

BARRY UNIVERSITY SCHOOL OF SOCIAL WORK

CORE PERFORMANCE STANDARDS AGREEMENT

All students must meet essential standards of behavior for social work practice. The following chart begins with the NASW Code of Ethics that identifies the core values on which social work's mission is based; it summarizes ethical principles that reflect the profession's core values; establishes a set of specific ethical standards that guide social work practice in knowledge generation and knowledge dissemination and provides the principles on which the public can hold social work practitioners, scholars, and educators accountable. These principles depict the scope of responsibility to which all students obligate him/herself from the time of entry in the Barry University-School of Social Work. The Core Performance Standards are based on the assumption that the standards, including the Code of Ethics, are exercised differentially in accord with a social worker's role, but that in this set of standards, correlated skill areas, and examples of essential behaviors, all social workers, including students in Barry University's social work degree programs, will recognize their professional responsibilities and criteria for professional conduct. In order to remain in good standing in the School of Social Work, all students, as stated in the NASW Code, "...must 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." (p.23, NASW Code of Ethics).

Standards	Skill Areas	Examples of Essential Behavior
<p>Professional Ethics:</p> <p>Individual judgment and conduct is consistent with established laws and the values and ethics of the social work profession as set forth in the NASW Code of Ethics</p>	<p>Identifies and maintains legal and ethical standards in all practice and academic roles and settings; seeks appropriate consultation when necessary</p> <p>Demonstrates integrity and trustworthiness in carrying out all professional/academic roles and activities.</p> <p>Demonstrates academic integrity in the preparation of written assignments, research and scholarly papers.</p> <p>Understands and appropriately applies laws pertaining to client confidentiality; protects the well-being of research participants in accord with IRB human subjects' protection guidelines.</p> <p>Advocates for and advances change on behalf of vulnerable populations.</p> <p>Demonstrates respect for the positive value of diversity.</p>	<p>Student:</p> <p>Refrains from socializing with clients; maintains boundaries with research participants and students they may teach.</p> <p>Utilizes clinical supervision and/or refers client when needed interventions are beyond his/her competence.</p> <p>Keeps commitments to clients, research participants, students they may teach and colleagues.</p> <p>Refrains from cheating and plagiarism as defined in the student handbook.</p> <p>Utilizes pseudonyms when discussing clients in class or academic papers; protects research participant identity in written reports of studies.</p> <p>Submits research proposal to IRB for review prior to initiating research activities with human subjects.</p> <p>Participates in individual and/or group activities at the local, state or national level, such as lobby day.</p> <p>Willingly accepts and works with a diverse client caseload; designs research and scholarship that reflect cultural validity.</p>

Standards	Skill Areas	Examples of Essential Behavior
<p>Critical Thinking:</p> <p>Individual reasoning reflects a comprehensive analysis that distinguishes fact from inference; an individual's conclusions and assigned meanings are grounded in relevant data, information and evidence</p>	<p>Applies a scientific, analytic approach to practice, research and scholarship that integrates the critical appraisal of social research findings and the evaluation of social policies, program and practice outcomes.</p> <p>Organizes information from extant bodies of knowledge and literature, or secures primary or secondary data, or a combination, and exercises logical thinking, analysis, and synthesis, comparison and contrast, to develop cogent understandings of scholarly issues.</p> <p>Demonstrates an ability to integrate theory and practice in all academic work including research and field education. This includes a demonstrated knowledge of the influence of social, political and economic factors in the evaluation of academic scholarship, research, client systems, organizations, and communities.</p>	<p>Student:</p> <p>Academic presentations reflect a comprehensive, inclusive, and relevant review of appropriate literature.</p> <p>Process recordings reflect student's use of this knowledge in working with clients.</p>
<p>Time Management:</p> <p>Effective time management strategies guide all professional and academic responsibilities and activities</p>	<p>Consistently completes quality work on schedule.</p> <p>Acts responsibly with respect to communication and negotiation of professional and academic commitments.</p>	<p>Student:</p> <p>Submits all required work without being prompted, and follows through with field placement or practicum terms and commitments on collaborative projects.</p> <p>Punctually attends field or practicum placements, meetings, and classes.</p> <p>Communicates in advance to all affected parties whenever there is an interruption of planned attendance or task completion and identifies appropriate alternatives when a change in plans is necessary to include instructors and advisors around absences or the late submission of assignments.</p>

Standards	Skill Areas	Examples of Essential Behaviors
<p>Self Awareness:</p> <p>A commitment to the process of self-reflection and self-critique assuming full responsibility to protect peers, colleagues, research participants, clients and others from the adverse consequences of personal performance problems and behaviors.</p>	<p>Examines professional practice and academic strengths and weaknesses.</p> <p>Solicits, accepts, and incorporates feedback with respect to performance.</p> <p>Identifies and addresses barriers to performance through the design and implementation of specific goals and strategies for professional growth.</p>	<p>Student:</p> <p>Engages the challenge of self-reflection and self-critique process in all classroom, field education and practicum discussions and written exercises.</p> <p>Utilizes weekly supervisory sessions and/or other forms of professional and academic advisement and mentorship.</p> <p>If in a field placement, submits at least one process recording per week and actively participates in field supervision.</p> <p>Seeks professional help and consultation when necessary.</p> <p>Makes the 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>Professional Relationships:</p> <p>All professional interactions reflect respect, integrity, honesty, cooperation and collaboration as well as a clear understanding of professional role, authority and appropriate boundaries.</p>	<p>Develops and maintains cooperative and collegial relationships with clients, colleagues, superiors, peers, students, research participants, agency personnel, faculty, school staff, advisors, and field educators.</p> <p>Contributes as a constructive participant in academic and agency affairs.</p> <p>Cooperates, collaborates, and supports social work and interdisciplinary colleagues in the knowledge-building and knowledge dissemination enterprise.</p>	<p>Student:</p> <p>Voices concerns to field educator or practicum mentor or faculty supervisors of assistantships in a respectful manner and in accordance with agency protocol.</p> <p>Keeps field advisor or doctoral faculty advisor informed of all issues that may arise in field and works proactively with all parties to alleviate issues.</p> <p>Honors and follows through on verbal and written agreements and commitments made with others.</p> <p>Attends “Meet the Dean” sessions and offer constructive suggestions to improve the quality of the program.</p> <p>Co-authors publications with peers and faculty colleagues.</p> <p>Constructs culturally grounded research and scholarship and intervention plans with various client systems.</p>

<p>Professional Relationships continued</p>	<p>Identifies and demonstrates an appreciation of the uniqueness and commonalities, strengths/resilience and limitations, and conflicting values that characterize self and other individuals and groups.</p> <p>Collaborates effectively with community resources and connects clients with local community resources</p> <p>Engages, maintains and appropriately terminates relationships with diverse client groups, faculty, university personnel, colleagues, students, organizations, communities, and research participants in a professional, responsible and respectful manner</p>	<p>Prepares strength-based social work research designs and assessments of clients.</p> <p>Makes appropriate referrals of clients or research participants, as appropriate, for client services.</p> <p>Exits assigned field placement or doctoral practicum with proper notification to all relevant parties, including clients, field educator or practicum mentor, and field advisor or doctoral faculty advisor.</p>
Standards	Skill Areas	Examples of Essential Behaviors
<p>Communication:</p> <p>All verbal, non verbal and written exchange of information between self, clients, faculty, university personnel, and colleagues are in accordance with established laws and professional standards.</p>	<p>Receives and responds appropriately to verbal, non verbal and written forms of communication with a wide range of client systems and persons demonstrating an understanding of professional role and sensitivity to differences due to class, age, culture, ethnicity, religion, gender, sexual orientation and physical or mental abilities without evaluation or judgment; effectively use language to communicate with others.</p> <p>Demonstrates mastery of the English language.</p> <p>Demonstrates timely and appropriate receipt of, response to, and documentation of communication with faculty, school staff, peers, other colleagues, students, field educators, advisors, research participants, and clients as indicated.</p>	<p>Student:</p> <p>Speaks with dignity, respect, and sensitivity to clients, colleagues, faculty, school staff, field staff, research participants, students, and others at all times.</p> <p>Prepares written and oral academic products and presentations with responsible content.</p> <p>Prepares written documents that are clear, concise, accurate and complete and reflect correct grammar, syntax, thought development and APA referencing format.</p> <p>Follows agency guidelines for record keeping SSW guidelines for record keeping if deployed by the SSW.</p> <p>Uses weekly process recordings to communicate learning progress to field educator and field advisor.</p> <p>Returns all calls or emails in a timely manner to faculty, school staff, peers, other colleagues, students, field educators, advisors, research participants, and clients as indicated.</p>

I have reviewed these standards with my advisor and received a copy.

Student's Signature

Date

Faculty/Advisor's Signature
Barry University School of Social

Date

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