

The Department of Social Work's mission is to prepare social workers for autonomous, knowledge-based, advanced generalist practice within an integrated community of scholars, practitioners and learners. The principles that guide the program are:

- A focus on people's strengths
- A celebration of human diversity
- The application of multi-system practice methods to promote human well-being and fair, equitable communities
- A commitment to social justice
- A focus on working with diverse clients from a bio-psycho-social-spiritual-cultural perspective across the entire life span
- A focus on social work practice and collaboration with clients and organizations in public and not-for-profit settings.

The well-being of clients and the integrity of the social work profession are our top priorities.

In order to remain in good standing in the Dept of SW, all students, consistent with in the NASW Code of Ethics, "...must not allow their own personal problems, psychosocial distress, legal problems, substance use, 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." (p. 23, NASW Code of Ethics).

The Department of Social Work has developed a list of Performance Standards for Admission, Matriculation and Graduation which must be clearly and consistently observed and followed, in order for students to be successful in the program.

Standards	Skills and Essential Behaviors	Descriptors/Examples
<p><b>Professional Ethics</b></p>	<p>Demonstrates an understanding of, adheres to and promotes the NASW Code of Ethics.</p> <p>Demonstrates an understanding and appreciation of the value of diversity. Works effectively and responsibly with people who are of differing races, ethnicities, abilities, ages, classes, genders, sexual orientations, religious beliefs and/or nationalities, etc.</p> <p>Shows respect and effectively advocates for the rights of others.</p> <p>Demonstrates a commitment to ending social and economic injustice.</p> <p>Maintains and demonstrates comprehension of professional boundaries.</p> <p>Is committed to clients' freedom of choice and self – determination.</p> <p>Is consistently honest and demonstrates integrity by being truthful about one's own background, experiences and qualifications.</p> <p>Refrains from sexually harassing others, making of verbal or physical threats or</p>	<p>Maintains confidentiality.</p> <p>Demonstrates openness to working with diverse groups and individuals of different backgrounds including fellow students, colleagues and clients.</p> <p>Asks supervisor and instructors for help when needed.</p> <p>Follows through with commitments.</p> <p>Maintains clear boundaries. For example, does not socialize with clients.</p>

	<p>abusing others in physical, emotional, verbal or sexual ways.</p> <p>Refrains from being involved in sexual relationships with clients or participating in dual relationships with clients where conflicts of interest may develop or exist.</p> <p>Utilizes clinical supervision effectively and demonstrates a willingness to ask for help.</p>	
<p><b>Self – Awareness</b></p>	<p>Demonstrates ability to acknowledge how one’s own attitudes, beliefs, biases and personal and past experiences affect professional judgment, decision-making, thinking, behavior and relationships.</p> <p>Shows willingness and ability to assess and reflect on strengths and identify areas for improvement.</p> <p>Is open to feedback and constructive criticism.</p> <p>Demonstrates a level of self-awareness and an ability to express how one is perceived by others.</p> <p>Demonstrates an ability to self-critique, and an ability to assume full responsibility to</p>	<p>Demonstrates self reflection in class, internship, process recordings, group work and written course exercises.</p> <p>Makes necessary adjustments to professional and/or academic workloads in the face of personal difficulties that may adversely impact the quality of academic work or practice with clients.</p> <p>Takes initiative in gaining knowledge as needed.</p> <p>Makes changes based on feedback and constructive guidance.</p>

	<p>protect peers, colleagues, research participants, clients, and others from the adverse consequences of personal performance problems and behaviors.</p>	
<p><b>Communication</b></p>	<p>Communicates responsibly, respectfully and effectively with colleagues, faculty, staff, administrators, field instructors and clients, etc.</p> <p>Utilizes effective listening and empathic skills in order to establish rapport.</p> <p>Demonstrates ability and willingness to listen to others and is open to feedback.</p> <p>Advocates effectively in a constructive manner according to NASW guidelines.</p> <p>Utilizes institutional channels first in order to effectively resolve conflicts.</p> <p>Demonstrates respect for the professional expertise of fellow agency workers, students in class, and program faculty and staff, etc.</p>	<p>Receives, comprehends and responds appropriately and timely to verbal, non-verbal and written forms of communication, including emails sent from the Social Work Department and field agency personnel.</p> <p>Expresses feelings and ideas in a way that can be understood by others.</p> <p>Participates cooperatively as a productive member of the classroom, agency task groups and teams.</p> <p>Maintains commitments to clients, students and colleagues.</p> <p>Voices opinions and feedback in a productive and non-judgmental manner.</p> <p>Demonstrates effective, respectful ways to advocate for self and others.</p> <p>Prepares written documents that are clear, concise, accurate and complete and that reflect correct grammar and APA citation and referencing guidelines.</p>

		Follows agency guidelines for record keeping.
<b>Readiness</b>	<p>Is open and committed to learning from colleagues, classroom and field instructors.</p> <p>Seeks out and utilizes help when needed and responsibly addresses one's own health and emotional challenges that may interfere with scholastic and professional performance.</p> <p>Is able to distinguish between facts and inference.</p> <p>Is able to draw conclusions based in relevant information and evidence.</p> <p>Demonstrates ability to think critically.</p> <p>Demonstrates an ability to write clearly with appropriate grammar and sentence construction.</p>	<p>Takes initiative with basic tasks in agencies such as making phone calls, taking messages, calling agencies to gain information about their services, locating resources in the community.</p> <p>Demonstrates ability to include relevant and applicable literature in presentations, research and written work.</p> <p>Assessments of clients reflect a comprehensive, inclusive and relevant data.</p> <p>Demonstrates use and knowledge when working with clients through the use of process recordings.</p> <p>Demonstrates willingness to take initiative</p> <p>Can identify problem solving steps to resolving challenges.</p> <p>Able to communicate ideas clearly in writing.</p>

<p><b>Professional Behavior</b></p>	<p>Shows willingness and ability to effectively prioritize, manage and complete tasks on time and observe and meet deadlines.</p> <p>Seeks professional help and consultation when needed.</p> <p>Utilizes thoughtful and informed judgment in making professional decisions.</p> <p>Demonstrates appearance and demeanor that are appropriate to the roles and settings encountered during the educational process, including field practice experiences.</p> <p>Is able to form and sustain professional relationships.</p>	<p>Arrives on time to all classes, meetings and field agency required hours.</p> <p>Consistently follows through with commitments including group work assignments, field work and assignments.</p> <p>Demonstrates an ability to be flexible in responding to changing needs and priorities of the field agency and clients.</p> <p>Communicates in advance whenever there is an interruption of planned attendance or task completion and identifies alternatives for task completion to instructors, field instructors, field liaisons and academic advisors.</p> <p>Voices concerns to field instructor and/or liaison in a respectful manner and in accordance with agency and field protocols and policies.</p> <p>Keeps field instructor, liaison, instructors and staff apprised of issues that may arise and works proactively with all parties to alleviate issues.</p>
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