGE – BACHELOR OF ARTS IN SOCIAL WORK**

I, \_\_\_\_\_ received \$\_\_\_\_\_ from the Sr. Judith Fenyvasi Social Work Humanitarian Fund. I understand that I am to repay these funds as soon as possible, and before my graduation, so that funds will be available for other Social Work Students in need.

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Student Signature

Date

---

Social Work Humanitarian Fund Committee Representative Signature

Date

---

Daemen College Finance Office Representative Signature

Date

**DAEMEN COLLEGE - SOCIAL WORK  
RELEASE OF INFORMATION**

The Daemen College Department of Social Work and Sociology requests permission to release pertinent information about a Student's education, service and volunteer experience, and/or interests with potential employers and/or graduate school programs. Without a written release, the Department is unable to provide this information as the Family Educational Rights and Privacy Act (FERPA) prohibits such activity.<sup>1</sup>

The release request is limited to information about the Student's academic performance, field placement activities, and service work undertaken while a student in the Daemen College Bachelor of Arts in Social Work Program. It also includes information included on the Student's professional resume and/or information specifically shared by the Student for this purpose. This information is often deemed necessary to make appropriate decisions regarding the "goodness of fit" for employment or educational programming.

As a student in the Daemen College Bachelor of Arts in Social Work Program, I have read and understand the information presented above.

YES                      NO

I understand that I have the authority to grant or deny permission for the release of my personal information.

YES                      NO

I grant permission to release my personal information to potential employers.

YES                      NO

I grant permission to release my personal information to potential graduate school programs.

YES                      NO

I understand that, once placed, this release will remain in effect in perpetuity unless revoked by me.

YES                      NO

I understand that I may revoke this consent at any time, but such revocation will only be effective from date of the Department's receipt of written revocation going forward.

YES                      NO

**SIGNATURE**

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Name (Print)

<sup>1</sup> FERPA is a Federal law that protects the privacy of student education records and restricts federally funded colleges and universities from disclosing personally identifiable information to a third party without their written consent.

**PROFESSIONALISM RUBRIC**  
**DAEMEN COLLEGE – SOCIAL WORK PROGRAM**

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

Course: \_\_\_\_\_

	(1)	(2)	(3)	(4)
<b>Attendance</b>	Misses class sessions regularly (More than 20% of class sessions without a reasonable excuse).	Misses class sessions often (10-20% of class sessions without a reasonable excuse).	Misses class sessions infrequently (Less than 10% of class sessions without a reasonable excuse).	Never misses class sessions (Attends all class sessions or has a reasonable excuse for any absence).
<b>Lateness</b>	Student is always late to class (More than 20% of class sessions without a reasonable excuse).	Student is frequently late to class (10-20% of class sessions without a reasonable excuse).	Student is infrequently late to class (Less than 10% of class sessions without a reasonable excuse).	Student is never late to class (Attends all class sessions on-time or has a reasonable excuse for lateness).
<b>Preparation</b>	Student not prepared for class; Clearly does not review material before attending class.	Student infrequently prepared for class; Likely does not review material before attending class.	Student is frequently prepared for class; Likely reviews material before attending class.	Student is always prepared for class; Clearly reviews material before attending class.
<b>Participation</b>	Student does not participate in class; Never offers ideas and/or asks questions.	Student seldom participates in class; Infrequently offers ideas and/or asks questions.	Student usually participates in class; Frequently offers ideas and/or asks questions.	Student always participates in class; Regularly offers ideas and/or asks questions.
<b>Listening Skills</b>	Student does not listen when others talk; Actively demonstrates disrespect for other people.	Student does not listen when others talk.	Student listens when others talk.	Student listens when others talk; Actively demonstrates respect for other people.
<b>Behavior</b>	Student almost always displays inappropriate or disruptive behavior in class.	Student occasionally displays inappropriate or disruptive behavior in class.	Student rarely displays inappropriate or disruptive behavior in class.	Student never displays inappropriate or disruptive behavior in class.
<b>Assignments</b>	Student never follows instructions for assignments.	Student seldom follows instructions for assignments.	Student usually follows instructions for assignments.	Student always follows instructions for assignments.

Please indicate your evaluation of the student's professionalism overall:

☐ Excellent    ☐ Good    ☐ Fair    ☐ Poor

Comments:

## DAEMEN COLLEGE – SOCIAL WORK IMPROVEMENT PLAN

[illegible]

**PREVIOUS ATTEMPTS TO ADDRESS THE CONCERN(S)**

- ☐ None
- ☐ Feedback Provided to Student
- ☐ Verbal (Date: \_\_\_\_/\_\_\_\_/\_\_\_\_)
- ☐ Written (Date: \_\_\_\_/\_\_\_\_/\_\_\_\_)
- ☐ Completion of Incident Report and Improvement Plan (Date: \_\_\_\_/\_\_\_\_/\_\_\_\_)
- ☐ Increased Field Education Supervision (Date: \_\_\_\_/\_\_\_\_/\_\_\_\_)
- ☐ Changes to Field Education Learning Contract (Date: \_\_\_\_/\_\_\_\_/\_\_\_\_)
- ☐ Other: \_\_\_\_\_
- ☐ Other: \_\_\_\_\_

**OUTCOME OF PREVIOUS ATTEMPTS TO ADDRESS THE CONCERN(S)**

[illegible]

**RECOMMENDATION:**

- |   |  |
|---|--|
| <input type="checkbox"/> Plan for Resolution          | <input type="checkbox"/> Removal from Social Work Program          |
| <input type="checkbox"/> Removal from Class           | <input type="checkbox"/> Disciplinary Referral to Dean of Students |
| <input type="checkbox"/> Removal from Field Placement | <input type="checkbox"/> Other _____                               |

## PLAN FOR RESOLUTION

[illegible]

### EXPECTED BEHAVIOR

[illegible]

PLAN FOR EVALUATION	
Specific Indicators of Progress	Completion Date

By signing below, I acknowledge that I understand the information presented above and have been provided a copy of this document for my records.	
Student:	
Faculty Member:	
Field Educator:	
Director of Field Education	
Undergraduate Program Director:	





## **CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS**

*Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly*

### **Preamble**

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

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

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

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

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

### **Purpose of the NASW Code of Ethics**

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

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

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

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

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

## **Ethical Principles**

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

### **Value: Service**

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

### **Value: Social Justice**

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

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

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

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

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

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

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

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

**Value:** *Integrity*

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

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

**Value:** *Competence*

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

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

**Ethical Standards**

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

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

## **1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS**

### **1.01 Commitment to Clients**

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

### **1.02 Self-Determination**

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

### **1.03 Informed Consent**

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

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

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

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

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

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

#### **1.04 Competence**

- (a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.
- (b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.
- (c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

#### **1.05 Cultural Competence and Social Diversity**

- (a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- (b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.
- (c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

#### **1.06 Conflicts of Interest**

- (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.
- (b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
- (c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

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

### **1.07 Privacy and Confidentiality**

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

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

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

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

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

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

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

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

- (i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- (k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- (l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- (m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.
- (n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.
- (o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- (q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- (r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

### **1.08 Access to Records**

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



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

### **1.09 Sexual Relationships**

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

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

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

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

### **1.10 Physical Contact**

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

### **1.11 Sexual Harassment**

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

### **1.12 Derogatory Language**

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

### **1.13 Payment for Services**

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

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

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

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

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

### **1.15 Interruption of Services**

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

### **1.16 Termination of Services**

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

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

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

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

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

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

## **2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES**

### **2.01 Respect**

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

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

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

### **2.02 Confidentiality**

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

### **2.03 Interdisciplinary Collaboration**

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

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

### **2.04 Disputes Involving Colleagues**

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

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

## **2.05 Consultation**

- (a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
- (b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.
- (c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

## **2.06 Referral for Services**

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

## **2.07 Sexual Relationships**

- (a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.
- (b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

## **2.08 Sexual Harassment**

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

## **2.09 Impairment of Colleagues**

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

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

### **2.10 Incompetence of Colleagues**

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

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

### **2.11 Unethical Conduct of Colleagues**

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

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

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

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

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

## **3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS**

### **3.01 Supervision and Consultation**

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

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

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

### **3.02 Education and Training**

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

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

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

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

### **3.03 Performance Evaluation**

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

### **3.04 Client Records**

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

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

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

### **3.05 Billing**

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

### **3.06 Client Transfer**

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

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

### **3.07 Administration**

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

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

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

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

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

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

### **3.09 Commitments to Employers**

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

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

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

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

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

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

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

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

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

(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards.

Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

## **4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS**

### **4.01 Competence**

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

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

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

### **4.02 Discrimination**

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



#### **4.03 Private Conduct**

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

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

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

#### **4.05 Impairment**

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

#### **4.06 Misrepresentation**

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

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

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

#### **4.07 Solicitations**

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

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

#### **4.08 Acknowledging Credit**

- (a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.
- (b) Social workers should honestly acknowledge the work of and the contributions made by others.

### **5. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION**

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

- (a) Social workers should work toward the maintenance and promotion of high standards of practice.
- (b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
- (c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.
- (d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.
- (e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

#### **5.02 Evaluation and Research**

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

- (f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

## **6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY**

### **6.01 Social Welfare**

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

### **6.02 Public Participation**

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

### **6.03 Public Emergencies**

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

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

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

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

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

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