

## Essential Standards of Practice Behavior

**Scholastic:** Includes overall GPA, GPA in required social work courses, and course grades. (Competencies 1, 9)

***Essential Student Behavior:***

Earn a grade of 'C-' or better in each social work course.

Maintain a cumulative GPA of 2.5.

Successfully complete the voluntary field work in SWK 2300, SWK 3200 and SWK 3300 the first time they are taken.

Successfully complete the field work in SWK 4200, SWK 4610 and SWK 4620 the first time they are taken.

Regular class attendance is expected. Makeup of in-class assignments and skill activities missed due to absences must be negotiated with individual instructors and are at the instructor's discretion.

**Professional Values and Ethics:** Students demonstrate adherence to ethical, legal, and professional directives and expectations. (Competencies 1, 2, 3, 4, 5, 9)

***Essential Student Behavior:***

Judgment and conduct are consistent with the values and ethics of the profession as advanced in the NASW *Code of Ethics*, as well as with established laws, policies, and professional standards of care.

Demonstrates potential for adherence to ethical expectations and obligations in working with diverse client populations, validating the dignity and worth of all people.

Demonstrates professional and academic integrity in meeting the objectives of the social work program and in fulfilling all program requirements. Students should remain aware of and abide by the Carthage Social Work materials found online.

Demonstrates respect for the rights of others and upholds the ethical standards of client privacy and confidentiality at all times.

Ability to qualify for state licensure within another state of residence upon completion of the academic program (i.e., no disqualifying factors).

**Self-Awareness:** Students demonstrate professional readiness through a commitment to the process of self-reflection and self-critique, assuming full responsibility for professional growth and for protecting clients, peers, supervisors, faculty, and other relevant parties from the adverse effects of performance problems and unprofessional behavior. (Competencies 1, 2, 3, 4, 7, 9, 10)

***Essential Student Behavior:***

Demonstrates awareness of self and its impacts on interpersonal and professional relationships.

Demonstrates a willingness to examine and assess the relationship between his/her personal values/socialization and their fit with expected professional behavior, as well as to grow toward professionalism by responsibly reconciling differences, as required by the NASW *Code of Ethics*.

Demonstrates the capacity to assess strengths, limitations, and suitability for professional practice throughout the program of study.

Acknowledges, seeks help to resolve, and ultimately resolves personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties that interfere with judgment, academic performance, and/or interactions with clients, peers, supervisors, faculty, and other relevant parties.

Advocates for himself/herself in an appropriate and responsible manner.

Shows a willingness to receive and accept feedback and/or supervision in a positive manner and to use the feedback to enhance his/her professional development.

Demonstrates the ability to deal with life stressors through the use of appropriate coping mechanisms.

Identifies appropriate professional learning goals and takes an active role in the learning process.  
Prepares for and effectively utilizes supervision and other forms of professional advisement and mentorship.  
Demonstrates a realistic and accurate self-awareness of his/her own strengths, limitations, values, and performance.

**Interpersonal Relationship Skills:** Interactions with peers, clients, faculty, staff, advisors, supervisors, agency personnel, and field instructors reflect integrity, honesty, and cooperation, as well as a clear understanding of professional role and appropriate boundaries. (Competencies 1, 2, 3, 4, 7,9, 10)

***Essential Student Behavior:***

Relates interpersonally in a manner that is respectful, nonmanipulative, nondisruptive, nondiscriminatory, and characterized by maturity.

Demonstrates interpersonal skills that would indicate an ability to form and to sustain effective helping relationships.

Uses proper channels for conflict resolution.

Maintains appropriate boundaries in all relevant relationships and arenas.

Demonstrates appropriate use of self in the professional role.

**Responsibility and Professional Readiness:** Appropriate levels of responsibility and professional readiness are demonstrated over the course of the program of study. (Competencies 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

***Essential Student Behavior:***

Demonstrates responsible and self-directed behavior in adherence to the plan of study, the proper sequencing of courses for program completion and use of academic adviser.

Shows potential for responsible and accountable behavior by observing advisement deadlines, keeping appointments or canceling appointments if unable to keep them, attending class regularly and on time, and observing assignment due dates.

Demonstrates ability to adhere to agency protocols and policies, dress codes, and documentation requirements.

Demonstrates behaviors on campus, in the classroom, in the field placement, in the community, and with peers that are in compliance with program policies, institutional policies, and professional ethical standards.

Refrains from illegal drug use and demonstrates behavior that is consistent with the Community Code.

Passes drug screens, as may be required by the program or field practicum.

Absence of a history involving conviction of a violent crime or other felony.

Communicates in advance to all affected parties whenever there is an interruption of planned attendance or task completion, tardiness, or late submission of assignments and identifies appropriate alternatives when a change in plans is necessary.

Demonstrates ability to function within the structure of organizations and service delivery systems, as a member of a team and of an agency.

Demonstrates application of effective time management strategies in completing all professional and academic responsibilities and activities.

Responds in a timely and appropriate manner to communication from Carthage staff, faculty, field instruction personnel, and clients.

**Critical Thinking and Problem-Solving Abilities:** Individual reasoning reflects a comprehensive analysis that distinguishes fact from inference; conclusions are grounded in relevant data, information, and evidence. (Competencies 1, 2, 3, 4, 6, 7, 9, 10)

***Essential Student Behavior:***

Demonstrates the ability to identify ways in which biological, psychological, developmental, spiritual,

socioeconomic, and environmental factors may affect an individual, family, or groups of various sizes. Demonstrates ability to gather and assess relevant information; to interpret information correctly; to come to well-reasoned conclusions and/or solutions; to think open-mindedly about alternative viewpoints, recognizing their underlying assumptions, implications, and practical consequences.

Demonstrates the ability to identify and incorporate classroom learning in assessments and interventions with clients.

Demonstrates ability to engage in reflective thinking to overcome personal beliefs rooted in prejudices, sweeping generalizations, stereotypes, and oversimplifications.

**Communication Skills:** All verbal, nonverbal, and written communication exchanges are in accordance with professional standards. (Competencies 1, 2, 3, 4, 7, 9, 10)

***Essential Student Behavior:***

Communicates with dignity, respect, and cultural sensitivity to peers, clients, faculty, staff, advisors, supervisors, agency personnel, and field instructors.

Shows skill in building rapport and engaging clients, applying principles of sound communication.

Demonstrates good empathic and attending skills in client interactions.

Demonstrates mastery of the English language in oral and written form.

Prepares written products that reflect mastery of the conventions of the written word in clarity, accuracy, completeness, as well as that evidence correct grammar and syntax, proper diction, accurate reasoning, and APA formatting.

Follows agency guidelines for recordkeeping.

*Adapted with permission from: The College of St. Scholastica, Department of Social Work.*

## **Social Work Professional Competencies**

**Identify as a professional social worker and conduct oneself accordingly.**

- 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.

**Apply social work ethical principles to guide professional practice.**

- 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<sup>2</sup> and, as

applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;<sup>3</sup>

- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

**Apply critical thinking to inform and communicate professional judgments.**

- 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.

**Engage diversity and difference in practice.**

- 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.

**Advance human rights and social and economic justice.**

- 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.

**Engage in research-informed practice and practice-informed research.**

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

**Apply knowledge of human behavior and the social environment.**

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

**Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

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

**Respond to contexts that shape practice.**

- 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.

**(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

**(a)—Engagement**

- substantively and affectively 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.

**(b)—Assessment**

- collect, organize, and interpret client data;

- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

**(c)—Intervention**

- 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.

**(d)—Evaluation**

- critically analyze, monitor, and evaluate interventions.