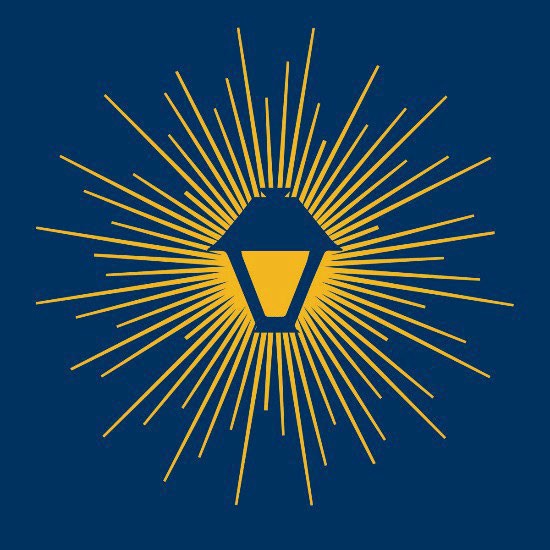
Bryn Mawr College

**Graduate School of Social Work and Social Research**



**Field Education Manual**

**AY 2023 – 2024**

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# FIELD EDUCATION CALENDAR

2023-2024

## Fall Semester

Full-Time Students & Part-Time Students with the 3 Days/Week Option

|  |  |
| --- | --- |
| DATES | FALL 2022 |
| Aug 28 | Preparation for Social Work Practice, 9:00 a.m. – 3:00 p.m. for Full-time Generalist Year students (in-person), OR 5:30 p.m. – 9:30 p.m. (Virtual) for Advanced Standing and Part-time Generalist year students entering field in the fall 2023 semester. Attendance is required. |
| Sept 4 | Labor Day (School Closed; No Field) |
| Sept 5 | Fall Classes Begin |
| Week of Sept 4 | Field Ed Begins on the scheduled day(s) |
| Sept 18 | Assignment: Contact Form Student & Agency due |
| Sept 25 | Assignment: Learning Agreement due |
| Oct 2 | Assignment: Process Recording #1 due |
| Oct 14-22 | Fall Break from classes (Students continue in field) |
| Nov 6 | Assignment: Process Recording #2 due |
| Nov 23-25 | Thanksgiving Holiday (No Field) |
| Dec 4 | Assignment: Process Recording #3 due |
| Dec 15 | Assignment: Fall Field Evaluations due |
| Dec 15 | Last Day of Field (Fall Semester) |
| Dec 23- Jan 1 | Winter Break (No Field) |

Part-Time Students Electing the 2 Day/Week Option

|  |  |
| --- | --- |
| DATES | FALL 2022 |
| Aug 1 | Field Ed Begins for Part-time Advanced Specialization year students electing 2 day/week option in both years |
| Aug 22-23 | Student Orientation + Prep for SW Practice: Required for Generalist/1st yr. & Adv. Standing students |
| Sept 4 | Labor Day (School Closed; No Field) |
| Sept 5 | Fall Classes Begin |
| Week of Sept 4 | Field Ed Begins on the scheduled day(s) in field |
| Sept 18 | Assignment: Contact Form Student & Agency due |
| Sept 25 | Assignment: Learning Agreement due |
| Oct 2 | Assignment: Process Recording #1 due |
| Oct 14-22 | Fall Break from classes (Students continue in field) |
| Nov 6 | Assignment: Process Recording #2 due |
| Nov 23-25 | Thanksgiving Holiday (No Field) |
| Dec 4 | Assignment: Process Recording #3 due |
| Dec 15 | Assignment: Fall Field Evaluations due |
| Dec 15 | Last Day of Field (Fall Semester) |
| Dec 23- Jan 1 | Winter Break (No Field) |

## Spring Semester

Full-Time Students & Part-Time Students with the 3 Day/Week Option

|  |  |
| --- | --- |
| DATES | SPRING 2023 |
| Jan 3 | Field Ed resumes on regularly scheduled days; Field Education grades due |
| Jan 15 | Martin Luther King Day (School Closed; Field attendance not required if regularly infield on Jan this day) |
| Jan 16 | Spring Classes Begin |
| Jan 16 | Assignment: Spring Learning Agreement due |
| Jan 22 | Assignment: Process Recording #4 due |
| Mar 4 | Assignment: Process Recording #5 due |
| Mar 8-17\* | Spring Break (No Field) \* \*Students in educational settings may take school’s spring holiday off, in lieu of GSSWSR spring break |
| April 1 | Assignment: Process Recording #6 due |
| Apr 19 | Assignment: Spring Field Evaluations due |
| Apr 19 | Last Day of Field (Spring Semester) |
| May 4 | Last Day of Classes |
| May 6 | Field Education grades due |
| May 17 | Convocation & Commencement |

Part-Time Students Electing The 2 Day/Week Option

|  |  |
| --- | --- |
| DATES | SPRING 2023 |
| Jan 3 | Field Ed resumes on regularly scheduled days; Field Education grades due |
| Jan 15 | Martin Luther King Day (School Closed; Field attendance not required if regularly in field on this day) |
| Jan 16 | Spring Classes Begin |
| Jan 16 | Assignment: Spring Learning Agreement due |
| Jan 22 | Assignment: Process Recording #4 due |
| Mar 4 | Assignment: Process Recording #5 due |
| Mar 8-17\* | Spring Break (No Field)\* \*Students in educational settings may take school’s spring holiday off, in lieu of GSSWSR spring break |
| April 1 | Assignment: Process Recording #6 due |
| May 4 | Last Day of Classes |
| May 3 | Assignment: Spring Field Evaluations due (Advanced/2nd year part-time students) |
| May 3 | Last Day of Field (Spring Semester; Advanced/2nd year part-time students) |
| May 8 | Field Education grades due |
| May 17 | Convocation & Commencement |
| Jun 7 | Last Day of Field (Spring Semester; Generalist /1st yr part-time students)) |
| Jun 10 | Assignment: Spring Field Evaluation due (Generalist /1st yr part-time students |

# INTRODUCTION

This manual is intended to serve as a guide to the content, purpose, and expectations of Field Education and the roles and functions of the Field Instructor and agency, Field Liaison, Faculty Advisor, and student.

## Mission Statement and Strategic Focus

As one of the nation's oldest academic social work programs, Bryn Mawr College Graduate School of Social Work and Social Research (GSSWSR) is part of a college with a long-standing, well- respected dedication to scholarship, professional practice, and social responsibility. The school’s philosophy and practice reflect Bryn Mawr College's Quaker roots, historical concern for oppressed or marginalized groups, and a corresponding commitment to transforming the world for the better. We believe that human well-being, democracy, and human rights cannot flourish in the midst of dramatic social and economic disparities, and we encourage students to grapple with the issue of unequal opportunity. We also believe that, as social workers and thoughtful citizens of the world, our graduates must approach problems from more than one perspective. Whether students specialize in clinical or community practice, they are encouraged to understand and value the complementarities among different kinds of professional social work.

Like Bryn Mawr College as a whole, the GSSWSR is distinctive for its dedication to fine teaching, with intentionally small-sized classes and high-quality field education, attentiveness to individual students, and high academic standards within a liberal arts tradition. From its inception, the GSSWSR has embraced scholarship, practice, and collaboration within a broad construction of Social Work and social welfare.

## Vision

The GSSWSR aspires to promote social justice and wellbeing through a variety of trans-disciplinary approaches to scholarship and practice, appropriate to the complexity of social work and social welfare in the United States and internationally.

## Mission

The mission of our GSSWSR is to “strengthen the social fabric of society by training and preparing a dynamic, diverse, and culturally responsive workforce committed to diversity, equity, inclusion, social justice, and anti-racism. We prepare diverse students to apply person-in-environment and strengths perspectives to the promotion of well-being and the support of human rights with diverse individuals, groups, organizations, and communities.  Students in our program learn about innovative and research informed approaches to practice in current and emerging contexts. Throughout. we are committed to social, economic, racial, and environmental justice, to trauma-awareness, and to the development and implementation of anti-racist and anti-oppressive models of teaching and practice. Our generalist and advanced specialization courses prepare students to work across disciplinary boundaries and to apply their knowledge and skills across a wide range of settings. Within the context of a liberal arts college, and intricately connected to the city of Philadelphia, we are committed to critical thinking in education, and to community-placed research that each contribute to more just and effective systems of care at the local, national, and international levels.”

## Statement on Accreditation

The Council of Social Work Education (CSWE), a specialized accrediting body recognized by the Council on Postsecondary Accreditation, identifies Field Education as the signature pedagogy of the social work profession. The intent of Field Education is to connect the theoretical and conceptual contributions of the classroom with the “real world” experiences of the practice setting. The Master of Social Service at the Graduate School of Social Work and Social Research (GSSWSR) of Bryn Mawr College is accredited by the CSWE. The GSSWSR strives to ensure that Field Education is systematically designed, supervised, coordinated, and monitored for students to achieve learning outcomes and to meet the needs of individuals, families, groups, organizations, and communities served.

## Access Services for Students with Disabilities

Bryn Mawr College and the Graduate School of Social Work and Social Research provide reasonable accommodations when necessary for students with diagnosed disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as amended. Reasonable accommodations are intended to ensure equal educational opportunity without changing or lowering essential academic and Field Education requirements or standards. (Please see the GSSWSR 2022-2023 Catalog for policies and procedures regarding accommodations related to disability.) Students with disabilities who think they may need accommodations to participate in Field Education should contact Bryn Mawr College Access Services office as early as possible.

The Access Services office provides support for students with learning, medical, physical, and psychological disabilities. For information about eligibility and documentation criteria, please contact Deb Alder, Access Services Director, [dalder@brynmawr.edu](mailto:dalder@brynmawr.edu) or 610-526-7351. Information is also available at [www.brynmawr.edu/access-services/](http://www.brynmawr.edu/access-services/). To receive accommodation, students need to be in compliance with the documentation requirements of Access Services. Access Services is in Eugenia Chase Guild Hall at 101 N. Merion Avenue on the main campus.

Bryn Mawr College does not discriminate on the basis of disability in admission or access to its programs and activities. Accordingly, the GSSWSR will not discriminate with regard to placements on the basis of disability. The GSSWSR expects field education agencies to accept any student assigned by the school and to provide reasonable accommodations to meet the needs of students with disabilities. Reasonable accommodations consistent with the requirements of the field education can be implemented only for students who have registered with Access Services at Bryn Mawr College and have received verification of eligibility for accommodations. The GSSWSR will work with agencies to plan and make reasonable accommodations for students’ needs. Any issues concerning students’ health or disability will be maintained in strict confidence and will not be reported to any agency unless a student requests so in writing. All students are held to the same criteria for a successful grade in field education.

While at their field placements, GSSWSR students must be able to meet essential requirements and competencies, with or without necessary reasonable accommodations. These competencies are outlined in the Learning Agreement Form and the CSWE EPAS Core Competencies and Practice Behaviors, available in Sonia. In order to receive accommodations in field, students will need to share a copy of a current Verification of Eligibility for Accommodations letter (obtained through Access Services) with the Director of Field Education and the Field Liaison serving as instructor of the Field Education course.

Ideally, the Director of Field Education should be informed of the need for accommodations as early in the process as possible.

# STANDARDS OF PROFESSIONAL BEHAVIOR FOR CONTRIBUTING MEMBERS OF THE GSSWSR COMMUNITY

Bryn Mawr Graduate School of Social Work and Social Research (GSSWSR) is committed to the education of social work professionals through the acquisition and integration of social work knowledge, values, and skills. Members of the GSSWSR Community are expected to meet the following standards of behavior in the classroom, in the field, and in the world at large.

Attention to these standards is part of the official evaluations of students undertaken by Faculty, Field Instructors, and Field Liaisons and markers of excellence for all in our community.

**Accountability:** Inside and outside of the classroom, GSSWSR Community members exhibit behaviors that are in compliance with institutional policies, academic practices, and societal laws, while practicing within the scope of the profession of social work and adhering to the profession’s code of ethics. Within the classroom, field, and community, all responsibilities are met in a timely manner. In the classroom setting, students attend class regularly and complete assignments promptly, working independently unless otherwise instructed and in written work properly attributing all sources of information using APA-style citations and referencing. In the field setting, students meet all field commitments including being punctual and dependable, keeping appointments, maintaining confidentiality, and knowing that appearance, dress, and general demeanor are reflective of professional behavior.

Students demonstrate a willingness to fully utilize supervision and feedback to enhance their professional development and seek appropriate support when having difficulties to ensure success in completing course and field placement requirements.

**Respect:** Members of the GSSWSR community treat all those with whom they encounter dignity and respect and approach conflict with others in a cooperative manner. Engaging in honest dialogue, GSSWSR Community members are active listeners and strive to use positive and nonjudgmental language.

**Confidentiality:** Personal information about any member of the GSSWSR community or client is held as confidential, respecting as privileged any personal information shared in class or in the field. Names of clients or other client-identifying information are not disclosed in the classroom or in conversations outside of the professional setting.

**Interpersonal Skills:**

*Self-Awareness:* GSSWSR Community members know how their values, attitudes, beliefs, emotions, and past experiences affect their thought processes, behavior, and relationships. As professional social workers, everyone must be willing to examine and change their behavior when it interferes with work with colleagues, clients, and others and are able to work effectively with those in supervisee positions as well as with those in authority.

*Empathy:* GSSWSR Community members strive to comprehend another individual’s way of life and values, both in the field and in the classroom. All members can communicate empathy and support as a basis for productive professional relationships.

*Objectivity:* Social work students must be sufficiently objective to systematically evaluate client systems in an unbiased, factual way.

*Professional Commitment to Ethical Behavior*: The GSSWSR social worker must have a strong commitment to the standards and ethics of the social work profession. As such, GSSWSR Community members commit to the basic and essential social work values, which include respecting the dignity and worth of every individual and their right to a just share of society’s resources. While deepening their commitment to social justice for all marginalized populations and other people at risk, Community members’ values and actions reflect integrity, which includes honesty with self and all others. With authentic and continuous self-development as a goal, members of the GSSWSR Community recognize, accept, and benefit from constructive feedback.

*Honoring Differences and Recognition of Similarities*: In accordance with social work ethics, all in the GSSWSR Community appreciate the values of human diversity and multiculturalism. They serve in an appropriate manner all persons in need of assistance, regardless of the individual’s age, class, race, ethnicity, political and religious affiliations (or lack thereof), gender, sexual orientation, ability, and value system.

# OBJECTIVES OF THE FIELD EDUCATION PROGRAM

Field Education is an integral part of the Master of Social Service (MSS) program in the Graduate School of Social Work and Social Research. As a critical part of the curriculum, Field Education provides a context in which students can begin the integration of practice, policy, theory, and research. In that sense, it serves as a lynchpin to join students’ classroom and field experiences, embody the School’s mission, and promote the achievement of programmatic goals and objectives. The Field Education component of the curriculum provides students with both observational learning and practical “hands-on” social work experience in preparation for professional social work practice.

Field Education prepares students for advanced practice through the mastery of the core competencies augmented by knowledge and practice behaviors. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting (2015 EPAS, EP 2.2). This competency-based approach is based on the measurement of specific practice behaviors. Students will be able to demonstrate the integration and application of competencies in their field practice.

# GOALS OF THE FIELD EDUCATION PROGRAM

The specific goals of the field education program are as follows:

*Goal 1:* Students understand and apply social work ethics to decision making in practice across systems levels.

*Goal 2:* Students understand, apply, and evaluate the knowledge, values, skills, and cognitive/affective processes for effective and culturally responsive social work practice.

*Goal 3:* Students understand and apply skills and strategies to promote inclusion, equity, and social, racial, environmental, and economic justice.

*Goal 4:* To create and sustain a learning environment that is challenging, interdisciplinary and supportive.

*Goal 5:* Students understand and analyze the dynamics of power, privilege, and oppression, and apply this understanding to affirmative and trauma informed models of practice across systems levels.

*Goal 6:* Students engage in critical thinking, creativity, and collaboration as key tools for addressing complex social issues.

*Goal 7:* To foster a critical awareness of diversity and the social and cultural forces that impact individuals, families, organizations, and communities locally, nationally, and globally.

*Goal 8:* Students understand and can engage in, and evaluate, ethical research-informed practice and the use of evidence informed approaches to increase the effectiveness of practice across systems levels.

# FIELD EDUCATION CURRICULUM

Field Education courses are taken concurrently with practice courses over four semesters. All students are required to apply concepts embedded in practice course assignments to their field education experience. Field learning, in turn, is integrated through class discussions and assignments. The practice perspective that guides expectations for students in the field views individuals in their social environment, with each shaping the other. Students integrate an understanding of practice that is based on the assessment of both the needs of clients and communities as well as agency capacity in the provision of services.

Students in field education (i.e., first-year Generalist or second-year Advanced Specialization Clinical or COPA: Communities, Organizations, Policy, & Advocacy) may provide social work direct services and clinical interventions with clients, carry out community practice, or contribute to policy development and advocacy efforts, and carry out work under the supervision of a professional social worker. When a placement agency is unable to offer a qualified social work field instructor, the school assumes responsibility for providing students supervision. Students are afforded valuable exposure to the full range of social work macro- and micro-level functions, diverse populations, clinical and community practice interventions, nonprofit management strategies, evidence-based practice, challenges, and opportunities of contemporary social work.

Students learn to utilize different methods and modalities of assessment and intervention, developing plans and evaluating services. At the core of the field experience, students will encounter and strategize practical ways to advocate for human rights and social and economic justice while applying social work values and ethics.

Field placements may occur in a variety of settings. These may include but are not limited to inpatient, outpatient, or partial psychiatric settings, and programs or services in the areas of community-based mental health, child welfare, health care, employee assistance, juvenile justice, adult corrections, addictions, education, family services, housing, legal services, policy or research institutes, maternal and child health, neighborhood organizations, physical rehabilitation, public welfare, domestic violence, and after-school programming. Students generally have a different year-long field placement in a different agency each of the two years.

Exceptions are made when an agency has entered into a contract to provide field placements for both years to students who are also employees of the agency. In this case, field assignments in each year must reflect the requirements and expectations of the generalist and advanced specialization year curricula and competencies.

It is important for students to have direct contact (in-person, virtual, or digitally) with clients in their field placement. At least half of the time in the field placement is spent in work carried out either directly with or on behalf of individuals, families, groups, communities, or organizations as clients. Typically, a greater number and more extensive and complex assignments are assigned to advanced specialization-year students.

Advanced specialization-year students may also achieve a full workload earlier in the semester than generalist-year students. The number of clients or activities on behalf of clients assigned, as well as the nature of the assignment, will vary according to the agency's mission, client needs, and service delivery expectations: for example, in a residential or milieu setting clients may be seen more frequently and thus fewer clients may be assigned; on the other hand, in settings where clients are seen less frequently, a greater number of cases may be assigned. In general, it is expected that students will be assigned independent work with a client system(s) -- including individual(s), family(ies), group(s), community(ies), or organization(s) -- within the first month of the fall semester. If there are questions about the timing, student readiness, quantity, or quality of assignments, Field Instructors should contact the student's Field Liaison. Students with questions about assignments should always consult the Field Instructor and then, if necessary, the Field Liaison.

## Generalist Year

The Generalist Year field education curriculum is organized to match the generalist practice curriculum and competencies. Students are grounded in the knowledge and skills needed to work with individuals, families, groups, communities, and organizations. Using an ecological and strengths perspective, students are expected to maintain a focus on the needs of individuals, families, groups, organizations, communities, as well as on the physical and social environment, in order to improve interactions between and among these elements.

Students learn skills in engagement, exploration, and goal setting and are expected to be self-reflective, using process recordings and supervision to focus on areas for improvement in practice. The assessment process includes understanding the interaction between sources of stress and support in the client’s environment, coping skills, strengths, and limitations. Students learn to encourage client discussion of feelings and to take note of transactions among family or group members while clarifying environmental issues and obstacles, taking action, and providing necessary information, as needed. In some settings, students learn to function as members of a team.

At the organizational level, students learn about organizational policies, formal and informal systems, decision-making processes, and the influence of these elements on agency services. They learn to represent their role and discipline, as well as clients’ needs and interests, to others within the organization as well as community representatives. Students incorporate an understanding of others’ perspectives in order to reach a shared objective on behalf of the client system. In their work with others, students learn to formulate appropriate and effective strategies to address client, organizational, or community needs.

## Advanced Specialization Year

In the Advanced Specialization year, student field settings are generally more complex, requiring greater practice sophistication based on the mastery of generalist year learning.

Advanced Clinical Social Work Practice field education is designed to educate students to intervene in a culturally appropriate manner with individuals, couples, families, and relevant social systems. Utilizing an eco- systemic and strengths perspective, students build on their generalist year knowledge in the development of skills in different practice modalities such as individual, group, and family work, while enhancing skills in engagement, assessment, and use of self in the relationship.

Field practice objectives include carrying out a dynamic assessment that highlights relevant biological, psychological, and social variables, such as environmental resources and social factors influencing human behavior and psychosocial well-being.

In Advanced COPA: Communities, Organizations, Policy, & Advocacy, students develop competence in community practice, planning, and program development, including knowledge, skill, and values in mobilizing people and resources to solve social problems and improve the quality of life at the community level. Students build on Generalist practice skills in working with individuals and groups, toward developing the capacity of communities to address individual, family, and community issues, as well as broader social needs. Student work focuses on role development, conscious use of self, and skill in achieving social change goals at the grassroots, coalition, or advocacy/policy levels, depending on the field setting.

Assignments increase student skills in needs assessment/problem analysis, goal setting, programmatic/political interventions, client empowerment, and evaluation of the process and final product.

# GSSWSR CURRICULUM

Bryn Mawr College’s Graduate School of Social Work and Social Research (GSSWSR) M.S.S. degree is equivalent in both licensure and use to the MSW degree.

## Overview

Effective Social Work leadership remains much needed, whether in service to individuals, families, organizations, or entire communities and is shaped by the knowledge and level of skill and practice experience brought into the field by its professionally prepared graduates. The Master of Social Service (M.S.S.) program at Bryn Mawr College Graduate School of Social Work and Social Research responds to this need through a carefully balanced curriculum designed to explore the array of opportunities available to social workers, equipping them with the flexibility essential to continual growth in a changing world.

The M.S.S. program is designed to:

* Teach social work ethics and frameworks for applying ethical principles to social work practice.
* Promote the use of knowledge, values, and skills for social work leaders.
* Develop strong relationship, assessment, intervention, and evaluation skills.
* Utilize an integrated perspective on theory, practice, policy, research, and ethics.
* Encourage self-reflection.
* Advance social and economic justice
* Foster a critical awareness of diversity and the social and cultural forces that impact individuals, families, organizations, and communities locally, nationally, and globally.
* Understand and apply knowledge of human behavior in multiple social, cultural, and economic contexts.
* Emphasize critical and creative thinking skills.
* Teach strategies to engage in research-informed practice and learn how practice experience can inform research for increased effectiveness of both.
* Develop students’ skills for advocacy and policy practice on behalf of clients and client’s systems.
* Create a learning community that is both challenging and supportive.

## GSSWSR Academic Programs: Master of Social Service Curriculum

The Master of Social Service curriculum includes generalist courses, practice courses, field education, and elective courses. The program for the M.S.S. degree provides Advanced Specialization study in two areas of social work practice: Clinical Social Work Practice or COPA: Communities, Organizations, Policy, & Advocacy. Students select one area of specialization supported by a set of required courses that are common to the field. Candidates must complete a minimum of eighteen semester course units, including four course units of field education (Advanced Standing students complete 2 course units of field education). Field Education at GSSWSR is a concurrent model whereby students participate in practice classes while simultaneously applying the necessary skills and experience. Because of the strong integration between classroom and field, students must take a field education course and a practice course at the same time. Students complete assignments in practice courses related to their agency-based field education experience.

Practice classes and field education are taken concurrently in four consecutive semesters (two consecutive semesters for Advanced Standing students)

## Generalist Year

Through a series of commonly required courses in addition to two units of field education, students are introduced to the knowledge, skills, and values essential to practice with individuals, families, groups, communities, and organizations. These generalist courses provide students with the framework for more specialized practice skills. The generalist courses are designed to introduce all students to the range of social and behavioral science theories, social policies, analytical methods, and values that form the context of social work practice. Students generally complete these common requirements during the first year of full-time study. These generalist courses provide students with the framework for more specialized practice skills and are divided into six substantive areas:

1. Foundation Practice
2. Theoretical Perspectives in Social Work
3. Research Informed Practice I and II
4. Social Policy Foundations and Analysis
5. Assessment: Either Assessment and Psychopathology Across the Lifespan (for students intending Clinical specialization, OR
6. Community Strategies and Assessment: Advocacy and Action (for students intending COPA: Communities, Organizations, Policy, & Advocacy)
7. Multiculturalism: Power, Privilege, and Oppression
8. After completing Foundation Practice I and II, students choose one of two Advanced Specializations, either in Clinical Practice – or – COPA: Communities, Organizations, Policy, & Advocacy. Each Advanced Specialization consists of practice and assessment courses and concurrent field education taken in two consecutive semesters. All students take Trauma-Informed Social Work Practice in the Advanced Specialization year.

## Advanced Specialization Year: Clinical Social Work Practice

Clinical social work is a specialized form of practice with individuals, families, and groups. Grounded in the history of the social work profession, this advanced specialization emphasizes practice within the profession’s code of ethics. The specialization reflects the school’s mission to promote social and economic justice and enhance individual, regional, national, and global well- being, and emphasizes the School’s focus on critical and creative thinking and social work practice within a professional code of ethics that respects the rights of clients, especially as related to self-determination, privacy, and confidentiality.

Across this curriculum, students learn how research is utilized to inform practice and how practice experiences can be utilized to raise new questions. The two core practice seminars in the Clinical Practice specialization are set within a biopsychosocial spiritual framework. Students are taught to conceptualize their work from the strength’s perspective, employ the skills of critical and creative thinking and self-reflection, and demonstrate a solid understanding of a risk and protective factor framework and an understanding of a developmentally informed approach to social work practice. Emphasis is placed on the knowledge, skills, and values required to be an effective clinical social worker, including understanding the sociocultural context of practice and the differential use of self.

Students are expected to show mastery of the processes of engagement, assessment, intervention planning and implementation, and ending processes such as transfer and termination. Throughout, the Clinical Practice specialization emphasizes social and multicultural diversity across and within an array of contexts. Students who complete the Clinical Practice specialization are able to compare and contrast multiple professional theoretical orientations including those found in psychodynamic, cognitive- behavioral, social- constructionist, and integrative frameworks.

**Clinical Social Work Practice Course of Study**:

*Generalist Year*

501 & 502 Foundation Practice I & II

503 & 504 Research Informed Practice I & II

505 Theoretical Perspectives in Social Work I Social Policy Foundations & Analysis

506 Assessment and Psychopathology

521 & 522 Field Education I & II

540 Multiculturalism: Power, Privilege, and Oppression

*Advanced Specialization Year*

535 & 536 Clinical Social Work I & II

541 & 542 Field Education III & IV

594 Trauma Informed Social Work Electives (three units)

OR

Electives (four units) for Advanced Standing Students

## Advanced Specialization Year: Communities, Organizations, Policy, & Advocacy (COPA)

COPA: Communities, Organizations, Policy, & Advocacy specialization prepares students for professional macro-level social work practice that promotes practice within the profession’s code of ethics, and the ability to analyze, develop, and implement public policy to advocate most effectively for those served by professional social work. The specialization emphasizes community organization and development, needs assessment, organizational analysis, frameworks for policy analysis, and program development related to the evolution of social policy in local, national, and global settings. It prepares students with the knowledge, skills, and values required to promote social change that can improve the lives of vulnerable and at-risk individuals, families, groups, and communities. Finally, this concentration stresses the critical analysis of current trends in relation to policy, advocacy, and activism, paying particular attention to the sociocultural context of social work practice and to issues that can affect not only policy practice but also how institutional practices impact groups differentially, raising critical advocacy and practice dilemmas.

**COPA Course of Study:**

*Generalist*

501 & 502 Foundation Practice I & II

503 & 504 Research Informed Practice I & II

505 Theoretical Perspectives in Social Work I

517 Social Policy Foundations & Analysis

508 Community Strategies/Assessment

521 & 522 Field Education I & II

540 Multiculturalism: Power, Privilege, and Oppression

*Advanced Specialization*

531 & 532 Macro Practice: Communities, Organizations, Policy, & Advocacy I & II

541 & 542 Field Education III & IV

594 Trauma Informed Social Work Electives (three units)

OR

Electives (four units) for Advanced Standing Students

## Electives

Based on the belief that direct service practitioners, policy analysts, advocates, and administrators all need breadth and depth for effective practice and leadership in a rapidly changing world, electives have been designed to build on generalist content and support and enhance the two advanced specializations. While all electives reflect the nexus among practice, policy, and research, some, like Child Welfare: Policy, Practice, and Research; Mental Health Policy: Child, Adolescent, and Family; Caring for An Aging America; Social Determinants of Health; Perspectives on Inequality in the United States; Perspectives on Global Social Welfare; and Education Law for Social Workers, are most explicit in this integration. Other electives focus on particular intervention modalities, populations, and skills and include Organizational Behavior; Managing the Work of Others; Family Therapy; Clinical Social Work with Children and Adolescents; Group Treatment; Clinical Social Work with Substance Abuse; Attachment-Based Psychotherapy; Human Sexuality; and Public Education Issues in School Social Work.

# STUDENT READINESS FOR FIELD EDUCATION

Students admitted to the GSSWSR will have demonstrated academic preparedness. Students must also be able to perform the essential duties required in agency-based field settings.

Assessment of student readiness for field education is carried out at the time of admission and throughout the field placement process. Newly enrolled students will be assessed for field placement readiness by a member of the Field Education Office. While anticipated to be small in number, students who may not have the necessary experience or skill level to perform successfully in social service agencies with clients may be encouraged to delay their field placement.

Only students (full- or part-time) officially enrolled in the M.S.S. Program can register for social work field education courses (SOWK 521, SOWK 522, SOWK 541, and SOWK 542) or be matched with a placement agency. Part-time students typically enter a field placement in their second year in the program. Before being admitted to SOWK 521, the first field education course, the student must complete a Pre-Placement Questionnaire and submit their resume for review by the Field Education Office. The Field Education Office will arrange a group or individual interview with the students to discuss their interests in the field learning and field placements that may match these interests. Once a potential field agency match has been identified, the student’s resume is forwarded to the agency contact for review.

Students being considered for a field placement must be able to be contacted by voicemail and email throughout the field placement process. Students are referred to only one field agency at a time. After receiving the student’s resume, the agency then informs the Field Office if they wish to interview the student; if so, the Field Education Office forwards the agency’s contact information to the student. The student then reaches out to the agency contact to arrange a time for an interview. The student is provided a list of suggested questions to assist in the interview process with potential field placement.

Following the interview, the Field Education Office learns from both the student and agency regarding the agency offer/student acceptance of the field placement.

# FIELD PLACEMENT PROCESS OPTIONS

## Traditional Field Placement Process

Continuing full-time or part-time students entering the Advanced Specialization Year are admitted to the Advanced Specialization year field education course, SOWK 541, only after successfully completing Generalist Field Education courses SOWK 521 and SOWK 522. They will also complete the Pre-Placement Questionnaire indicating specific field agency preferences and will attend a joint class presentation on the field placement process for the Advanced Specialization Year. They may also meet individually with the Field Education Office to discuss a potential field placement match. A similar agency referral and interview process, as above, then follows.

## External Application Process

Some agencies may have their own process for inviting the applications of potential candidates for student field internships, including student direct online application; student direct application to designated agency contact; or student application provided to the Field Education Office for forwarding directly to the agency. In most cases, such processes involve agency consideration and/or interview of more applicants than there are internship spots available.

Students applying to such agencies must inform the Field Education Office of the date of their application(s). While awaiting notification from the agency regarding their status in the application process, students would not be referred by the Field Education Office to another agency unless that agency also employs a similar process involving consideration/interview of more student applicants than there are field placement spots available. When students are unable to secure their field placements by the last day of the spring semester classes, their field placement process will automatically change to the traditional field placement process.

## Employment-Based Placements (EBP)

In some cases, students may use a current employment site as a field education setting, this requires that the students be employed in a human services capacity and that the agency be able to meet the requirements of a social work field placement. Students must be employed by the agency for a minimum of three months and have completed the probationary work period by July 1st of the calendar year for which the placement is sought. In these instances, the GSSWSR works closely with the agency and the student to establish a learning experience that recognizes the complexity of the student-employee role while providing educationally rich advanced learning opportunities for the student to apply the principles, knowledge and practice skills learned in courses.

# ASSIGNMENT OF FIELD PLACEMENT

In assigning field placements, the GSSWSR considers the student’s previous experiences, interests, academic, and professional goals, along with the GSSWSR’s knowledge of agency resources and appropriate learning opportunities.

## Students' Participation in Seeking Placements

Students may let the Field Education Office know of an agency of interest that may not be listed in the Field Education agency database. The Field Education Office must assess all agencies to determine if they meet the school's criteria for a field agency. All potential field placements are investigated, negotiated, and arranged by the Field Education Office. Students do not arrange their own placements and may not interview with agencies before contacting the Field Education Office. Students are referred to only one field placement at a time. Students are generally placed in two different agencies in each of their years in the program.

Exceptions may be made for Employment-Based Placements or if agencies or organizations can provide students with field placements with practice opportunities with assignments consistent with social work competencies relevant to students' concentration (Generalist, Advanced Specialization Clinical, or COPA). Requests to remain in the same agency/organization in the second year are reviewed by the Director of Field Education, with a final decision made in consultation with the Dean.

Students have an opportunity to list specific learning goals as they relate to both agency services and professional standards. Field setting preferences will be considered, keeping in mind that there are numerous complex factors that go into the field placement matching process, and requests for specific agencies, or types of agencies, may not be met. These factors include, but are not limited to, the agency’s competitive interviewing process, a student’s prior experience working in human service agency settings with clients, and a student’s interviewing and professional skills. The interview process is vital to a good match between student and agency. Not all students will be accepted by their first-choice agency for placement. Some agencies prefer to interview several students before selecting. This may require some students to be referred to and/or interview with more than one agency, as directed by the Field Education Office.

Once a student accepts a placement offer, the student is making a commitment to that agency and an agreement to begin their placement with the agency in the fall (or spring, as designated by the Field Education Office) semester, and students are expected to complete their field education at the agency.

The placement cannot be changed without field advising consultation with the Director or Assistant Director of Field Education. A change requested on the basis of student concern regarding the learning opportunities available at the agency can be discussed with the Field Education Office. Suppose a decision is made to change a student's field placement after it has already been confirmed. In that case, the student must inform the Field Education Office in writing of their decision to relinquish the confirmed field placement. The previously confirmed agency must be notified of this before the Field Education Office begins the process of identifying a new potential field placement.

## Agency Onboarding Requirements

Students must apply for clearances and/or background checks, if required by the agency, as a requirement of Field Education. Some agencies, especially those serving children or serving individuals in health care settings, require child abuse and criminal history, including state police and FBI, clearances. In some instances, agencies also require physicals, specific immunizations, and drug screenings. The student is responsible for all costs associated with these clearances and tests. Students must be aware that having criminal backgrounds or negative findings on tests may delay the start of the placement or prevent them from being placed in agency settings. This delay may also impact their ability to obtain licensure as professional social workers. If a student is refused a placement because of an undisclosed criminal history that subsequently appears on an agency background check, this will suspend the placement process. The Committee for Academic Progress and Support will then be convened to determine the next steps in the field placement process and the student's continued status in the program.

## Conflicts of Interest

Students are not permitted to carry out a field placement in an agency wherein either they or an immediate family member is a current client/receiving services. In addition, a family member cannot serve as the student’s Field Instructor or Task Supervisor or be the immediate supervisor of the student's assigned Field Instructor or Task Supervisor. Students are not placed in agencies wherein (GSSWSR) faculty teaching the required advanced specialization practice courses (Foundation I & II, Clinical Social Work I & II, COPA: Communities, Organizations, Policy, & Advocacy I & II), or the student, are in leadership and/or key decision-making positions. It is the responsibility of the student to decline (or not select) placement based on a conflict of interest.

## Agency-Declined Placement

If a student has not been accepted after their initial interview with a potential field placement, the student will have a conversation with the Director or Assistant Director of Field Education to see if interviewing with another agency is warranted. If the student is not accepted by a field agency a second time, the reason for the student’s non-acceptance by that agency will be evaluated by the Field Education Office. If the non-acceptance is due to student-related issues, the student will meet with either the Director or Assistant Director of Field Education for further advisement and assessment of student readiness for field placement. A determination may be made by the Director of Field Education to refer the student to the Committee for Academic Progress and Support for further advisement. If the student is rejected for agency-related reasons, like space, competition, supervision, etc., the student will be offered other placement options until an appropriate fit is made.

## Student-Declined Placement Offer

If a student declines more than one offer of a field placement following an interview with the agency, the Field Education Office will meet with the student to discuss the reasons for declining the second offer and reassess the student's readiness for a field placement. Planning for another placement at that point is at the discretion of the Director of Field Education, in consultation with the Dean.

# AGENCY-SCHOOL RELATIONSHIP AND JOINT RESPONSIBILITY FOR SOCIAL WORK EDUCATION

* Both the GSSWSR and the agency have responsibilities in the education of social work students. In this joint endeavor, each makes contributions to and has expectations of the student and each other. To implement mutual accountability, the GSSWSR provides a Field Liaison for Field Education coordination, oversight of student learning, and partnership with each agency.
* The GSSWSR and agency select students, agree to expectations, student learning goals, and evaluate their learning outcomes. A grade of Satisfactory, Unsatisfactory, or Incomplete is assigned to the student by the Field Liaison each semester.
* The agency provides facilities and learning opportunities for implementing the goals of the Field Education Program.
* The agency provides a staff member selected by the agency in cooperation with the GSSWSR to serve as Field Instructor for the student. The selected Field Instructor must have the requisite master's degree from an accredited social work program plus at least two years of post-master’s social work experience. The agency allocates sufficient time for the Field Instructor to coordinate various learning opportunities and provide at least one hour of individual supervision to the student per week.
* The agency will, to the best of its ability, provide release time for the Field Instructor to attend general sessions at the GSSWSR with other Field Instructors and time to meet with the Field Liaison or the Field Education Staff. First-time Field Instructors who have not previously supervised graduate social work students are strongly encouraged to attend the Seminar in Field Instruction (SIFI) for new Field Instructors if they have not already had training in supervision/field instruction.

# SELECTION OF FIELD EDUCATION SETTINGS AND FIELD INSTRUCTORS

## Field Education Settings

* Agencies selected by the GSSWSR will meet Council of Social Work Education (CSWE) standards in the selection of approved field placements.
* Agencies selected must demonstrate the capacity to provide field instruction from individuals with a master’s degree in social work with a minimum of two years post-MSW social work experience.
* Agencies selected must demonstrate the capacity to provide student field assignments congruent with the objectives in the practice course taken concurrently with the field placement.
* Agencies selected should provide ample time for field instruction to permit individual and group (where appropriate) conferences with students.
* Agencies selected should provide a wide range and high quality of field experiences in an agency-based setting wherein students will have access to learning opportunities and field-based assignments in all areas of the CSWE 2015 EPAS competencies.
* Agencies selected should provide a sufficient number and variety of assignments to develop student knowledge and practice skills; supervise in-depth experiences with individuals, groups, families, organizations, and/or communities.
* In the Generalist and Advanced Clinical field placement, it is expected that at least one- half of the student time in field be spent in direct contact with clients, including individuals, families, groups, or community members.
* Agencies selected will be free of conflicts of interest, as delineated in section ("Conflicts of Interest") above, to the best knowledge of the school.
* Agencies selected will not be private psychotherapy practice settings, unless they are group practices with demonstrated capacity to provide learning opportunities in all nine 2015 EPAS competencies.
* Agencies selected should have field instruction staff that meet our requirements (see the section titled “Selection of Field Instructor” below) to be available to provide a minimum of one hour per week of face-to-face (either in-person or virtual) individual supervision.
* Agencies selected are expected to provide reasonably adequate facilities, such as office space, computers, and administrative support, and to demonstrate readiness to invest in student education.
* Agencies must demonstrate a mission-driven social service delivery that is in keeping with the ethical and value stance of the social work profession.
* Agencies must adhere to the principles and best practices in social work education that are in keeping with the objectives of the Field Education program.
* Agencies must operate on the basis of non-discrimination with regard to race, color, national or ethnic origin, gender, age, sexual orientation, religion, class, or physical ability.
* Agencies are required to sign a Bryn Mawr GSSWSR Field Placement Agreement [Form](https://www.brynmawr.edu/socialwork/field-education/resources-students-and-agencies) that outlines mutual expectations for the placement experience. Exceptions would include only those agencies that require their organizational affiliation agreement to be used in place of the GSSWSR Field Placement Agreement.

## Selection of Field Instructor

Qualified social work Field Instructors are chosen from among the staff of the agency. The agency, in cooperation with the GSSWSR, designates the Field Instructor. Field Instructors supervising a student for the first time are encouraged to participate in the Seminar for Field Instructors (SIFI), an eight (8)-session course on providing supervision to students that is offered by the GSSWSR. The Field Instructor must have a master’s degree from a CSWE-accredited social work program and a minimum of two years post-masters social work experience. Non- M.S.S./MSW degreed individuals may be considered Task Supervisors.

## Field Instructor Post-Social Work Degree Practice Experience Requirements

(EPAS AS M2.2.9, 3.2.2, M3.3.5 (b)

* The minimum requirement of post-master’s social work practice experience is calculated in relation to the total number of full-time and equivalent professional practice experience.
* Social work practice experience is defined as providing social work services to individuals, families, groups, organizations, or communities.
* Social work services can include work in professional social work auspices under the supervision of a professional social work supervisor, volunteer practice experience in a social service agency, and paid experience as a consultant in the areas of the individual’s practice expertise.

Students in placements that do not provide M.S.S./MSW Field Instruction and/or regular access to the social work professional perspective in an alternative format (see below) are required to participate in a one-hour weekly field instruction supervision provided by the GSSWSR. Field instructors are selected and assigned by the Director of Field Education. Field instructors are master’s-level social workers who graduated from a CSWE-accredited program with at least two years’ post-degree social work experience. Time spent in weekly field instruction supervision will be counted toward the student’s required time in the field.

## Assignment of Students for Field Placements

Field Education is a requirement of a graduate school of social work educational experience. It possesses the same value as a course taken in a classroom. While student input is considered, the GSSWSR's policy is that potential field placements are to be investigated and negotiated by the school and those final placements are to be arranged by the School. Students are referred to only one agency at a time.

The length of the field placement matching process varies and depends on several factors. There are many agency-level influences, such as agency staffing and funding changes, workload, and client needs, all of which take precedence over coordinating student internships and interviews. These factors change from year to year, along with the availability of Field Instructors and agency capacity, which also impact time frames for student placement. Students are asked to remain in contact with the Field Education Office to expedite the matching process.

Students are expected to contact the agency within a 48-hour period, if possible, to arrange an interview once the Field Education Office has notified the student of the agency’s interest in interviewing the student.

Students are expected to complete a Pre-Placement Questionnaire and submit a resume before meeting with staff from the Field Education Office. Before assigning placements, the field education office staff reviews the student’s Pre-Placement Questionnaire, interviews each student, and discusses the student's professional experiences and interests. Based on the review of student materials and discussion with the student, the field education staff ascertains the type of environment that would be most conducive to learning for that student.

## The Steps to a Successful Field Placement

**Step 1**— Newly enrolled entering students and Advanced Standing students participate in individual Field Education meetings with the Director, Assistant Director of Field Education, of a field education staff. Current GSSWSR students attend a Field Education Information Meeting scheduled in their Generalist Practice Class in the fall semester. Part-time students entering Field Education for the first time are required to attend a group Information Meeting organized by the Field Education Office in the early spring semester. During these meetings, students receive procedural and substantive information concerning Field Placement. Also, Field Education staff are available to meet with students individually.

**Step 2**— The Field Education Office emails the Pre-Placement Questionnaire form (available in Sonia to all students entering Field Education.

**Step 3**—Students complete the Pre-Placement Questionnaire and submit it and upload their current resume in Sonia. (Career Services in GSSWSR Room G-9 (T: 610- 520-2615) can assist students who need help with their resumes.)

**Step 4**—Continuing and Part-time students may schedule an individual interview with the Field Education Office. Step 5—Following the Field Education Office interview, and/or receipt of the Pre- Placement questionnaire indicating agency preferences (for continuing students), the Field Education Office begins the student-agency matching process by recommending the student to an agency that reflects the student’s experience-level, abilities, and professional goals.

**Step 5** -- The Field Education Office forwards the student’s resume to the agency representative or Field Instructor.

**Step 6**—If interested in interviewing the student, the agency will inform the Field Education Office. The Field Education Office then notifies the student of the agency’s interest. The student is expected to contact the agency within 24-48 hours of receiving notification from the Field Education Office, to schedule an interview.

**Step 7**—Student interviews with the agency and informs the Field Education Office of the results. During this interview, the student may inquire about agency orientation for new students, as well as background checks, clearances, screenings, and/or immunizations required to facilitate the start of the student’s field placement. The Field Education Office also learns from the agency about the result of the interview, including possible agency offers and student acceptance of field placement.

**Step 8**—If a match is made, the student, Field Education Office, and agency formalize the match. The student sends a confirmation email to both the agency and the Field Education Office and completes the "Confirmation Form" in Sonia. If a match is not made, the student contacts the Field Education Office, and another placement option will be explored, following the above steps. If a second agency interview occurs that does not result in a match, see the steps outlined under “Agency-Declined Placement” and Student-Declined Placement in Section VII: Assignment of Field Placement.

**Step 9**—Once both the student and agency confirm a match for the student, a Field Instructor is assigned.

**Step 10** -The student contacts the agency to learn of clearances and any agency orientation required and to confirm the start date and agreed-upon regular days in field if this was not discussed in the field interview.

**Step 11** - The student completes any necessary state or federal clearances, background checks, and/or medical or drug screenings as required by the agency. The student also confirms their start date.

**Step 12** – The Field Education Office follows up with the agency, providing the necessary school/ agency documentation.

# EMPLOYMENT-BASED PLACEMENTS (EBP)—USE OF CURRENT EMPLOYMENT AS FIELD PLACEMENT

In some cases, students may use a current employment site as a field education setting, this requires that the students be employed in a human services capacity and that the agency be able to meet the requirements of a social work field placement. Students must be employed by the agency for a minimum of three months and have completed the probationary work period by July 1st of the calendar year for which the placement is sought. In these instances, the GSSWSR works closely with the agency and the student to establish a learning experience that recognizes the complexity of the student-employee role while providing educationally rich advanced learning opportunities for the student to apply the principles, knowledge and practice skills learned in courses.

## Guidelines for Employment-Based Placement (EBP)

The Graduate School of Social Work and Social Research at Bryn Mawr College recognizes that some students may already be employed in a setting that meets the field placement criteria. In such cases, the school may approve an EBP Placement that meets specific criteria established by the CSWE Accreditation Standard. While the designated field placement may occur within the regular full-time work week. The hours used for field placement must be supervised by a qualified MSW Field Instructor who may be the student’s direct supervisor. In such a situation, one-hour weekly field education supervision needs to be provided with an educational focus separate from regular (employment)-supervision.

Current students interested in carrying out an employment-based field placement in their second, or Advanced Specialization year, must submit a completed Employment-Based Field Placement Proposal by April 1 of the spring semester, which is composed by their current supervisor and proposed Field Instructor, as well as by the student. The Field Instructor’s resume must be attached. Continuing students wishing to carry out an employment-based field placement in their Advanced Specialization year must be employed by the agency for a minimum of three months and have completed the probationary work period by July 1st of the calendar year for which the placement is sought.

Incoming students may submit a proposal shortly after they have enrolled and have met with the Field Education office if students must be employed by the agency for a minimum of three months and have completed the probationary work period by July 1st of the calendar year for which the placement is sought. EBP placements must be approved by the Director or Assistant Director of Field Education before the student begins placement in the fall. The EBP proposal form and guidelines are located on the GSSWSR website.

## Process for Completing the Employment-Based Placement (EBP) Proposal

The option of an Employment-Based Placement is available for students who are employed by a qualified social service agency in a human service capacity that meets the criteria for an approved placement setting. Students must be employed by the agency for a minimum of three months and have completed the probationary work period by July 1st of the calendar year for which the placement is sought. These criteria would include, but not be limited to adequate resources to support a student field placement and the availability of learning opportunities to match graduate-level field learning objectives and social work competencies. There is a difference in emphasis between the goals of educational development and those of a job description. The focus of the field placement must be on the student’s learning. In accordance with CSWE policy, field credit cannot be given for any past work experience.

The Employment-Based Placement Proposal must meet a clear set of educational criteria (stated below) for review and approval by the Field Education Office. Continuing students interested in this option must express this interest at the time that Field Placement Interviews take place (January- April). To assist students and agencies in this process, the Field Education office has adopted policy guidelines for the development of an Employment-Based Field Placement.

These guidelines are designed to ensure the accomplishment of the educational goals and objectives of the M.S.S. Program.

The agency of employment can be used as a placement setting when the following conditions are met:

1. Agency offers learning opportunities that will provide the student professional learning experience that is consistent with social work professional roles and responsibilities that allow students to practice social work competencies and practice behaviors for the requisite required time in field per week (the equivalent of two 7.5- hour days/week in the first year, or equivalent of three 7.5-hour days/week of field education in the second year).
2. The agency offers a qualified supervisor (described below) available who can serve as the Field Instructor and offers an hour of education-focused weekly supervision. This is to ensure, in part, that the Field Instructor is free to focus on educational aspects of the placement rather than on workload or productivity issues.
3. The agency and the school must agree that the assignments provided to an EBP placement student are consistent with the school's educational objectives, and that the assignments (client caseload, administrative duties, etc.) are designed and planned to enhance the student’s professional development. This may mean lighter caseloads, planned and varied assignments for educational purposes, and/or the possibility of additional hours above the normal workweek to achieve placement requirements.
4. The agency must ensure that the department, section, or program area is able to meet the educational needs of the student.
5. The agency must provide a Field Instructor (MSS/MSW professional with at least two years post-masters social work experience) to supervise the student.
6. Generalist/first-year students complete the equivalent of two full (7.5-hour) agency days/week of field education, fall and spring semesters.
7. Advanced Specialization/second-year students complete the equivalent of three full (7.5- hour) agency days/week of field education fall and spring semesters.
8. The agency must be willing to sign off on the educational plan, which is specified in a written agreement between the agency, school, and student (i.e., the "EBP Placement Proposal")

## Eligibility for a Placement in a Student’s Place of Employment

All students employed in a human service capacity Agencies must meet the school’s standards and procedures for the selection and appointment of field agencies and Field Instructors. If the agency is not already an approved field agency, the process for gaining such approval should begin with the student notifying the Director of Field Education. Field credit will not be given until the agency is approved as a Field Site and the agreed-upon date for the beginning of the field placement has arrived.

## Procedure for Initiating a Request for a Placement in the Place of Employment

In developing a field placement in the place of employment, the student will take the initiative by discussing this possibility during the field interviewing process and coordinating the administrative requirements of the agency. The following requirements must be met, and steps completed: The student must have passed the probationary period of employment with the agency or one of its affiliates and have completed the probationary period by July 1st of the calendar year of the EBP field placement.

1. Students’ employment performance evaluations must be at a satisfactory level.
2. The student must discuss with the Director or Assistant Director of Field Education their intent to request an employment-based placement.
3. Following this, the student must download and submit their completed Proposal for EBP form to the Field Education Office. This form is completed by the employer and student. The student is responsible for the timely submission of this form.
4. The proposal is reviewed by the Director or Assistant Director of Field Education who notifies the student, in writing, regarding the acceptability of the proposal. Any requested adjustments to the proposal will be indicated during this notification and such adjustments must be made prior to approval. Proposals submitted beyond the due date indicated on the form may not be approved unless the student has been in touch with the Field Education Office to discuss the reasons for the delay, and a later date for submission has been approved in advance by the Director or Assistant Director of Field Education. Proposals are to be submitted via email to: [field@brynmawr.edu.](mailto:field@brynmawr.edu)
5. The student must obtain signatures documenting approval of all relevant agency personnel, including the current immediate employment supervisor of the student, the proposed Field Instructor. The resume (or CV) of the proposed Field Instructor must be submitted along with the form. All approved proposals are signed by either the Director or Assistant Director of Field Education.
6. A member of the field office may make a visit to the agency (virtually or on-site) to review the placement plans, in relation to the school’s field learning objectives, with the agency administrator and/or Field Instructor.
7. The student is advised that if the field placement in an employing agency is found to be unacceptable, the student must coordinate with the Director or Assistant Director of Field Education to find another placement.
8. It is the responsibility of the Field Liaison to determine throughout the placement period that the placement is consistent with the educational objectives of the school and the proposal made by the student. Deviations from this employment-based placement plan or termination from employment may result in the student’s placement being terminated. In such a situation, the Office of Field Education assists the student in identifying a new field placement.

## Student Guidelines

1. Student must be employed by the agency (or affiliate) for a minimum of three months and have successfully completed the agency’s employment probationary period by July 1st, proceeding the academic year.
2. Student must discuss with the Director or Assistant Director of Field Education their intent to request an employment-based placement.
3. Student’s employment performance evaluations must be at a satisfactory level.
4. Student must be able to have field placement assignments that offer opportunities to practice social work competencies according to the CSWE EPAS. The assignment serving as the field placement must meet CSWE and GSSWSR’s criteria for an approved employment-based field experience.
5. Student must have a qualified Field Instructor who may be the student's employment supervisor (or an agency employee within the agency), and field instruction supervision needs to be provided a minimum of one hour weekly. A qualified Field Instructor meets all the standards for Field Instructors outlined in the section below.
6. Student may not use previous employment hours for field placement hours.
7. In collaboration with the prospective field instructor, in consultation with the Director or Assistant Director of Field Education, students must identify assignments, client systems and/or projects for their field placement experience that allow students to demonstrate social work competencies and practice behaviors according to the EPAS.
8. Student, in conjunction with their prospective Field Instructor and/or other agency personnel, must complete an EBP Proposal.
9. Student must obtain signatures documenting approval of all relevant agency personnel, including the agency signatory/or designee, the student’s current immediate employment supervisor/or designee, and the proposed Field Instructor. The resume (or CV) of the proposed Field Instructor must be submitted along with the form. All approved proposals are signed by either the Director or Assistant Director of Field Education.

A field office member may visit the agency virtually or on-site to review the placement plans, in relation to the school’s field learning objectives, with the agency administrator and/or Field Instructor. The student is advised that if the field internship in an employing agency is found to be unacceptable, the student must coordinate with the Director or Assistant Director of Field Education to find another placement. It is the responsibility of the assigned Field Liaison to determine throughout the placement period that the placement is consistent with the educational objectives of the school and the proposal made by the student. Deviations from this employment-based placement plan or termination from employment may result in the student’s placement being terminated. The Field Education Office may identify a new field placement opportunity in such a situation.

## Agency Guidelines

1. The agency of employment can be used as a placement setting under the following conditions: Agency offers learning opportunities that will provide the student professional learning experience that are consistent with social work professional roles and responsibilities that allows students to practice social work competencies and practice behaviors for the requisite required time in field per week (the equivalent of two 7.5- hour days/week in the first year, or equivalent of three 7.5-hour days/week of field education in the second year).
2. The agency offers a qualified supervisor (described below) who can serve as the Field Instructor and provide an hour for education-focused weekly supervision. This is to ensure, in part, that the Field Instructor is free to focus on educational aspects of the placement rather than on workload or productivity issues.
3. The agency and the school must agree that the assignments provided to an EBP placement student are consistent with the educational objectives of the school, and that the assignments (client caseload, administrative duties, etc.) are designed and planned to enhance the student’s professional development. This may mean lighter caseloads, planned and varied assignments for educational purposes, and/or the possibility of additional hours above the normal workweek to achieve placement requirements.
4. The agency must ensure that the department, section, or program area can meet the student's educational needs.
5. The agency must provide a Field Instructor (MSS/MSW professional with at least two years post-master’s social work experience) to supervise the student.
6. Generalist/first-year students complete the equivalent of two full (7.5-hour) agency days/week of field education in the fall and spring semesters.
7. Advanced Specialization/second-year students complete the equivalent of three full (7.5- hour) agency days/week of field education fall and spring semesters.
8. The agency must be willing to sign off on the educational plan, which is specified in a written agreement between the Agency, School, and Student (i.e., the "EBP Placement Proposal")

## Field Instructor Guidelines

1. The Field Instructor must meet the criteria set by GSSWSR for all Field Education Supervisors:
   1. A master's degree from a CSWE-accredited school of social work.
   2. A minimum of two years’ post-master's experience in the area of practice in which they will be supervising students.
   3. The minimum requirement of post-master’s social work practice experience is calculated in relation to the total number of full-time and equivalent professional practice experience.
   4. Social work practice experience is defined as providing social work services to individuals, families, groups, organizations, or communities.
   5. Social work services can include work in professional social work auspices under the supervision of a professional social work supervisor, volunteer practice experience in a social service agency, and paid experience as a consultant in the areas of the individual’s practice expertise.
   6. Attending the field instructor training hosted by the GSSWSR Office of Field Education, SIFI Kick-OFF” proceeding the fall semester.
2. Field Instructor must be able to provide one hour of individual in-person supervision to students every week.
3. Field Instructors must evaluate students as learners.
4. Field Instructors must meet at least once/semester, face-to-face (virtually or on-site) with a designated Field Liaison from the school and their student to discuss learning objectives.

## GSSWSR Guidelines for Monitoring Employment-Based Placements

1. Students must complete the EBP Proposal Form with the required signatures and submit it to the Director or Assistant Director of Field Education for approval.
2. The school must provide the agency with access to the Field Education Manual and other pertinent information.
3. The Director or Assistant Director of Field Education must evaluate the proposed EBP placement for the qualifications of identified Field Instructor, degree and experience in supervision, and learning assignments providing an opportunity for student achievement in social work competencies.
4. The school will hold training for field instructors and task supervisors about field instruction and Seminar in Field Instruction (SIFI) series for first-time Field Instructors to support their learning to supervise social work students.
5. The assigned Field Liaison will carefully monitor the EBP Field Placement to ensure that field activities and supervision are proceeding according to the plan. The Field Liaison will communicate with the students, Field Instructors, and agency contact person at least three times during the academic year; one of these contacts will be an agency visit (virtually or on-site).
6. The Field Liaison will complete site visit forms and review students’ Learning Agreements, Process Recordings, and Field Evaluations.

## Directions For Students Applying for Employment-Based Field Placements

1. For incoming full-time students: Students must meet with the Field Education office at the time of enrollment. For continuing and part-time students: Students must attend.
2. an informational meeting in the Generalist/1st-year Practice Class or at designated times during the spring semester to discuss the field placement process.
3. Students must complete and submit a Pre-Placement Questionnaire (PPQ) in *Sonia* in the spring semester or, for incoming students, prior to the individual meeting with a field education staff.
4. For continuing students and part-time students: Students must complete an EBP Proposal. For incoming students: Students must complete an EBP Proposal as soon as possible following the individual field interview. Proposals must be signed by an agency signatory/designee who can approve the field placement, the current employment supervisor, the proposed Field Instructor, and the student. Proposals submitted beyond the due date may not be approved.
5. The proposed Field Instructor must also complete the Proposed Field Instructor's Information Form, sign in the designated area, and attach their resume or CV to the student's submission of the EBP Proposal. Proposals must include all required information to be reviewed.
6. Students must ensure that the form is signed by the appropriate individual(s), in the space provided for both the "Current Supervisor" and "Agency Signatory" (or their respective designees) and proposed Field Instructor.
7. Students must submit a proposal via email to [field@brynmawr.edu](mailto:field@brynmawr.edu)

# FIELD INSTRUCTOR TRAINING

All field instructors are required to attend the field instructor training, SIFI Kick-Off, before the start of the academic year (mid-August). This three-hour training is conducted synchronously virtually to inform all field instructors and task supervisors. Additionally, new field Instructors are strongly encouraged to have completed the Seminar in Field Instruction (SIFI) or take the seminar while supervising their first student. SIFI equips new Field Instructors with the knowledge and skills to supervise and teach social work students effectively. The seminar meets for eight (8) sessions during the academic year, monthly in the fall and monthly in the spring. Sessions last an hour and a half and are offered synchronously via Zoom. There is no charge for the course. Once the Field Instructor has successfully completed the SIFI, they do not need to repeat the course to supervise another student. If more convenient, a Field Instructor may take a SIFI offered at another school or program in the tri-state region. If the Field Instructor has already taken the SIFI course at another social work program, it is not necessary to retake it with GSSWSR.

## Responsibilities of the School to the Agency and Field Instructors

* Select for placement, in consultation with the agency, students who are appropriate for the agency.
* Collaborate with assigned Field Liaison to partner, mediate and access policies and education.
* Plan for meetings of Field Instructors and Liaisons for the purpose of integrating the field experience with the academic curriculum.
* Inform Field Instructors of their privileges within the college community such as use of the library and Wyndham House, attendance at continuing education programs and special events at a reduced fee, etc.
* Provide appropriate supervisory seminars for all field instructors and new Field Instructors.
* Provide Field Education learning tools (learning agreements and evaluations, process recording outlines, course syllabi, etc.) to inform the agency and Field Instructors about specific Field Educational requirements, course content, and assignments.
* Prepare and execute a Field Placement Agreement.

## Role and Responsibilities of Field Liaison

The Field Liaison possesses a professional social work degree (master’s degree or higher) from an accredited School or program and has at least 2 years of post-master’s social work experience in the field. The Field Liaison monitors the student's work throughout the year and is responsible for assigning a final grade of “Satisfactory,” “Unsatisfactory,” or “Incomplete” to the student at the end of each semester. By reading the student's process recordings or journals and talking with the student and the Field Instructor, the Field Liaison assesses the progress of the learning. The Field Liaison reads the process recording or journal and makes comments to monitor the student’s progress and social work competencies. Additionally, the Field Liaison ensures that the process between the student and the Field Instructor is one of mutuality and that the student and Field Instructor take full responsibility for working on the learning goals they have determined together. The Field Liaison helps the student and the Field Instructor navigate issues or problems in the learning process. The Field Liaison reads the student evaluation and can discuss it with the student and offer their perspective to the Field Instructor.

## To the Agency and Field Instructor

1. Aid and support the agency and Field Instructor in meeting the GSSWSR’s expectations regarding Field Education's content, requirements, and structure.
2. Maximize the learning experience in field placement by:
3. Visiting the agency at least once each semester for a site visit (virtual or on-site) to oversee learning progress.
4. Reviewing the student’s Learning Agreement, Evaluation, Process Recordings/Journals and other field requirements with the student and Field Instructor at fall visit.
5. Conferring with student and Field Instructor regarding the student’s experience in accordance with the GSSWSR’s stated educational expectations.
6. Taking responsibility for helping the student and Field Instructor address any problems related to Field Education, e.g., difficulties in the supervisory relationship and problems meeting administrative and practice expectations.
7. Meet face-to-face individually with the Field Instructor at least once a semester, either in person or virtually.
8. Offer the Field Instructor support in addressing any supervision-related questions or problems.
9. Confer near the end of the second semester with the agency regarding the placement of students for the following year, available Field Instructors, and educational opportunities.
10. Maintain communication with agency Field Instructors regarding Field Education requirements, curriculum and changes which may impact Field Education.
11. Act as a consultant to the agency in developing a student field education program of high quality, ensuring a balance between direct/indirect learning experiences and micro and macro learning activities, and integration of classroom and field learning.

## To the School

1. Maintain contact with the Field Education Office regarding any significant changes in the agency or the student’s field educational experience.
2. Describe and evaluate the educational opportunities within the agency and provide the GSSWSR with a written evaluation at the end of the year.
3. Review the student’s Learning Agreement with the student and Field Instructor at the fall visit.
4. Review Field Instructor’s written student evaluation and based on this evaluation, determine student’s grade, and report failing or marginal performance to the GSSWSR Faculty Advisor and the Director or Assistant Director of Field Education.
5. Inform the student’s Faculty Academic Advisor and Director of Field Education of any serious and unresolved difficulty in field placement and act as GSSWSR’s initial representative in processing such a problem or grievance.
6. Communicate to the Field Education Office any agency or service delivery issues, which might have implications for the curriculum.
7. Complete and submit the Site Visit/phone Conference Form.
8. Review the School - Agency Agreement.
9. Communicate regularly with the Director and Assistant Director of Field Education regarding challenges and potential ethical and legal issues arising in the field.

## To the Student

1. Orient new students to Field Education by attending their Generalist, Clinical, or COPA practice class at least once each semester, as arranged with the class instructor.
2. Meet at least once individually (in-person or visually) with the student each semester regarding the student’s Field Education learning experiences and monitor the students’ progress.
3. Coordinate a Site Visit jointly with the student and Field Instructor once a semester, either in-person or virtually.
4. Provide consultation to students and Field Instructors in the preparation of a Learning Agreements, as needed, and review these Learning Agreements at their semester site visits.
5. Review/monitor the student's regular attendance in the field and offer support regarding the student’s field learning experience and progress, including addressing any concerns or questions directly with the student and Field Instructor, as needed. Complete the End of Semester Evaluation of Student’s Performance (Grade Sheet) in the Field for the fall and the spring semesters.
6. Assist the student in addressing any questions or concerns that may arise in their field placement.

# RESPONSIBILITIES OF AGENCY AND FIELD INSTRUCTOR

## To the School

1. Coordinate with the GSSWSR to provide a Field Education that complements and augments classroom teaching.
2. Provide time for the Field Instructor to meet at least once in the fall semester with the Field Liaison and student together the time for a conference call or site visit (on-site or virtually) in the spring semester.
3. Complete the Learning Agreement in collaboration with the student. This functions as a learning contract which outlines the student’s learning goals, activities and time frames.
4. Evaluate the student progress through the achievement of learning goals at the end of each semester and recommend a grade of satisfactory or unsatisfactory.
5. Follow the academic calendar established by the GSSWSR for Field Education and within that framework expect the student to accommodate to agency hours, including evening hours and if the student works overtime, provide compensatory time.
6. Keep the Field Liaison informed of the student's progress; raise questions as needed and advise the Field Liaison of concerns and problems involving the student after discussing them first with the student.
7. Keep the Field Liaison informed of any changes or problems at the agency which may affect Field Education.
8. Advise the GSSWSR regarding various components of the Curriculum and of the connection between Field and course learning objectives and be involved in planning for future use of the placement as needed.
9. Inform the agency of the GSSWSR’s expectations regarding the content and structure of the Field Education.
10. Support and adhere to all relevant practices and professional standards. These include the NASW Code of Ethics and GSSWSR Standards of Professional Behavior.
11. Carefully read and sign the School-Agency Agreement when required.

## To the Student

1. Provide orientation to and information about the agency and community, including the mission, policies, philosophy, funding sources, populations served, strengths and weaknesses and the service delivery system.
2. Assume overall responsibility for coordination of the educational experience while encouraging agency staff to participate in the student's field experience.
3. Be selective in making assignments to ensure variety and progression in learning.
4. Be available to the student for in-person (on-site or virtually) individual supervisory conferences of at least one hour on a weekly basis and for brief conferences as needed.
5. Assist the student in meeting professional responsibilities and using time appropriately; if the student carries out field hours more than those required, provide compensatory time.
6. Act as an advocate for the student in gaining access to learning experiences within the agency and within the professional community.
7. Where possible, arrange for participation in selected agency activities such as committees, conferences, attendance at agency board meetings, and in-service training.
8. Aid in the development of the student's professional identity and encourage participation in professional organizations, e.g., NASW, NABSW, Pennsylvania Society for Clinical Social Work.
9. Provide an educational climate wherein the student and the Field Instructor can identify learning needs, maximize the student's learning potential, and mutually evaluate the student's progress in relation to the educational goals of the GSSWSR.

## Off-Site Field Instruction provided by GSSWSR

Students supervised by Field Instructors who do not have an M.S.S. or MSW degree are required to attend supervision sessions with a field instructor who has been designated by the Director of Field Education and who possesses an M.S.S. or MSW degree minimum of two years of post-master’s social work experience. Field instruction meetings provide students with a social work professional perspective and allow students the opportunity to ask questions, infuse social work content into their field learning experiences, present cases, and participate in other supervision activities as directed by the field instructor Additionally, the field instructor maintains contact with students’ Field Liaison.

The off-site field instruction supervision may be held at the same time and day each week, either on-site or virtually. The time spent in individual/group supervision counts toward the required time in field.

# RESPONSIBILITIES OF THE STUDENT IN THE FIELD SETTING

## Students are expected to

1. Meet the academic requirements, maintain satisfactory academic progress, and demonstrate readiness for field placement.
2. Submit all field placement documents in keeping with field procedures and specific time frames. If assignments are late, the Field Liaison may request a 3-way meeting with the student, Field Liaison and Director or Assistant Director of Field Education.
3. Follow the academic calendar established by the GSSWSR for Field Education and within that framework, accommodate agency hours, including evening hours; students are expected to be available during the agency’s standard working hours. This is to encourage integration into the agency environment and to encourage interaction with other professionals working standard hours. If a student is not available during the agency’s regular working hours, approval must be granted by the Director of Field Education.
4. To perform in a responsible manner, keeping commitments to the agency, to the Field Instructor, to clients, and to the Field Liaison and abide by GSSWSR’s Standards of Professional Behavior.
5. Accept dual role of student learner and practitioner and all related responsibilities.
6. Identify themselves as student social workers in all professional interactions and interventions.
7. Abide by all agency policies and procedures.
8. Take responsibility for self-directed learning by preparing the learning agreement and writing revisions as necessary.
9. Reflect on weekly progress and identify specific areas for feedback during weekly supervisory meetings and seminars.
10. Participate in selected agency activities such as staff meetings, conferences, in-service training, and committees.
11. Share responsibility for the learning experience by participating in weekly supervisory conferences; selecting and presenting material, preparing an agenda; completing agency documentation; sharing reactions to, and questions about, the field experience (function, policy, staffing, case management, etc.); giving feedback to Field Instructor regarding supervision; advising Field Instructor of learning needs;
12. Keep Field Instructor informed of school assignments related to the Field Education and share material from School assignments when relevant.
13. Obtain agency approval for use of any case material or records outside the agency and ensure that accepted standards of confidentiality are maintained.
14. Meet with the Field Liaison individually during the site visit and on a regular basis, as needed, communicating learning experiences.
15. Communicate immediately with/respond immediately to the Field Liaison regarding any problems and/or concerns related to Field Education.
16. Meet at least once during the fall semester jointly with the Field Instructor and Field Liaison and participate in a conference call or site visit during the spring semester with the Field Instructor and the Field Liaison.
17. Submit all required Field Education learning assignments using *Sonia* and email as needed.
18. Complete the Student Evaluation of the Field Experience survey at the end of the spring semester.
19. Review the Field Placement Agreement form.
20. Be aware that as a condition of being placed, students may be required to present criminal background and child abuse clearances. Some agencies may require medical testing and drug screening. The completion of all required clearances as well as all fees associated with clearances are the responsibility of the student.
21. Be punctual, ready to perform and reliable in attendance and assigned responsibilities.
22. Be aware of safety policies and protocols within the agency.
23. Be available by both voice mail and email communication with the school, agency, and Field Liaison.

## Field Placement Time and Attendance

1. All students are required to be in the field the equivalent of 2 full agency work (or 7 1/2-hour) days per week/per semester in the Generalist, or first year, and the equivalent of 3 full agency work (or 7 1/2-hour) days per week/per semester in the Advanced Specialization or second year. Advanced Standing students are in the field the equivalent of 3 full agency work (or 7 1/2-hour) days per week throughout the field placement, including fall and spring semesters.
2. Students wishing to change their regularly scheduled field days must obtain permission from both their Field Instructor and Field Liaison. Agencies are encouraged to provide students with up to two sick days/semester, as needed. Students are entitled to take any GSSWSR holidays as well as emergency agency closures (e.g., due to inclement weather or public emergencies) and during which there is no opportunity for the student to provide services virtually or carry out other remote activities as assigned by the agency, under agency supervision. In such instances, for public health emergencies, students may take the field days falling during the agency closure, or agency- and/or school-recommended time away from the agency, occurring in accordance with the limit set by public health authorities. These days missed, as well as up to two sick days, if granted by the agency, are not made up by the student.
3. Students are expected to be at their field placement, if open, even if the college is closed unexpectedly on a day when the student is regularly in the field. In such cases, students may communicate with their field placement about the agency’s expectations for their attendance and then plan for field attendance or to make up an absence, as needed.
4. Students observe agency holidays that fall on regularly scheduled field days and that are in addition to GSSWSR holidays. Any days missed due to observation of these agency holidays must be made up by the student within the semester taken. Students should be excused from Field Education for the observance of any religious holidays not designated by the agency and students are required to make up these days. It is necessary to inform the Field Instructor in advance of such absence(s) so that a plan can be made to make up any time/work missed.
5. Regular attendance in the field placement is expected of all students. Students are expected to arrive on time and to remain for the entirety of their scheduled field workday. Continual lateness, or leaving early, is unacceptable.
6. Students must inform the agency of planned absences or lateness for any reason. If unable to attend field placement due to an emergency or illness, students are also expected to notify the agency Field Instructor prior to the start of the workday.
7. Plans for making up missed time must conform to client needs and agency’s schedule and must be discussed with and approved by the Field Instructor. If absences exceed the equivalent of one week of field placement per semester or if there are problems in arranging a make-up schedule, the Field Liaison must be consulted to determine a plan to meet the required time in field.
8. Failure to complete the required time in field placement may result in an Incomplete or Unsatisfactory grade for the Field course.

## Responsibility for Completion of Required Time in Field

Students are responsible for keeping up with their required field days. Students have until the last day prior to grades being due each semester to complete the required field days. If students require an extension to make up field time requirements, the student must communicate with the Field Liaison and determine days and times to complete the required time in field placement in collaboration with the Field Instructor. Because field education is a concurrent course with the practice course, students may not complete the required time in field placement prior to the end of the academic semester except in the case of an illness or emergency. The student must receive permission in advance to complete field hours prior to the end of the semester from the Field Liaison in consultation with the Director or Assistant Director of Field Education.

## Illness/Emergency

Occasionally illness and other emergencies may cause students to be absent from field placement. The Field Instructor must be notified of any illness/emergency that keeps the student away from placement. The Field Liaison should be informed of absences of more than two days per semester. Plans for making up absences should be discussed with the Field Liaison and Field Instructor. Students who anticipate prolonged absence from Field should communicate such to the Director or Assistant Director of Field Education. Because the field course is taken concurrently with the Practice Course, absences totaling more than 3 weeks during the semester (except in the case of either reassignment due to withdrawal from a field placement or temporary leave of absence that has been approved by the Dean of the GSSWSR) may result in referral to the Committee for Academic Progress and Support (CAPS) and may result in a recommendation of withdrawal from the Field Course. Cumulative planned overtime cannot be carried over from semester to semester, but in instances of prolonged illness or other emergencies, exceptions may be made by the Director of Field Education.

## Recesses

* Winter Recess
  + Students are not required to be in field practice for specified days during the winter field recess. Students are required to resume the field placement in the first week of January. The last day of the fall term in field (in December) and the first day (in January) when field placement resumes are always stated in the Field Education Calendar.
* Spring Recess
  + Students are entitled to between two and three days of vacation from field practice during the spring recess (usually the second week of March). Dates are stated in current year GSSWSR academic calendar. The exception would be for students placed in an educational/academic (school or university) setting that provides a spring recess at a different time from GSSWSR; in those situations, the student would be expected to carry out their regular field hours during the designated GSSWSR spring break, in order to observe the agency spring break schedule away from the field.

## Training, Workshops, and Conferences

Any assignment or activity that is required or requested by the field agency may count toward the required time in field. This could include outside reading, meeting attendance, conference, workshop, training, etc. Students must receive prior approval from the Field Instructor to attend. Students should be given field hour credits for training, workshops, conferences and any work, assignments or activities that is required by the Field Instructor and that has been communicated to the School in advance of the field placement. Student attendance at school- wide educational event(s), designated by the school as pertaining directly to field curriculum and for which student attendance has been recommended by the school, may count toward required time in the field if the event occurs on a day when the student is ordinarily in the field; students interested in attending such events must obtain prior approval from their Field Instructor in order to attend.

## Agency Strike/Work Action

Students in a field placement where any portion of the workforce is on strike or engaged in a work stoppage or other job action will not be expected to report to their field placement. The student must notify their Field Instructor and Field Liaison of the situation and their decision. A plan detailing how emergencies affecting their clients will be responded to during the strike/ work stoppage must be developed with the Field Instructor and shared with the Field Liaison. Time missed up to two weeks (4-6 days) in observance of a strike/work stoppage will not be made up by the student; time missed beyond that period must be made up by the student.

Students may be placed in another placement by the Director or Assistant Director of Field Education should the strike be prolonged for the past two weeks.

## Faculty Advising Responsibilities

Each student has a Faculty Academic Advisor who is available to help the student increase knowledge and develop their social work skill sets, achieve professional identity and goals and maintain a relationship with the student in regard to their overall functioning within the educational program. Students are also encouraged to consult with any Faculty member or member of the administrative staff they may seek out to discuss issues that may arise while in the program. Students are referred to their Faculty Academic Advisor if problems arise in the field.

Students should be aware that faculty, Field Education staff, and Field Liaisons communicate regularly regarding student progress and needs.

Practice Course Instructors are also concerned with facilitating the student’s learning. Practice Course instructors are responsible for teaching specific areas of professional knowledge and for evaluating the student’s progress in the course. Practice Course instructors and Field Liaisons are responsible for alerting the Faculty Academic Advisor when a student’s performance in the classroom or field placements falls below standard and threatens to jeopardize academic performance. If issues arise in the classroom regarding Field Education, the Faculty/Course instructor should communicate this to the Director or Assistant Director of Field Education.

# REQUIREMENTS FOR FIELD EDUCATION

## Time Requirements in Field Education

1. Academic and Field Education Calendars are made available to Field Instructors and students on the web or in *Sonia* at the beginning of the academic year.
2. All GSSWSR full-time and part-time students will carry out two (2) days/week in field in the Generalist/ first year, and three (3) days/week in field in the Advanced Specialization/second year as part of their Field Education requirements. Advanced Standing students with a BSW degree will carry out three (3) days/ week in the field in the fall and spring semesters.
3. Part-time Students: In the spring semester of the first year in the program, part-time students may choose to carry out 2 days/week in field for both first- and second-year field placements, ending the first year in field by the end of June and beginning the second year in field in the first week of August. Part-time students choosing the 2-day/week option may elect to reverse this decision no later than the final date of the fall semester of the first year in field. If a decision to move to the 3 day/week option for the advanced year in field is made, students will continue through June of the spring semester of the first year in field and will adhere to the full-time advanced year student start and end dates for their advanced year in field.
4. The way time requirements for Field Education, as indicated above, are met is negotiated between the student and Field Instructor. Days and times are determined by the agency and student needs. The student’s schedule in field placement must be identified in the Learning Agreement.
5. It is expected that students will be in the field for a full agency (7 1/2-hour) workday or the equivalent. Students may make special hourly arrangements with the field agency, in consultation with their Field Instructor, and based on agency needs and students’ class schedules.
6. Only hours spent in the Field or in attendance at agency-sponsored or agency–affiliated events, workshops, lectures, or other meetings/activities, approved as part of the field assignment and communicated by the agency to the Field Education Office are counted toward required student field time.
7. It is suggested that, if possible, at least one hour of the field placement/week be devoted to the completion of process recordings. However, time spent writing process recordings outside of the regular field placement is not counted toward the required time in field.
8. The student must arrange with their Field Instructor in advance to receive compensatory time off for time spent at the agency in assigned activities beyond required field time. Students who wish to engage in any other training, lecture, or workshop that the agencies do not require must have received prior approval from their Field Instructors for time spent in such training to be considered for inclusion in field time requirements.
9. The GSSWSR (see Field Education Calendar) establishes vacation periods, and, in addition, students are entitled to School holidays that occur on regularly scheduled days in field. These days are not required to be made up. The school recommends that the agency consider granting up to two days of sick leave per semester to cover time off for illness. If students require an extension to make up time requirements, the student must communicate with the Field Liaison and determine days and times to complete the required time in field in collaboration with the Field Instructor.
10. If the University is unexpectedly closed due to an emergency on a day when students are regularly scheduled to be in field, students are expected to be at their field placement unless the agency is also closed due to an emergency (e.g., inclement weather or other emergency closure discussed under “Field Placement Time and Attendance”).
11. In general, students observe agency hours and the calendar followed by agency staff. However, students should consult the Field Education calendar, especially for Thanksgiving, winter and spring recesses, and some holidays. Students should not plan on taking vacations during the field year.
12. Field Education time lost because of extended illness or other causes must also be made up. The plan for making up short periods of absence should be worked out between the student and the Field Instructor. If such absences exceed the equivalent of one week of field placement per semester or if there are problems in arranging a make-up schedule, the Field Liaison must be consulted to determine a plan to meet the required time in the field. Failure to complete the required time in the field may result in an Incomplete or Unsatisfactory grade in the Field course.
13. If student participation on an official School committee (e.g., student representative to Faculty Meeting) occurs on a field day, students may consider the hour(s) spent in the meeting toward their required time in field and are expected to discuss a plan for appropriate coverage of their responsibilities with the Field Instructor well in advance of the planned absence.
14. Students may not transport clients and/or others using agency services in their own vehicles.

## Field Education Assignments

1. Students will complete the following and submit the documents to their Field Liaisons in *Sonia:*

* Learning Agreement – Due by the 3rd week of the semester and modified as necessary in the spring semester.
* Three (3) process recordings/semester, signed and reviewed by Field Instructor – due approximately during weeks 4, 8, and 12 in the semester.
* The Field Instructor may require additional process recordings for use in field supervision.
* The student portion of the Final Field Evaluation (The remainder of the Field Evaluation is completed by Field Instructor.)

1. Student Evaluation of the Field Experience (including Field placement agency/Field Instructor/Field Liaison) – online survey due within one month following the last day of Field Education.

## Process Recordings

The school requires that all students learn to do process recording of interviews. The school affirms the value of process recordings as a tool to help students recall and reflect upon their work and allows for detailed review and feedback from the Field Instructor on the student’s interactions with clients. The school expects students to do a minimum of three (3) process recordings per semester which are to be submitted to the Field Instructor for feedback/signature. The student also uploads a copy of the process recording with the Field Instructor’s signature in *Sonia* for their Field Liaison’s review. Students should take care to remove any identifying information contained in the Process Recordings prior to submitting the assignment in Sonia.

Process recordings are the written descriptions of the interactions between clients/client systems and students/workers. Clients may be individual(s), families, groups, community(ties) and/or organizational representatives. Process recordings may also contain interactions between students/workers and collateral professionals in relation to clients/client systems. Process recordings contain verbatims or descriptive summary recordings of the content of the interaction, the students/ workers’ observations, reactions, and questions, and allow for detailed responses and feedback from Field Instructors. Formats vary, and students should consult with their Field Instructors about the most appropriate format given the particular setting and learning needs.

While it is suggested that Field agencies permit students time at the field placement to complete process recording assignments, it is understood that students may have to spend additional time, beyond the required 2 or 3 days/week of field placement, to complete the required process recordings. Any additional time spent on process recordings outside the field placement is not counted toward the required field time.

* Process recordings offer students and Field Instructors opportunities to evaluate the effectiveness of practice work in the field. Process recording is a requirement, but more importantly, it is a tool that should be used regularly. It is also effective for exploring segments of the session that the student may want to develop further and a tool to facilitate the application of knowledge learned in class during the process recording in the field.
* Process recordings allow students to self-observe and develop critical thinking, reasoning, and self-reflective skills. It is an integral part of supervision and the development of professional identity, conduct and practice. It enhances the efficacy of supervision; provides a focus for discussion; increases the students’ awareness of self, and other; provides useful insight into the students’ skills, and areas of development.
* Process recordings are also used as learning tools to assist students with applying theories and concepts into practice. Process recordings can also develop the professional confidence of students in their Field Education settings.
* In a process recording, the student should include: a snapshot of what was said or occurred in a client session; descriptions of any non-verbal activity; the student’s feelings and reactions to the client and the interview as it takes place; the student’s critical thoughts regarding the process recording itself; and a plan for the next meeting.

Detailed instructions for completing both Learning Agreement and Process Recordings are included in the "Instructional Booklet - Learning Agreement and Process Recordings" document in this Field Education Manual.

## Process Recording - Individual & Group Sessions - Narrative Format Form

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Section** |  | |  |
| **Student Name** | **Field Instructor** | | **Field Liaison** |
|  |  | |  |
| **Type of Session** | | | |
| **Select the session type from the drop-down menu below.** | | | |
|  | | | |
| **Date** | |  | |
| **For Individual sessions, give date of contact.** | | **For Group sessions, give date of group session.** | |
|  | | | |
| **Session Participants (Client's actual name should not be used)** | | | |
| **For Individual/Family sessions:** Using client alias, give brief identifying information of client and/or family members. | | **For Group sessions:** Using client alias, give the # of group members and brief identifying information of each group member. | |
|  | | | |
| **Session/Contact # and Location** | | | |
| **For Session/Contact #:** Include the number of times this client/family has been seen and/or the group has met (i.e., "Fourth contact with M. S./S. Family/ \_\_\_\_\_group").  **For Location:** If the client/family is seen or the group meets in a location other than the agency, state the general location where the client was seen. | | | |
|  | | | |
| **Goal & Purpose** | |  | |
| **For Individual sessions, state the goal and/or purpose of contact:** Brief statement of the purpose of the interaction and if there are any specific goals to be achieved, the nature of the presenting issues, and/or referral. | | **For Group sessions, give a description of the group:** e.g. type of group, the overarching goal of the group, the purpose of the group, and the specific population attending the group. | |
|  | | | |
| **Tuning In** | | | |
| This is the preparation phase of an interview/contact with a client or group session. Anticipate the client or group's thoughts, feelings, and issues as they enter the session. Also consider your own thoughts and feelings as you anticipate this session. | | | |

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| --- | --- |
| **Content** | |
| **For Individual sessions:**  Give a description of what happened, as close to actual dialogue as the student can recall. This section does not have to include a full interview/session of dialogue but should include a portion of the interview/session. The field instructor and student can discuss what portion(s) should be included in the content section. This section should include the student's feelings and reactions to the client’s contact as it unfolds, as well as the student's observations/analysis about what was happening during the contact.  Please consult pages 10-13 of the Instructional Booklet (located on your School Documents tab in Sonia) for the content that should be included in each column. | **For Group sessions:** Give a description of what happened, with sections of actual dialogue as well as group member(s) and student actions/responses, and relevant background/contextual description. This section should include student's feelings and reactions to the group process as it unfolds, as well as the student's observations/analysis about what is happening during the group session.  Student observation/analysis can speak to the following:   * Dynamics of the group (i.e. rather than only the content of what is said). For example. If this is the first process recording for a particular group, consider the following questions. What group rules emerge? What leader behaviors are displayed? How are decisions made? * How active is the facilitator(s)? Climate/group atmosphere: For example, how are feelings (as opposed to points of view) dealt with? Were issues dealt with and how were they dealt with? How is the difference and diversity dealt with in the group? What non-verbal behavior indicates changes in the climate? What are the roles of various group members and how do they influence the climate of the group? * Group leadership/facilitation: What group dynamics are observed; what group building behaviors (bringing in silent members, harmonizing conflict, reinforcing participation, etc.) is the student/co-facilitator engaged in? * Communication patterns create barriers or obstacles to the group process.   **Please consult pages 10-13 of the Instructional Booklet (located on your School Documents tab in Sonia) for the content that should be included in each column.** |
| **Summary of Student's Impressions** | |
| This is a summary of the student's analysis and thoughts about the entire session and/or any specific interaction about which the student is unsure. What did you learn from this session? Are there any patterns in your practice emerging more distinctly? | |
|  | |
| **Which competencies and behaviors were relevant to your learning?** | |
| [**Core Competencies**](https://www.brynmawr.edu/socialwork/field-education/resources-students-and-agencies) | |
|  | |
| **Future Plans** | |
| Identify any unfinished business and/or any short/long term goals. Given all of the above, what are you planning to do next time in a session? Are there things that need to be researched, learned, or considered prior to the session? Is your overall purpose still appropriate? | |
|  | |
| **Identification of questions for supervision** | |
| Include any action or non-verbal activity that the student may want to discuss. | |
|  | |
| **Student Submit** | |
| To save your current work for later edits, click "Save Draft". To submit your work to your field instructor and field liaison, click "Student Submit". Submitting will lock this form from further editing. | |
| **Field Instructor Section** | |
| **Required:** Please leave comments for your student here. | |
|  | |
| **Field Instructor Submit** | |
| To save your current work for later edits, click "Save Draft".  To submit your comments, click "Field Instructor Submit". Submitting will lock this form from further editing. | |
| **Field Liaison Section** | |
| Comments: | |
|  | |
| **Field Liaison Submit** | |
| To save your current work for later edits, click "Save Draft".  To submit your comments, click "Field Liaison Submit". Submitting will lock this form and complete it. | |

## Process Recording - Individual & Group Sessions - Column Format Form

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Section** |  | |  |
| **Student Name** | **Field Instructor** | | **Field Liaison** |
|  |  | |  |
| **Type of Session** | | | |
| **Select the session type from the drop-down menu below.** | | | |
|  | | | |
| **Date** | |  | |
| **For Individual sessions, give date of contact.** | | **For Group sessions, give date of group session.** | |
|  | | | |
| **Session Participants (Client's actual name should not be used)** | | | |
| **For Individual/Family sessions:** Using client alias, give brief identifying information of client and/or family members. | | **For Group sessions:** Using client alias, give the # of group members and brief identifying information of each group member. | |
|  | | | |
| **Session/Contact # and Location** | | | |
| **For Session/Contact #:** Include the number of times this client/family has been seen and/or the group has met (i.e., "Fourth contact with M. S./S. Family/ \_\_\_\_\_group").  **For Location:** If the client/family is seen or the group meets in a location other than the agency, state the general location where the client was seen. | | | |
|  | | | |
| **Goal & Purpose** | |  | |
| **For Individual sessions, state the goal and/or purpose of contact:** Brief statement of the purpose of the interaction and if there are any specific goals to be achieved, the nature of the presenting issues, and/or referral. | | **For Group sessions, give a description of the group:** e.g. type of group, the overarching goal of the group, the purpose of the group, and the specific population attending the group. | |
|  | | | |
| **Tuning In** | | | |
| This is the preparation phase of an interview/contact with a client or group session. Anticipate the client or group's thoughts, feelings, and issues as they enter the session. Also consider your own thoughts and feelings as you anticipate this session. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Column Content** | | | |
| **Please consult pages 10-13 of the Instructional Booklet (located on your School Documents tab in *Sonia*) for the content that should be included in each column.** | | | |
| **Content Dialogue** | **Reflections & Feelings** | **Observation/Analysis** | **Field Instructor Comments** |
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|  |  |  |  |
| **Summary of Student's Impressions** | | | |
| This is a summary of the student's analysis and thoughts about the entire session and/or any specific interaction about which the student is unsure. What did you learn from this session? Are there any patterns in your practice emerging more distinctly? | | | |
|  | | | |
| **Which competencies and behaviors were relevant to your learning?** | | | |
| [**Core Competencies**](https://www.brynmawr.edu/socialwork/field-education/resources-students-and-agencies) | | | |
|  | | | |
| **Future Plans** | | | |
| Identify any unfinished business and/or any short/long term goals. Given all of the above, what are you planning to do next time in a session? Are there things that need to be researched, learned, or considered prior to the session? Is your overall purpose still appropriate? | | | |
|  | | | |

|  |
| --- |
| **Identification of questions for supervision** |
| Include any action or non-verbal activity that the student may want to discuss. |
|  |
| **Student Submit** |
| To save your current work for later edits, click "Save Draft". To submit your work to your field instructor and field liaison, click "Student Submit". Submitting will lock this form from further editing. |
| **Field Instructor Section** |
| **Required:** Please leave comments for your student here. |
|  |
| **Field Instructor Submit** |
| To save your current work for later edits, click "Save Draft".  To submit your comments, click "Field Instructor Submit". Submitting will lock this form from further editing. |
| **Field Liaison Section** |
| Comments: |
|  |
| **Field Liaison Submit** |
| To save your current work for later edits, click "Save Draft".  To submit your comments, click "Field Liaison Submit". Submitting will lock this form and complete it. |

## Student Evaluation Policy and Process

Field learning is a collaborative process, beginning with the formulation of the learning contract, continuing through regularly scheduled supervision, mid-semester oral evaluation, and the end-of-semester written Field Evaluation. The evaluation process is an integral part of field evaluation. It serves to foster professional development by helping students develop their capacity to evaluate their own work, appraising their performance progress, and determining and focusing future learning tasks and objectives. Field Instructors are responsible for conducting an evaluation conference with students and writing drafts of the Field Evaluations. Field Evaluations each semester should be based upon identified learning objectives included in the learning agreement, as well as other criteria agreed upon by both Field Instructors and students. Students should be given time to read, reflect, and assimilate the content. Field Instructors and students should then meet to review the evaluations. Assessments should be supported by practice illustrations. A brief and informal reflection on the evaluation conference itself may be a useful way to end the conference. The major purposes of the evaluation include an opportunity for students and Field Instructors to evaluate what students have learned and where they are now, and to conceptualize what skills and learning needs they should focus on in the future.

Students are not to be requested to write their own field education evaluations. The writing of the evaluation is the responsibility of each Field Instructor, who will appropriately ask for student input and have an evaluation conference before, or at, the time it is finalized.

Ongoing evaluation of the student’s performance in the field is an integral part of Field Education. Evaluation provides formative feedback to the student and the necessary oversight of social work practice performed by the student. It also establishes focus and direction in partnership with the student, helps the student develop an awareness of the progress and of strengths and areas of improvement, identifies issues in the supervisory relationship, and provides an opportunity for the student to experience professional accountability. A formal evaluation, occurring at the end of each semester, offers the student, Field Instructor, and GSSWSR an assessment of the student's overall progress and achievement of learning outcomes. An evaluation conference between the Field Instructor and student should be scheduled a few weeks before the evaluation is to be submitted to the GSSWSR. Students and Field Instructors should evaluate the student’s learning progress in each social work competency.

This conference should serve to support the student’s learning during the preceding semester, assess the supervisory relationship, and identify the future learning agenda. It is the Field Instructor’s responsibility in collaboration with the student to complete the Field Evaluation. The student will be required to provide a self-assessment following the Field Instructor's submission of the final evaluation in *Sonia*. A copy of the evaluation is available to the student in *Sonia.*

## Field Education Requirements and Grading

The Field Education final grade (Satisfactory, Unsatisfactory, or Incomplete) is given at the end of each semester. The Field Education course grade is given by the Field Liaison and is based on the student’s professional conduct and full participation in field learning at the agency placement, completion of required time in field, submission of learning agreement, process recordings/ journals, participation in individual and field-site meetings with the Field Liaison, as well as the Evaluation completed by the Field Instructor. The field course is graded on a satisfactory/ unsatisfactory basis; a student who receives an unsatisfactory grade in Field will be referred to the Committee for Academic Progress and Support. The Field Liaison is the course instructor and is responsible for the student’s grade.

If a student receives more than two “1” (“Does Not Meet Expectations”) ratings in any of the nine competencies in the Final Field Evaluation in any semester, the Field Liaison should initiate a meeting with either the Assistant Director or Director of Field Education to discuss student progress in the field. A determination may be made regarding notification of the faculty advisor and/or referral of the student to the Committee for Academic Progress and Support. Students with more than three "Does Not Meet Expectations" (“1”) ratings for an entire competency on the Final Field Evaluation in any semester may be at risk of receiving a grade of Unsatisfactory in the Field Education course.

In the rare case in which a significant discrepancy exists, or is anticipated, between the judgment of the Field Instructor and Field Liaison regarding a student’s evaluation and final grade, a dialogue will occur between the Field Liaison and Field Instructor, prior to the issuance of the final grade. If a consensus cannot be reached, the Director of Field Education may be called upon to mediate and make recommendations. The Field Liaison will issue the final field grade.

## Addressing Issues in the Field

Most students adapt and then perform well at their Field Agencies. Students engage in a normal orientation period or transitional process, which generally takes about four to six weeks. Primary responsibility for the resolution of problems rests with the student and their Field Instructor. The expectation is that the student and Field Instructor engage in open and direct dialogue and issues regarding scheduling, work expectations, supervision, management of risk, or other areas that are addressed in learning agreements. Open communication facilitates the resolution of problems, conflict, and learning.

When possible, students are strongly encouraged to address any issues in the field with the Field Instructor as the first point of contact and to communicate and gain support and guidance from their Field Liaisons as soon as possible. In cases where safety, ethical or legal concerns arise in the field, these issues must be communicated to the Field Liaison and Director of Field Education immediately.

**When they learn of concerns in regard to the physical, emotional, or psychological safety and well-being of a student, even without details or the student’s identity, Field Liaisons and Assistant Director must contact the Director of Field Education within 24 hours in writing, followed by a discussion of the situation.**

## Steps for Addressing Issues in the Field

In situations where there may be student performance or professional behavioral issues or when students believe there may be a question, problem, or conflict, the following steps should be taken:

1. Students contact Field Liaison and Field Instructor make efforts to discuss and resolve problems or concerns.
2. If questions persist, either the Field Instructor or student contacts the Field Liaison.
3. The Field Liaison provides the student and Field Instructor with suggestions to address questions, problems, or concerns.
4. Field Liaison will contact the Director of Field Education within 48 hours of the first contact to inform that a question has been raised and offer relevant information.
5. The Field Liaison will schedule a three-way meeting with the student and the Field Instructor to resolve the issue. The Field Liaison will inform the Director of Field Education of the outcome of the three-way meeting. If the concern is still not addressed, the Field Liaison will work with the Director of Field Education to address the concern.
6. The Director of Field Education may consult with the Dean regarding recommended next steps for addressing the concern, as needed. These steps may include referral to the Committee for Academic Progress and Support.

## Support Planning and Reassignment

When problems or concerns arise regarding the student’s functioning or performance in the agency, it is always crucial for the Field Instructor to contact the Field Liaison as soon as possible. The Field Liaison is available to consult about the problem or concern and help to identify the issues and suggest steps towards a resolution. Discussing the plans involved to improve the situation is always the first step. The Field Liaison will remain involved to monitor the progress toward changes being initiated. If needed, a meeting of the Field Liaison, student, and Field Instructor – and, at times, the agency supervisor and/or the Director or Assistant Director of Field Education, will be held to assess and locate areas of difficulty. If problems persist despite the efforts of the Field Instructor, student, and Field Liaison to resolve them, a more formal step may be taken, including the possibility of the development of a Field Education Support Plan (available in *Sonia*).

## Field Education Support Plan

The Field Education Support Plan is a mutually agreed-upon plan to alleviate or resolve problems through the implementation of carefully designed and monitored strategies, providing clear related objectives and action for satisfactory performance that includes a specific time frame. It will be written by the Field Instructor in consultation with the student and Field Liaison and shared with the Director and/or Assistant Director of Field Education. Goals set forth will be reviewed periodically by students, Field Instructor, and Field Liaison. After the Field Education Support Plan is completed and signed by the student. Field Instructor and Field Liaison, a copy will be placed in the student file. The Field Liaison will maintain records of contacts regarding follow-up and outcome and these will also be placed in student file. In the event that student progress toward meeting the above improved performance outcomes is not demonstrated within the time frame provided, the Field Liaison will consult with the Director of Field Education to determine next steps.

Information:

|  |  |
| --- | --- |
| Student First Name: | Student Last Name: |
| Student ID: | |
| Agency: | |

Semester: ⚪ FALL ⚪ SPRING

Field Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Performance Issues**

Description of identified area(s) of concern with student performance as related to the Learning Agreement and other agency expectations:

|  |
| --- |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |

Performance Objectives/Time Frame: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Performance Objective should be clearly related to Performance Issue.

Student Will: Time Frame:

|  |
| --- |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |

Field Instructor Action Commitments/Time Frame: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Action Commitment should be clearly related to Performance Objective.

Field Instructor Will: Time Frame:

|  |
| --- |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |

Anticipated Follow-up Meeting Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Submission

I have participated in the development of this Field Education Support Plan and agree with the performance issues and objectives as outlined above.

If a student requires more than one re-assignment during their two Field Education years, the Director of Field Education may request that the student come before the Committee for Academic Progress and Support. This is to ensure that the student has the opportunity to have the required amount and type of practice experience and meet the GSSWSR’s expectations for students in the field.

## Withdrawal from Field Placement

A student withdrawal request from field placement may be made by the student, Field Instructor, agency administrator, or Field Liaison in consultation with the Director of Field Education. Reasons for such requests may include, but not be limited to, the following:

1. Level of student readiness/preparation for the placement. For the Generalist year agreement Field Placement, it is assumed that the student has demonstrated academic preparedness and the ability to perform the essential duties required in agency-based field settings. For the Advanced Specialization year field placement, it is expected that the student has acquired competence in Generalist year knowledge prior to the beginning of the Advanced Year Field placement. For either field placement year, evidence to contrary of the above expectations, given appropriate efforts by the agency Field Instructor and Field Liaison to assist the student with such deficits, constitutes grounds for the withdrawal of the field placement for that student.
2. Documented unprofessional conduct or demonstrable lack of progress in attaining field education learning objectives as identified by student and Field Instructor.
3. Failure to comply with the NASW Code of Ethics and/or the GSSWSR Standards of Professional Behavior, both available on the GSSWSR website.
4. Agency breach of School/Agency Agreement. The agency is expected to provide the learning experiences and/or appropriate supervision as identified in the School/Agency Agreement.
5. Unexpected events. There may be times in the life of the student or occurrences in the agency were continuing in that field placement setting might jeopardize the quality of the student's learning experience (e.g. personal trauma, major life events, agency or community incidents, agency re-organization, or staff reassignments).
6. A written statement that documents the issues and/or concerns is to be prepared by the person initiating the action and provided to the Field Liaison and Director or Assistant Director of Field Education.

The Field Liaison and Director or Assistant Director of Field Education will meet to discuss the recommended course of action with regard to, and following, withdrawal of the student from field placement. The Field Liaison communicates with the student’s Faculty Advisor and Practice Instructor when the student is withdrawn from the field and/or makes a field placement change, in order to facilitate continued curricular integration and smooth transition. Because the field course is taken concurrently with the Practice Course and is closely integrated with classroom assignments, lack of a field placement for more than six weeks of the academic semester, during the period of reassignment of field placement, may be grounds for referral to the Committee for Academic Progress and Support and may result in a recommendation of withdrawal from the Field and Practice Courses.

If the student is withdrawn from the field placement and there are concerns about reassignment to a new field placement, a decision to refer the student to the Committee for Academic Progress and Support may be made by the Director of Field Education.

If a student or Field Instructor requests a removal from field placement, either the Field Instructor or student must send a written request to the Director of Field Education outlining specific details as to the reasons for potential removal. Removal of students from field placement is the determination of the Director of Field Education in consultation with the Field Liaison and the Dean.

If a decision is made to remove a student from a field site, exploration of an alternative field placement by the Field Education Office will not occur before the steps as delineated above have been followed and the student’s current field placement has officially ended.

A Field Instructor Summary-Interrupted Field Placement form, based on the Learning Agreement, must be completed by the Field Instructor for a student changing placements before the end of the semester. An additional and supplementary Learning Agreement and Field Evaluation will be completed by the Field Instructor at the new field site and both documents will be submitted and utilized by the Field Liaison to determine the grade for that field period.

## Field Instructor Summary-Interrupted Field Placement

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Student Name: |  | | | | | | |
| Semester: |  | | | | | Date: |  |
| Field Instructor Name: | | |  | | | | |
| Field Instructor Signature: | | | | |  | | |
| Agency Placement: | | | |  | | | |
| Use additional pages, as needed) | | | | | | | |
| Student Field Assignment(s): | | | | | | | |
|  | | | | | | | |
| Strengths: | | | | | | | |
|  | | | | | | | |
| Areas for Improvement: | | | | | | | |
|  | | | | | | | |
| Reason for Interruption in Field Placement | | | | | | | |
|  | | | | | | | |
| Overall Assessment of Student Field Performance and Recommendations: | | | | | | | |
|  | | | | | | | |
| Student Addendum: (Optional) (Use additional pages, as needed) | | | | | | | |
|  | | | | | | | |
| Student Signature: (if Student has added an addendum.) | |  | | | | | |

## Withdrawal from Field Placement Related to Student Performance

A student’s field learning performance is subject to an ongoing and shared assessment by the student’s Field Instructor and Field Liaison. A concern with the student’s field learning performance may be present if a student is having difficulty meeting the learning objectives for Field. Examples of such difficulty include, but are not limited to:

* Inability to maintain relationships with clients.
* Difficulty making active use of supervision and professional feedback.
* Limited capacity for self-reflection as it relates to work.
* Difficulty completing agency paperwork and related assignments.
* Difficulty sufficiently developing social work skills and knowledge.
* Difficulty observing appropriate boundaries with clients.
* Difficulty abiding by the NASW Code of Ethics.
* Difficulty maintaining professional standards of behavior, including meeting agency and field requirements.
* Unwillingness to engage with a variety of clients, client issues, and practice modalities.
* Difficulty working collaboratively with other professionals in the agency and community at large in one’s professional social work role.
* Difficulty reflecting on the role of one’s positionalities and biases as they influence the nature of one’s work.

When withdrawal of a student from a field placement is recommended for reasons related to documented student poor performance, the student meets with both Field Liaison and Field Instructor to discuss the reasons for the termination. The Field Instructor submits to the Field Liaison a written, up-to-date summary of the student’s field experience, including the reason(s) for termination (see, Field Instructor’s Summary-Interrupted Field Placement form above). This summary is provided by the Field Liaison to the Director and Assistant Director of Field Education and then shared with the student. The student may submit a response to the Field Instructor’s summary. Both the Field Instructor’s summary and the student’s response become part of the student’s official record.

A student who has been withdrawn from a field placement for reasons related to documented poor performance will meet with the Director or Assistant Director of Field Education who will determine, in consultation with the Dean, if the student will be given another placement or be referred to the Committee for Academic Progress and Support to review the student’s program and performance. If the student is again removed for reasons related to documented poor performance in the second placement, or, in the replacement process, refuses or is refused by a field placement, the student will not be placed again until the Committee for Academic Progress and Support meets and reviews the student's program and performance. The purpose of this meeting is to make recommendations. These recommendations may include but are not limited to: Rearrangement of the student's program to complete field placement at a later time; having the student seek additional experiences outside of the school to address identified areas of weakness; providing additional field placement opportunity(ies); or removal from the program.

## Withdrawal from Field Placement Unrelated to Student Performance

Placement reassignments may also be made for issues unrelated to student performance based on the assessment of the Field Liaison in consultation with the Director or Assistant Director of Field Education. Multiple factors may be considered in determining the need for reassignment, including:

* Insufficient learning opportunities or inadequate agency resources to support a field placement, and no possibility for change.
* Agency closure or reorganization that hinders student supervision and task assignment.
* Mismatch between the demands of the agency and the learning needs and capabilities of the student.
* Irreconcilable difference between the student and the supervisor.

When such serious obstacles to the student’s learning are present in the agency, the following steps should be completed prior to consideration of withdrawal of the student from the field placement. A request for removal may be initiated by the student after the following steps have been completed:

1. The student shares their concerns with the Field Liaison in preparation for discussing the situation with the Field Instructor.
2. If the situation remains unresolved after discussion with the Field Instructor, the student contacts the Field Liaison to discuss the issues again.
3. The Field Liaison meets with the student and Field Instructor to determine if the issue can be resolved and, if so, to put a plan into place to address the issue. The Field Liaison notifies the Director or Assistant Director of Field Education of the issue.
4. If the matter is not resolved after much discussion and planning, a meeting that may include the Director or Assistant Director of Field Education may be held at the field placement with the student, Field Instructor, and Field Liaison. The purpose of the meeting is to discuss all the attending issues and, if necessary, develop a plan for the professional end of the student’s work in the agency.
5. If a student is withdrawn from field placement under these circumstances (i.e., unrelated to student performance) and then reassigned during the same semester, the student, new Field Instructor, and Field Liaison will meet to discuss a plan regarding making up time in the field to complete successfully.

In cases where a request for withdrawal from the field placement is made by either the student or the Field Liaison, the final decision regarding withdrawal rests with the Director of Field Education in consultation with the Dean. If a decision is made for the student to be withdrawn from the field placement, exploration of an alternative field placement by the Field Education Office will begin only after the student has formally withdrawn from the current field placement.

Re-placement in the fall or spring semester following withdrawal from field placement Field placements are designed to be carried out over a full academic year, concurrent with the practice course. In situations where a student who has been withdrawn from the field for any reason is returning to the field in the fall or spring semester of the following academic year, field placement options will be limited. In such situations, the field placement assignment in the returning year will be determined as follows:

* If the original field placement is available, the student will be replaced at that field agency for the second semester.
* If a field placement at the original agency is either not available or considered contraindicated by either the agency or the Field Education Office in consultation with the Dean, alternative option(s) will be explored and presented to the student by the Field Education Office. The student will then select and/or prioritize their preference(s) of field placement from among these option(s).

## Repeating a Field Education Course

In cases where a student must repeat the field education course in either fall or spring, options for field placements may be limited. Options will be explored and presented to the student by the Field Education Office. The student will then select and/or prioritize their preference(s) of field placement from among these option(s).

Student Termination of Field Placement Without Authorization

Only the Director or Assistant Director of Field Education can authorize a premature termination of field placement. A student who withdraws from field placement without following the official process, as outlined above, will receive a grade of “Unsatisfactory” for the semester in the Field course.

## Liability And Malpractice Coverage

The GSSWSR does not assume liability for injury to or caused by the student in Field Education.

If students are expected to use their own automobiles in Field Education placement, the student and the agency should have a written understanding in regard to reimbursement and insurance coverage.

All students participating in a field placement as required by the College's M.S.S. degree is covered by professional liability insurance through the college's Internship and Professional Liability insurance. It covers student activities performed as part of their field placement and as specified as required toward the M.S.S. degree in the amount of $1,000,000 for each claim and $3,000,000 aggregate, with umbrella liability insurance in excess of $30,000,000.

## Safety Information

Field Education is an integral part of the social work educational experience and is unique in that it is offered in the practice settings in the community. In field placement settings, there are degrees of uncertainty and potential for physical or psychological harm due to the potential severity of the nature and growing complexities of issues faced in social work practice.

It is the policy of GSSWSR that all students become aware of safety needs and concerns by attending the Field Preparation for Practice Workshop prior to beginning their field placements. Students are provided a general overview of basic safety issues currently.

Students should be aware of their agency’s policies on safety and consider the potential safety issues both in the agency setting as well as when they are performing duties outside the agency, such as home visits. Student concerns should be discussed with their Field Instructor, Field Liaison and/or Director or Assistant Director of Field Education. Students have the right to feel safe in their learning environments.

The GSSWSR expects each agency to have a written safety plan of action specific to the function and layout of each agency, branch, or division of an organization and to orient all students to the agency’s safety policy and plan. Each safety plan should be detailed and comprehensive so that all students know exactly what to do in case of an emergency. Field Instructors are responsible for providing GSSWSR students with agency safety policies and guidelines. This is noted on the School/Agency Agreement.

When they learn of concerns regarding the physical, emotional, or psychological safety and well-being of a student, even without details or the student’s identity, Field Liaisons and Assistant Director must contact the Director of Field Education within 24 hours in writing, followed by a discussion of the situation.

If there is an incident while a student is in field placement or because of their field placement, they are to immediately notify their Field Instructor, Liaison, and Director or Assistant Director of Field Education. If needed, students will be referred for appropriate treatment at the proper facility. An Incident Reporting Form and an investigation will occur immediately.

# SOCIAL MEDIA AND TECHNOLOGY GUIDELINES FOR FIELD EDUCATION

The use of technology and social media is a widely occurring phenomenon in our daily personal and professional lives. It is expected that students and agencies proactively address potential concerns that may arise related to the intersection of personal life and professional roles through the use of technology (including electronic records and communication) and social media.

Most importantly, students should, under no circumstances, use or share their personal contact information (including personal phone numbers, email addresses or social media accounts) for the purpose of field education assignments. Social media includes a variety of ways to connect with others and share information in which sites are public domains, and all information can be accessed by anyone. While social workers have an ethical obligation to protect the privacy of their clients, no such restrictions prevent a client from searching online for information about a student or employee, including photos, videos, written comments, and other postings. Students should be mindful, therefore, of the ways in which their social usage may impact their professional work.

Types of social media include, but are not limited to, the following:

* Social Networks (Examples: Facebook, LinkedIn, etc.)
* Bookmarking Sites (Examples: Pinterest, Flipboard, Digg, etc.)
* Social news (Examples: Digg, Reddit, Mixx, etc.)
* Media Sharing (Examples: Pinterest, YouTube, Vimeo, etc.)
* Microblogging (Examples: Twitter, Facebook, etc.)
* Blog comments and forums
* Social Review Sites (Examples: Google, Amazon, Facebook, Yelp, etc.)
* Community Blogs (e.g., Facebook, Myspace, Instagram, SnapChat, Twitter, Tumbler, You Tube, blogs, and texting)

Implementation of basic guidelines can be helpful in preventing unintended and potentially damaging consequences in the use of technology and social media. Students and Field Instructors should review agency policies and procedures in relation to the use of technology and social media in the delivery of services. This includes, but is not limited to, assuring confidentiality in the use of technology and social media (including in the provision of telehealth services), and the provision of informed consent on the benefits and risks of the use of technology.

Use of technology and social media: Guidelines for student-agency discussion at start of field placement

1. Does the agency have a policy on the use of social media communication tools? If so, the policy should be reviewed under the supervision of the field instructor. If not, the student and Field Instructor should discuss the agency’s expectations regarding the use of social media during field hours.
2. What is the agency’s policy, and/or expectation with regard to the type of information that a student may share on a personal social media site? Is it ever appropriate for students to refer to any field work site/agency, client, or client situation on one’s personal social media site? What are the agency guidelines regarding the use of Facebook and who one can friend?
3. Does the agency have a social media page? If so, how is content added, and how was it developed?
4. The School’s policy is that students may not share their personal contact information (including personal email, social media usernames, cell phone number, and address) with a current or former client or client group. How does the School’s policy align with the agency’s expectations?

# ADHERENCE TO THE NASW CODE OF ETHICS AND CORE PRACTICE PRINCIPLES

It is the expectation of the GSSWSR that students will adhere to the [NASW Code of Ethics](https://www.socialworkers.org/about/ethics/code-of-ethics/code-of-ethics-english) and the [NASW, ASWB, CSWE, & CSWA Standards for Technology in Social Work Practice](https://www.socialworkers.org/includes/newIncludes/homepage/PRA-BRO-33617.TechStandards_FINAL_POSTING.pdf) when using social media as a communication tool in either their personal or professional sites.

Students should be aware of and follow the Code of Ethics requirements as pertains to technology and social media, in the following Sections (see excerpts below):

## Informed Consent (Section 1.03):

(e) Social workers should discuss with clients the social workers’ policies concerning the use of technology in the provision of professional services.

(f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients’ capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.

(g) Social workers who use technology to provide social work services should assess the clients’ suitability and capacity for electronic and remote services. Social workers should consider the clients’ intellectual, emotional, and physical ability to use technology to receive services and the clients’ ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.

(h) Social workers should obtain clients’ informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.

(i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or other people from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

## Conflicts of Interest (Section 1.06)

(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non- work-related purposes.

(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker’s presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

## Privacy and Confidentiality (Section 1.07)

(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 reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

(n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

(o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker’s electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

(p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet- based search engines, to gather information about clients.

(q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client’s informed consent.

(r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.

(s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.

## Misrepresentation (Section 4.06)

(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 possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

# GSSWSR TECHNICAL STANDARDS OF PROFESSIONAL BEHAVIOR

Adapted from UNC-CH Technical Standards for Professional and Ethical Behavior Adopted by the GSSWR Faculty: October 2020

## Technical Standards for Professional and Ethical Behavior

## Introduction and Purpose

GSSWSR is committed to supporting students as they prepare to become professional social workers. The Technical Standards for Professional and Ethical Behavior describe the minimum expectations each Master of Social Work (MSW) student must satisfy in order to enroll in, progress through, and graduate from the MSW program.

Because the GSSWSR is preparing students for careers as professional social workers and given the nature of professional social work practice to protect the clients and communities we serve, the GSSWSR has established requirements for student conduct that not only focus on academic performance but that also emphasize necessary skills, attributes, and competencies. These requirements apply within the traditional classroom setting, in field placements, and in the broader community context.

Becoming a professional is a gradual process. Thus, the Technical Standards for Professional and Ethical Behavior articulate minimum expectations for students. If at any point during a student’s matriculation they have questions about whether or not they can meet these Standards, they should notify the Dean. If faculty or administrators have questions about whether a student is able to meet these Standards, the Committee on Students policy will be followed, and this document can be used as a guide to make a referral to the Committee on Academic Progress and Support (CAPS). The CAPS referral process is outlined in the next section.

A student can participate in the MSW program so long as they are able to meet these standards with or without reasonable accommodations. Students who seek accommodations for disabilities should contact the College’s Access Services Office; this office will determine a student’s eligibility for accommodations and services and will recommend them if/when appropriate. Access Services may be reached by phone at 610-526-7516 or by email at: [dalder@brynmawr.edu](mailto:dalder@brynmawr.edu)

## Commitment to Non-Discrimination

GSSWSR is committed to equality of educational opportunity. The College does not discriminate in offering access to its educational programs and activities on the basis of age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status.

## Technical Standards Address the Following Areas:

1. Communication
2. Physical and Cognitive Ability
3. Emotional Stability, Management, and Regulation
4. Self-Awareness and Reflective Listening
5. Respect for Diversity and Commitment to Social Justice
6. Ethical Conduct
7. Interpersonal Skills
8. Academic and Professional Standards

## Technical Standards

## Communication

Students must be willing and able to meet the following requirements:

* Express ideas and feelings clearly;
* Demonstrate effective verbal and nonverbal communication skills, including the ability to listen objectively and to interpret nonverbal communication;
* Communicate responsibly and respectfully in all interactions with colleagues, faculty, field instructors, task supervisors, staff, clients, other professionals, and all others they might come into contact within their student role;
* Communicate clearly through written products at a level appropriate for graduate work, including using correct grammar, spelling, and applying the GSSWSR- designated writing style;
* Advocate for themselves in an appropriate and responsible manner that uses proper channels for conflict resolution as outlined in the Student Handbook and
* Mastery of both written and spoken English is required at matriculation into the program, although applications from students with sight, hearing, and/or speech disabilities will receive full consideration. In such cases, the use of assistive technology, a trained intermediary, or other communications aide may be appropriate if it functions only as an information conduit and does not serve integrative or interpretive functions.

## Physical and Cognitive Ability

Students must have sufficient sensory, motor, and cognitive skills to meet the following requirements:

* Attend and participate in classes and field placements per the expectations outlined in the syllabi and in accordance with the field setting and the Council on Social Work Education Core Competencies of Social Work Practice.
* Navigate transportation to attend field and classroom requirements.
* Use the technology required to engage in scholarship and effective practice including, but not limited to, the use of computers, telephones, and agency databases.
* Demonstrate the ability to acquire knowledge and process experiences to inform practice.
* Demonstrate the capacity to think critically and to apply effective problem-solving skills.

## Emotional Stability, Management, and Regulation

In accordance with the National Association of Social Workers’ (NASW) Code of Ethics (§ 4.05), social work students should not allow their personal problems or issues to interfere with their judgment and performance or to jeopardize the best interests of people for whom they have professional responsibility. The social work student must demonstrate the emotional and mental stability necessary to execute sound judgment and performance in the program as well as generally to support the practice of social work. Students must be willing and able to meet the following standards:

* Demonstrate appropriate self-disclosure (the revealing of personal information) and professional boundaries in classroom and field settings, including all assignments.
* Maintain respectful relationships with colleagues, faculty, field instructors/task supervisors, staff, clients, and other professionals.
* Seek appropriate help when personal issues interfere with professional and scholastic performance.
* Manage stress effectively through self-care and by relying upon supportive relationships with colleagues, peers, and others; and
* Integrate into practice constructive criticism received in both didactic and field settings.

## Self-Awareness and Reflective Thinking

Students must be willing and able to meet the following requirements:

* Demonstrate a willingness to continually reflect on their own values, attitudes, beliefs, biases, emotions, past and current experiences, and consider how these factors affect their thinking, behavior, interactions, and relationships.
* Demonstrate the capacity to continuously reassess their own strengths, limitations, and suitability for professional practice.
* Take responsibility for their own actions and consider the impact of these actions on others; and
* Seek supervision and accept constructive feedback in a positive manner.

## Respect for Diversity and Social Justice

Social work practice requires understanding, affirming, and respecting another individual’s way of life and values. Social workers appreciate that, as a consequence of difference, a

person’s life experience may include oppression, poverty, marginalization, and alienation as well as privilege and power (Council on Social Work Education, 2009, EPAS §2.1.4). Students must be willing and able to meet the following requirements:

* Demonstrate a willingness to examine their personal beliefs, values, and assumptions that perpetuate or counter oppression.
* Strive to relate and to work nonjudgmentally with others who differ from
* themselves, regardless of the person’s age, class, color, culture, race or ethnicity, family structure, beliefs, religion, sex, gender, gender identity, sexual orientation, marital status, national origin, ability, and/or value system.
* Demonstrate knowledge of and sensitivity to diversity, oppression, and privilege.
* Approach differences with an attitude of humility and respect, acknowledging the importance of cultural differences in shaping life experiences.
* Demonstrate the ability to develop and strengthen cross-cultural proficiency sufficient to work effectively with a wide variety of diverse groups and communities; and
* Exhibit an appreciation for difference and a commitment to engage around the complex issues of diversity and social justice.

## Ethical Conduct

Students are required to adhere to ethical conduct and decision-making in accordance with the values, ethics, and standards established for the social work profession, as formalized in the NASW Code of Ethics, and to abide by all applicable College’s policies, including the

College’s Honor Code. Students must be willing and able to meet the following requirements:

* Adhere to a commitment to clients’ rights to freedom of choice and self- determination;
* Demonstrate behavior and decisions reflecting the highest standards of honesty and personal and professional integrity;
* Maintain appropriate professional boundaries with colleagues, faculty, field instructors/task supervisors, staff, clients, and other professionals;
* Understand their role in practice as a learner and social work student. This includes the ability to correctly judge the limits of one's own competence and to seek help from an appropriate source when necessary;
* Disclose to GSSSWSR administration any legal involvement that takes place during enrollment in the MSS program, including arrest, criminal charge, criminal conviction, plea of guilty, plea of no contact, plea of nolo contendere, Alford plea, deferred prosecution, prayer for judgment, or any other acceptance of responsibility for the commission of a crime other than a traffic-related misdemeanor or infraction;
* Disclose any discipline imposed by a state licensing board or the equivalent; and
* Follow federal and state laws and agency policies regarding confidentiality and mandatory reporting, including seeking permission from agency administrators for the use of agency materials, records, or audio-visual materials for academic course work.

## Interpersonal Skills

Students must be willing and able to meet the following requirements:

Demonstrate the ability to build rapport with and work effectively with colleagues, faculty, field instructors/task supervisors, staff, clients, and other professionals; and

* Demonstrate the capacity to understand the experience and perspectives of individuals or groups and use this empathy as a basis for a productive relationship; and
* Exhibit conflict resolution skills, including the ability to negotiate differing attitudes and opinions.

## Academic and Professional Standards

Students must be willing and able to meet the following requirements:

* Demonstrate the ability to meet the GSSWSR’s requirements to remain in good academic standing and to continue in the program (i.e., cannot receive a grade of U or nine credit hours with a grade of L to remain in good academic standing). This includes following the policies and procedures of the University and the Graduate School.
* Show the capacity to successfully complete required field practicum hours and demonstrate positive progress in the required competencies and behavioral indicators in the field and classroom settings;
* Follow the policies, procedures, and operating standards of the GSSWSR, Bryn Mawr College, and the field placement agency;
* Ensure that appearance, dress, and general demeanor are appropriate to the context;
* Be punctual and dependable, prioritize responsibilities and manage time well, attend class and field in accordance with relevant policy, observe deadlines, complete assignments on time, and conscientiously arrange and keep appointments; and
* Adhere to agency policies and practices through the learning process and supervision.

# STANDARDS OF PROFESSIONAL BEHAVIOR FORM

Students at the Bryn Mawr College Graduate School of Social Work and Social Research must understand and adhere to professional social work values and standards of professional behavior outlined in the accompanying document.

Please sign below, indicating that you have received and read the attached STANDARDS OF PROFESSIONAL BEHAVIOR for Contributing Members of the GSSWSR Community of Bryn Mawr College and will abide by these core values and standards. Please keep the Standards in your own files.

I certify by my signature below that I have read the “Standards of Professional Behavior” and understand my responsibilities.

|  |
| --- |
| Print Your Name: |
| Student ID: |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature Date

Please sign this form and return to:

Office of the Dean, Room 102

# STANDARDS OF PROFESSIONAL BEHAVIOR

Bryn Mawr Graduate School of Social Work and Social Research (GSSWSR) is committed to the education of social work professionals through the acquisition and integration of social work knowledge, values, and skills. Members of the GSSWSR Community are expected to meet the following standards of behavior in the classroom, in the field, and in the world at large. Attention to these standards is part of the official evaluations of students undertaken by Faculty, Field Instructors, and Field Liaisons and markers of excellence for all in our community.

## **Accountability**

Inside and outside of the classroom, GSSWSR Community members exhibit behaviors that are following institutional policies, academic practices, and societal laws, while practicing within the scope of the profession of social work and adhering to the profession’s code of ethics. Within the classroom, field, and community, all responsibilities are met in a timely manner. In the classroom setting, students attend class regularly and complete assignments promptly, working independently unless otherwise instructed and in written work properly attributing all sources of information using APA-style citations and referencing. In the field setting, students meet all field commitments including being punctual and dependable, keeping appointments, maintaining confidentiality, and knowing that appearance, dress, and general demeanor are reflective of professional behavior. Students demonstrate a willingness to fully utilize supervision and feedback to enhance their professional development and seek appropriate support when having difficulties to ensure success in completing course and field placement requirements.

## Respect

Members of the GSSWSR community treat all those with dignity and respect and approach conflict with others in a cooperative manner. Engaging in honest dialogue, GSSWSR Community members are active listeners and strive to use positive and nonjudgmental language.

## Confidentiality

Personal information about any member of the GSSWSR community or client is held as confidential, respecting as privileged any personal information shared in class or in the field. Names of clients or other client-identifying information are not disclosed in the classroom or in conversations outside of the professional setting.

## Interpersonal Skills

*Self-Awareness:* GSSWSR Community members know how their values, attitudes, beliefs, emotions, and past experiences affect their thought processes, behavior, and relationships. As professional social workers, everyone must be willing to examine and change their behavior when it interferes with work with colleagues, clients, and others and able to work effectively with those in supervisee positions as well as with those in authority.

*Empathy:* GSSWSR Community members strive to comprehend another individual’s way of life and values, both in the field and in the classroom. All members can communicate empathy and support as a basis for productive professional relationships.

## Objectivity

Social work students must be sufficiently objective to systematically evaluate client systems in an unbiased, factual way.

## Professional Commitment to Ethical Behavior

The GSSWSR social worker must have a strong commitment to the standards and ethics of the social work profession. As such, GSSWSR Community members commit to the basic and essential social work values, which include respecting the dignity and worth of every individual and his/her right to a just share of society’s resources. While deepening their commitment to social justice for all marginalized populations and other people at risk, Community members’ values and actions reflect integrity, which includes honesty with self and all others. With authentic and continuous self-development as a goal, members of the GSSWSR Community recognize, accept, and benefit from constructive feedback.

## Honoring Differences and Recognition of Similarities

In accordance with social work ethics, all in the GSSWSR Community appreciate the values of human diversity and multiculturalism. They serve in an appropriate manner all persons in need of assistance, regardless of the individual’s age, class, race, ethnicity, political and religious affiliations (or lack thereof), gender, sexual orientation, ability, and value system.

# EMPLOYMENT PRE-PLACEMENT FORM





















# EMPLOYMENT-BASED PLACEMENT PROPOSAL

Employment-Based Placement (EBP) Proposal

## Guidelines for EBP Setting

Please read and share with your agency prior to completing EBP Proposal.

## Mission Of Field Education Program

Field Education is an integral part of the Graduate School of Social Work and Social Research’s Master of Social Service (MSS). The Field Education component of the curriculum provides students with both observational learning and practical “hands-on” social work experience in preparation for professional social work practice. Field Education prepares students for advanced practice through the mastery of the core competencies augmented by knowledge and practice behaviors (CSWE EPAS 2.2). This competency-based approach is based on the measurement of specific practice observable behaviors. Students will be able to demonstrate the integration and application of competencies in their field practice.

The mission of GSSWSR’s Field Education is also to advance and apply knowledge to the enhancement of individual, societal, and global well-being and to promote social and economic justice through its practice, service, and research and scholarly activities. The school provides a learning environment that is supportive and intellectually rigorous, encouraging critical thinking and the expression of social work values through classes, field-based training, research, and active civic engagement in collaboration with the College as a whole. The Graduate School of Social Work and Social Research at Bryn Mawr College recognizes that some students may already be employed in a setting which would meet the criteria for a field placement. In such cases, the school may approve an Employment-Based Placement (EBP) Placement that meets certain criteria established by CSWE’s EPAS 2.2.11. \*Accordingly, there must be a clear link between the student’s current job responsibilities and social work competencies (please see the list of competencies). A work supervisor with the Field Instructor qualifications may serve as the actual Field Instructor. However, if the work supervisor does not hold the qualifications to serve as a Field Instructor, then another agency employee with these qualifications may (and should) serve as the Field Instructor. In either case, the Field Instructor will provide educational supervision for the days that the student uses for their field placement. (This is the equivalent of two 7.5-hour days/week in the Generalist year, and the equivalent of three 7.5-hour days in the Advanced Specialization/second year).

## Process for Requesting an Employment-Based Field Placement

The option of proposing an Employment-Based Field Placement (EBP) is available for students who are currently employed in a human service capacity in an agency that meets the criteria for an approved placement setting and who will have both been employed in that agency for no less than three months at the time that the field placement will begin and will have completed their employment probation period by July 1st of proceeding the academic year. These criteria would include, but not be limited to:

* Adequate resources to support a student’s field placement and the availability of learning opportunities to match graduate-level field learning objectives. There is a difference in emphasis between the goals of educational development and those of a job description.
* To be approved, the EBP must meet all School requirements and learning objectives.
* In accordance with CSWE policy, field credit cannot be given for any past work experience.
* Current students submit a completed EBP Proposal by the designated date in the spring semester, which is signed by their current supervisor, agency signatory, and proposed Field Instructor, as well as by the student. Incoming students may submit a proposal shortly after they have enrolled and have met with the Field Education Office.
* EBP placements must be approved by the Director or Assistant Director of Field Education prior to the student beginning placement in the fall. The EBP Proposal form is attached to this document.

## Student Guidelines

1. Students must be employed by the agency (or affiliate) for a minimum of three months and have successfully completed the agency’s employment probationary period by July 1st, proceeding the academic year.
2. Students must discuss with the Director or Assistant Director of Field Education their intent to request an employment-based placement.
3. Students’ employment performance evaluations must be at a satisfactory level.
4. Students must be able to have field placement assignments that offer opportunities to practice social work competencies according to the CSWE EPAS. The assignment serving as the field placement must meet CSWE and GSSWSR’s criteria for an approved employment-based field experience.
5. The student must have a qualified Field Instructor who may be the student's employment supervisor (or an agency employee within the agency), and field instruction supervision needs to be provided a minimum of one hour weekly. A qualified Field Instructor meets all the standards for Field Instructors outlined below.
6. Students may not use previous employment hours for field placement hours.
7. In collaboration with the prospective field instructor, in consultation with the Director or Assistant Director of Field Education, students must identify assignments, client systems and/or projects for their field placement experience that allow students to demonstrate social work competencies and practice behaviors according to the EPAS.
8. In conjunction with their prospective Field Instructor and/or other agency personnel, students must complete an EBP Proposal (attached).
9. Students must obtain signatures documenting approval of all relevant agency personnel, including the agency signatory/or designee, the student’s current immediate employment supervisor/or designee, and the proposed Field Instructor. The resume (or CV) of the proposed Field Instructor must be submitted along with the form. All approved proposals are signed by either the Director or Assistant Director of Field Education.
   * A member of the field office may make a visit to the agency virtually or on-site to review the placement plans, in relation to the school’s field learning objectives, with the agency administrator and/or Field Instructor. The student is advised that if the field internship in an employing agency is found to be unacceptable, the student must coordinate with the Director or Assistant Director of Field Education to find another placement. It is the responsibility of the assigned Field Liaison to determine throughout the placement period that the placement is consistent with the educational objectives of the School and the proposal made by the student. Deviations from this employment- based placement plan or termination from employment may result in the student’s placement being terminated. The Field Education Office will identify a new field placement opportunity in such a situation.

## Agency Guidelines

1. The agency of employment can be used as a placement setting under the following conditions: Agency offers learning opportunities that will provide the student professional learning experience that are consistent with social work professional roles and responsibilities that allows students to practice social work competencies and practice behaviors for the requisite required time in field per week (the equivalent of two 7.5- hour days/week in the first year, or equivalent of three 7.5-hour days/week of field education in the second year).
2. The agency offers a qualified supervisor (described below) available who can serve as the Field Instructor and offers an hour of education-focused weekly supervision. This is to ensure, in part, that the Field Instructor is free to focus on educational aspects of the placement rather than on workload or productivity issues.
3. The agency and the school must agree that the assignments provided to an EBP placement student are consistent with the educational objectives of the School, and that the assignments (client caseload, administrative duties, etc.) are designed and planned to enhance the student’s professional development. This may mean lighter caseloads, planned and varied assignments for educational purposes, and/or the possibility of additional hours above the normal workweek to achieve placement requirements.
4. The agency must ensure that the department, section, or program area is able to meet the educational needs of the student.
5. The agency must provide a Field Instructor (MSS/MSW professional with at least two years post-masters social work experience) to supervise the student.
6. Generalist/first-year students complete the equivalent of two full (7.5-hours) agency days/week of field education fall and spring semesters.
7. Advanced Specialization/second-year students complete the equivalent of three full (7.5-hours) agency days/week of field education fall and spring semesters.
8. The agency must be willing to sign off on the educational plan, which is specified in a written agreement between the Agency, School, and Student (i.e., the "EBP Placement Proposal")

## Field Instructor Guidelines

1. The Field Instructor must meet the criteria set by GSSWSR for all Field Education Supervisors:

* A master's degree from a CSWE-accredited school of social work\*
* A minimum of two years postmaster’s experience in practice in which they will be supervising students.
* The minimum requirement of post-master’s social work practice experience is calculated in relation to the total number of full-time and equivalent professional practice experience.
* Social work practice experience is defined as providing social work services to individuals, families, groups, organizations, or communities.
* Social work services can include work in professional social work auspices under the supervision of a professional social work supervisor, volunteer practice experience in a social service agency, and paid experience as a consultant in the areas of the individual’s practice expertise.
* Attending the field instructor training hosted by the GSSWSR Office of Field Education, SIFI Kick-OFF” proceeding the fall semester.
* Field Instructor must be able to provide one hour of individual in-person supervision to students every week.
* Field Instructors must evaluate students as learners.
* Field Instructors must meet at least once/semester, face-to-face (virtually or on-site) with a designated Field Liaison from the school and their student to discuss learning objectives.

## GSSWSR Guidelines for Monitoring Employment-Based Placements

1. Students must complete the EBP Proposal Form with the required signatures and submit it to the Director or Assistant Director of Field Education for approval.
2. The school must provide the agency with access to the Field Education Manual and other pertinent information.
3. The Director or Assistant Director of Field Education must evaluate the proposed EBP placement for the qualifications of identified Field Instructor, degree and experience in supervision, and learning assignments providing an opportunity for student achievement in social work competencies.
4. The school will hold training for field instructors and task supervisors about field instruction and Seminar in Field Instruction (SIFI) series for first-time Field Instructors to support their learning to supervise social work students.
5. The assigned Field Liaison will carefully monitor the EBP Field Placement to ensure that field activities and supervision are proceeding according to the plan. The Field Liaison will communicate with the students, Field Instructors, and agency contact person at least three times during the academic year; one of these contacts will be an agency visit (virtually or on-site).
6. The Field Liaison will complete site visit forms and review students’ learning agreements, process recordings, and final evaluations.

## Directions for Students Applying for Employment-Based Field Placements

1. For incoming full-time students: Students must meet with the Field Education office at the time of enrollment. For continuing and part-time students: Students must attend an informational meeting either in the Generalist Practice Class or at designated times during the spring semester to discuss the field placement process.
2. Students must complete and submit a Pre-Placement Questionnaire in Sonia in the spring semester or, for incoming students, prior to the individual meeting with a field education staff.
3. For continuing students and part-time students: Students must complete an EBP Proposal. For incoming students: Students must complete an EBP Proposal as soon as possible following the individual field interview. Proposals must be signed by an agency signatory/designee who can approve the field placement, the current employment supervisor, the proposed Field Instructor, and the student. Proposals submitted beyond the due date may not be approved.
4. The proposed Field Instructor must also complete the Proposed Field Instructor's Information Form, sign in the designated area, and attach their resume or CV to the student's submission of the EBP Proposal. Proposals must include all required information to be reviewed.
5. Students must ensure that the form is signed by the appropriate individual(s), in the space provided for both the "Current Supervisor" and "Agency Signatory" (or their respective designees) and proposed Field Instructor.
6. Student must submit a proposal via email to [field@brynmawr.edu](mailto:field@brynmawr.edu).

# EMPLOYMENT BASED FIELD PLACEMENT AGREEMENT FORM









## Affiliation Agreement with Field Agencies

The Bryn Mawr College Graduate School of Social Work and Social Research ("GSSWSR" or "School") has initiated this agreement between the School and Agencies serving as field education practice sites in order to clarify their work together and ensure the high quality and integrity of the educational experience of the students. This agreement takes effect when a signed contract is received and signed by both the School and Agency. The time expectations for student field placements are listed below, and dates of placement will be set forth in the Field Education Calendar which will be provided to Agency at the time of the confirmation of each placement. Those dates and time expectations will govern each placement unless otherwise mutually agreed upon in writing, in advance, by both School and Agency.

## Time Expectations

**Generalist/First-Year** students are in the field the equivalent of two full agency work (or 7.5-hour) days per week per semester for the fall and spring semesters.

**Advanced Specialization Clinical or Communities, Organizations, Policy, and Advocacy (COPA) Concentration/ Second-Year** students are in the field the equivalent of three full agency work (or 7.5- hour) days per week, per semester for the fall and spring semesters.

**Part-time** students who undertake the equivalent of two full agency work (or 7.5-hour) days per week field placement in both the Generalist/first year and Advanced Specialization/second year are in field from September through mid-June in the first year and from August through late April or early May in the second year.

Specific days of the week in the field can be arranged between the student and Field Instructor. Days and times are determined by agency and student needs.

## School and Agency Agree:

* to make no distinction among students covered by this agreement on the basis of race, color, religion, gender, national or ethnic origin, sexual orientation, age, or physical ability.
* to establish the educational objectives listed on the learning agreement for the Field Education experience, devise methods for their implementation, and regularly evaluate the effectiveness of the experience.
* to inform one another in a timely manner of any changes in academic curriculum or academic status of a student, availability of learning opportunities, and staffing or supervision affecting the academic preparation or practice experience of students.
* to notify one another in a timely manner of the requested withdrawal of a student from an assignment and to process this request together to reach mutually agreed upon terms.
* to implement coordinated planning and evaluation of the field placement through regular communication between the agency and School.
* to be responsible for its own acts or omissions and hold the other party harmless for the consequences of its own acts or omissions in all actions for injuries, losses, and damage to persons and/or property arising out of the project which is the subject of this agreement.

## School Agrees:

* to select students to be placed at the agency after careful discussion with both the student and the agency, and consideration of the student's ability, practice concentration, goals, interests, and previous experience.
* to assign only those students who have satisfactorily completed or are currently undertaking the required course of study to prepare them for field placement.
* to notify all students placed within the agency that they shall not be considered employees of the agency for purposes of financial or fringe benefits.
* to maintain full responsibility for conducting any student disciplinary proceedings in accordance with its own rules and regulations.
* to assign a member of its faculty or professional staff to serve as liaison to the agency and make at least one site visit and at least one conference call with the student and field instructor to review progress and address any concerns.
* to assume responsibility for assigning a final grade for each student at the end of each semester in consultation with the field instructor and through careful consideration of the field instructor's written evaluation of the student.
* to maintain all educational records and reports relating to the participation of individual students in field agencies.
* to maintain professional liability insurance for each student, liaison, and practice instructor in the amount of $1,000,000 for each claim and $3,000,000 aggregate.
* to provide field instructors with field manuals and other appropriate forms as well as an academic calendar.
* to provide the agency with student profiles and to provide the agency and students with questions on which to focus during the placement interview.
* to provide seminars for new field instructors as well as educational opportunities for experienced field instructors.
* to advise students of their responsibility to familiarize themselves with existing rules and regulations of the agency including a respect for the confidentiality of agency clients and client records.
* to communicate with the agency immediately (or within a one-day window) any safety, ethical, legal, or clinical concerns regarding the field experience.

## Agency Agrees:

* to provide a field placement for a student(s) for the entire academic year barring unforeseen circumstances.
* to designate a field instructor mutually agreeable to School and agency with at least two years post-master's professional experience.
* to provide the field instructor with time to plan, implement, and supervise the field placement experience.
* to provide each student with a minimum of one hour of individual (and/or alternating weeks of individual/group) face-to-face supervision each week to monitor student field attendance and learning activities while in field and complete required documentations (learning agreement and student evaluations).
* to familiarize students with existing policies and procedures of the agency including, but not limited to, those relating to confidentiality and safety.
* to allow students to use case material within the bounds of confidentiality to complete course assignments.
* to make its facilities available to students, including sufficient desk space and access to office supplies necessary for the performance of students’ responsibilities.
* to have a written understanding regarding reimbursement and insurance with students who are expected to use their own or agency automobiles in performing field.
* assignments, as School's insurance policies do not cover students driving when traveling to/from or for a field placement.
* to provide for all student travel approved by the supervisor and occurring on behalf of the agency or its clients by reimbursing students for use of their private cars at the mileage rate.
* provided to agency employees or reimbursing students for costs incurred for public transportation.
* to provide the field instructor with time to attend the Field Instructors Orientation Meeting in the fall at the School and the Field Instruction Seminars when appropriate.
* to provide the school with a written description of the field placement experience.
* to make available to assigned students learning experiences in line with the agency mission and written description.
* to submit a written evaluation of the performance of each student at the end of each semester by the dates.
* specified on the Academic Calendar unless otherwise agreed upon by both parties, using the evaluative guidelines provided in the Field Instruction Manual by the School.
* to include in the spring evaluation a discussion of student learning opportunities and expectations for the following year, as appropriate.
* to notify the school immediately of any situation or problem which may threaten a student's satisfactory completion of the assignment.
* to provide written notice of any incident or claim involving any of the students placed at the agency.
* to apprise the school in a timely way of any unforeseen complications which may affect the student’s field experience.
* To communicate with the school any potential safety, ethical, legal, or clinical violations or behavior (within a 24-hour period) with the student's field education experience.

## Terms of this Agreement:

This Agreement will become effective upon full execution by the parties and will continue in effect until terminated by either party. Either party may terminate this Agreement, for any reason or for no reason, upon thirty (30) days advance written notice. Upon notice of termination, the Agency shall make all reasonable efforts to allow a student whose field placement is currently underway to complete any required field hours.

## Additional Agreements:

This agreement constitutes the entire agreement between the parties and all other written agreements or understandings are hereby merged into this agreement.

No amendment or modification to this agreement shall be effective unless the same is in writing and signed by both parties; minor adjustments may be agreed upon by letter but shall only be binding if signed by the recipient.

This agreement shall be construed in accordance with the laws of the Commonwealth of Pennsylvania.

|  |  |
| --- | --- |
| **School Contact Name:** Kari Fazio | **Title:** Chief Financial Officer |
| **Signature:** | **Date:** |
| **Agency Name:** | |
| **Agency Contact:** | **Title:** |
| **Agency Contact Signature:** | **Date:** |
|  |  |

# FIELD PLACEMENT CONFIRMATION FORM

**NOTE: This form is required to move forward with your field placement.**

**Student Information:**

|  |  |  |
| --- | --- | --- |
| Student ID: | | |
| First Name: | Middle Name: | Last Name: |
| Cell Phone: | | |
| Home Phone: | | |
| Bryn Mawr Email: | | |
| Address: | | |

Please Complete the Following:

Are you enrolled in the Advanced Standing Program?

⚪ Yes ⚪ No

If not advanced standing, what year student will you be in the 2022-2023 academic year?

⚪ Foundation ⚪ Advanced

Are you a full-time, part-time, or part-time 2-day per week student?

⚪ Full-time ⚪ Part-time ⚪ Part-time, 2- day per week

If this confirmation is for your advanced year placement, what is your concentration?

⚪ Advanced Clinical ⚪ Advanced Communities, Organizations, Policy, and Advocacy

**Agency Placement Information:**

Please complete the following list of statements related to your field placement.

|  |
| --- |
| **Placement Agency Name:** |
| **Date of Interview:** |

Students must agree to all statements/acknowledgements below before submitting this form.

By submitting this form, I confirm I have been offered and accepted a field placement position at this agency.

I agree that I will adhere to all the responsibilities outlined in the GSSWSR Field Education Manual and abide by the School's Standards of Professional Behavior. [Available for review here.]

Any information about my progress in field placement may be shared only with relevant persons, including appropriate faculty and/or academic advisor, the Field Education Office, and assigned field agency staff - and only as necessary to fulfill the obligations of this field placement and MSS program requirements.

I understand that Field Education courses I- IV must be taken concurrently with Foundation Practice I and II in the first year of field and Advanced Clinical or COPA Practice I and II must be taken concurrently with the second year of field.

I understand that if I am entering Field for the first time at GSSWSR, I must attend a Preparation for Practice workshop held at the end of August. \*If this does not apply to you, please choose N/A.\*

I understand that it is the student's responsibility to obtain information from the agency regarding all required clearances and to ensure that these clearances are completed prior to the start of Field Placement.

For Advanced Year Students: I understand that students whose assigned Field Instructor is masters-prepared in a related discipline (other than social work) must be provided the professional social work perspective either at the agency (through informal consultation with social work staff, if available) or through attendance at a weekly seminar held at GSSWSR on a regular class day. \*If you are a Foundation Year student, please choose N/A.\*

**Agency Placement**

The following student has been offered and has accepted a field placement at your site. Please complete the information below, as you are able, to confirm the student's field placement.

If you are unable to answer any of the questions, please contact the Field Education Office at field@brynmawr.edu.

**Agreements**

Agency must agree to all statements/acknowledgements below prior to submitting this form.

By submitting this form, I confirm that a field placement position at this agency has been offered to and accepted by the student named above.

I agree that the agency will adhere to all the responsibilities outlined in the Field Education Manual.

I understand that an assigned Field Instructor who is supervising a graduate social work student for the first time is expected to attend "Seminar in Field Instruction" (SIFI) sessions and/or access SIFI session instructional materials online.

**Field Instructor Information**

A Field Instructor must be assigned, and the contact information provided to the GSSWSR before placement begins.

|  |
| --- |
| Field Instructor Name: |
| Field Instructor Email: |
| Field Instructor Office Phone: |
| Field Instructor Cell Phone: |
| Field Instructor Degree (MSW, MSS, LCSW, etc.): |
| Field Instructor license(s) and/or certification(s): |

Do you have at least 2 years post master's professional experience?

⚪ Yes ⚪ No

Have you supervised a master’s level social work student in the past?

⚪ Yes ⚪ No

Have you attended a "Seminar in Field Instruction" (SIFI) course either at GSSWSR or at another School/Program?

⚪ Yes ⚪ No

Field Instructor Resume: Please upload.

If you have not submitted a resume to GSSWSR in the last five (5) years, you MUST upload a current resume below.

**Task Supervisor Information**

Not all students will be assigned a Task Supervisor. If a Task Supervisor will be assigned and the contact information is known, please enter the information below.

|  |
| --- |
| Task Supervisor Name: |
| Task Supervisor Email: |
| Task Supervisor Office Phone |
| Task Supervisor Mobile Phone: |

|  |
| --- |
| Task Supervisor Degree (MSW, MSS, LCSW, etc.): |
| Number of years of professional work experience in social work- related fields: |
| Number of years of work experience at this agency: |
| List any licenses or certifications the TS currently holds: |

# SOCIAL WORK COMPETENCIES AND PRACTICE BEHAVIORS

# Generalist Field Education Competencies and Practice Behaviors

The Generalist Year Field Education introduces a broad range of social work practices. Students are grounded in the knowledge, values, skills, and cognitive/affective processes needed to work across systems levels, including individuals, families, groups, communities, and organizations. Using than ecological, person-in-environment, and strengths perspective, students are expected to maintain a focus on the holistic needs of their clients, in the context of their environments, to improve interactions between and among these elements.

## Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

At the completion of the generalist year, the student is able to demonstrate the following:

**1.1** Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.

**1.2** Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

**1.3** Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

**1.4** Use technology ethically and appropriately to facilitate practice outcomes.

**1.5** Use supervision and consultation to guide professional judgment and behavior.

## Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, because of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

At the completion of the generalist year, the student is able to demonstrate the following:

**2.1** Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

**2.2** Present themselves as learners and engage clients and constituencies as experts of their own experiences.

**2.3** Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

## Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and

education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected.

At the completion of the generalist year, the student is able to demonstrate the following:

**3.1** Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

**3.2** Engage in practices that advance social, economic, and environmental justice.

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi- disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

At the completion of the generalist year, the student is able to demonstrate the following:

**4.1** Use practice experience and theory to inform scientific inquiry and research.

**4.2** Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

**4.3** Use and translate research evidence to inform and improve practice, policy, and service delivery.

## Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

At the completion of the generalist year, the student is able to demonstrate the following:

**5.1** Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

**5.2** Assess how social welfare and economic policies impact the delivery of and access to social services.

**5.3** Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies.

At the completion of the generalist year, the student is able to demonstrate the following:

**6.1** Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

**6.2** Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter- professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

At the completion of the generalist year, the student is able to demonstrate the following:

**7.1** Collect and organize data and apply critical thinking to interpret information from clients and constituencies.

**7.2** Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

**7.3** Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

**7.4** Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence- informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

At the completion of the generalist year, the student is able to demonstrate the following:

**8.1** Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

**8.2** Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

**8.3** Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

At the completion of the generalist year, the student can demonstrate the following:

**9.1** Select and use appropriate methods for evaluation of outcomes.

**9.2** Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

**9.3** Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

**9.4** Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

# ADVANCED SPECIALIZATION CLINICAL FIELD EDUCATION COMPETENCIES AND PRACTICE BEHAVIORS

The Advanced Clinical Practice year, field education is designed to educate students to intervene culturally appropriately with individuals, couples, families, and relevant social systems. Utilizing an eco- systemic and strengths perspective, students build on their generalist year knowledge in the development of skills in different practice modalities such as individual, group, and family work, while enhancing skills in engagement, assessment, and use of self in the relationship. Students also continue to expand their knowledge of, and skills within, additional theoretical frameworks and associated intervention techniques (e.g., Cognitive Behavioral Therapy, Relational Approaches, Psychodynamic Formulations).

## Competency 1: Demonstrate Ethical and Professional Behavior.

Clinical social workers recognize the central importance of relationships with clients, colleagues, and related systems. They work to engage in professional relationships with trustworthiness, sensitivity in communication, openness to feedback, attention to strengths, and antiracist and anti-oppressive critical attention to interpersonal and systemic power. Clinical social workers understand the value base of the profession and its ethical standards, outlined in the National Association of Social Workers’ (2021) Code of Ethics, as well as relevant laws and regulations that may impact practice at the clinical, organizational, and broader policy levels. Clinical social workers understand frameworks of ethical decision-making and seek supervision and consultation when necessary for applying principles of critical thinking to those frameworks in practice. Clinical social workers are knowledgeable about the impacts of direct, secondary, and vicarious trauma on individuals, families, groups, communities, and organizations, and work to engage in ethical decision-making cognizant of power dynamics and potential re-traumatization in helping relationships. Clinical social workers are reflective of their own trauma histories, power, and positionalities. They work to recognize personal values and the distinction between personal and professional values. They also understand how their experiences and affective reactions influence their professional judgment and behavior. Clinical social workers recognize the importance of life-long learning and are committed to continually updating their skills and awareness in supervision, consultation, and training to ensure they are relevant and effective. Clinical social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

At the completion of the generalist year, the student is able to demonstrate the following:

**1.1** Identify and address ethical considerations including maintaining physical, interpersonal, spiritual, emotional, and psychological boundaries for clients and client systems, face-to-face and virtual, and demonstrate the ability to assess and address barriers to safety for clients across the lifespan, in consultation with the principles and standards of the Code of Ethics of the National Association of Social Workers (NASW).

**1.2** Engage in self-reflection and self-care practice including reflective supervision to prevent and address secondary traumatic stress, compassion fatigue, vicarious trauma, and burnout.

## Competency 2: Engage Diversity, Difference, and Reflexive Use-of-Self.

Clinical social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sexual orientation, and tribal sovereign status. Clinical social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, alienation, and heightened exposure to trauma as well as privilege, power, and acclaim. Clinical social workers also understand the forms and mechanisms of oppression, discrimination, and traumatization in relationships and systems and recognize the extent to which a society’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, traumatize, or create privilege and power. Clinical social workers reflect on their own intersectional positionalities in interactions with clients in helping relationships as a vital component of antiracist, anti- oppressive, and trauma-informed clinical social work practice.

At the completion of the generalist year, the student is able to demonstrate the following:

**2.1** Reflect on their own intersectional positionalities in interaction with those of the client to inform and support culturally responsive and anti-oppressive clinical social work practice.

**2.2** Develop cognitive self-awareness and affective self-regulation in response to the influence of personal biases and values in working inclusively with clients and constituencies.

## Competency 3: Advance Human Rights and Social, Economic and Environmental Justice.

Clinical social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Clinical social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Clinical social workers understand strategies designed to acknowledge and work to repair colonialist, racist, and oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected. Clinical social workers also recognize that clinical social work has been historically complicit and part of oppressive practices. Clinical social workers understand the importance for care and healing in recognizing, redressing, and transforming injustice and violations of human rights at interpersonal and systemic levels to facilitate recovery, resilience, and growth.

At the completion of the generalist year, the student can demonstrate the following:

**3.1** Reflect on issues of oppression and human rights to advocate for a strengths-based approach in clinical work with individuals, families, and/or groups.

**3.2** Implement and encourage practices and policies that facilitate empowerment, resilience, and posttraumatic growth.

## Competency 4: Critically Examine and Apply Practice-Informed Research & Research-Informed Practice for Advanced Clinical Social Work.

Clinical social workers understand quantitative and qualitative research methods and their respective roles in advancing the science of social work and in evaluating their practice. Clinical social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Clinical social workers understand that evidence that informs practice derives from multi- disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice, and that insights and dialogue in the field with clients and other stakeholders must also inform research for practice, centering the voices and perspectives of people and communities most impacted.

At the completion of the generalist year, the student is able to demonstrate the following:

**4.1** Inform intervention with use of research evidence, theory, and the perspectives of impacted people and communities.

**4.2** Apply theory and research to adopt, modify, and translate practices and policies that are most appropriate to practice settings and diverse populations.

## Competency 5: Engage in Policy Practice for Advanced Clinical Social Work.

Clinical social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels that bear heavily on clients’ presenting concerns as well as practice constraints and opportunities faced in clinical social work practice. Clinical social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

At the completion of the generalist year, the student is able to demonstrate the following:

**5.1** Assess the impacts of agency policies, as well as relevant local, state, or federal regulations that influence clients’ presenting concerns as well as practice constraints of the agency.

**5.2** Identify ways to advocate with the agency and/or within the broader community to support more equitable and just outcomes and systems of care.

## Competency 6: Engage with Individuals and Groups for Clinical Social Work Practice.

Clinical social workers understand that engagement is an ongoing component of the dynamic and interactive process of clinical social work practice with individuals, families, groups, and organizations. Clinical social workers value the importance of human relationships. Clinical social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, and organizations. Clinical social workers recognize the importance of trauma-informed and relationship-based strategies, including working toward empathic recognition and connection, genuineness and use of self, collaborative and reflective contracting with consent and transparency, and reflexivity about interpersonally and systemically experienced dynamics of power and oppression.

Clinical social workers understand strategies to engage clients and constituencies with shared and different intersectional social identities to advance antiracist, anti-oppressive, and trauma-informed practice effectiveness. Clinical social workers understand how their own experiences and affective reactions may impact their ability to effectively engage with clients and constituencies. Clinical social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

At the completion of the generalist year, the student is able to demonstrate the following:

**6.1** Demonstrates attentiveness to factors that enable and constrain engagement in clinical social work practice with individuals, families, and/or groups.

**6.2** Shows capacity to assess and respond to multilevel factors that may inﬂuence clients’ motivations and help-seeking and help rejecting behaviors.

**6.3** Uses supervision to reflect on effective use of self and effective self-regulation while navigating the engagement process.

## Competency 7: Assess Individuals and Groups for Clinical Social Work Practice.

Clinical social workers understand that assessment is an ongoing component of the dynamic and interactive process of clinical social work practice with individuals, families, groups, organizations, and communities with shared and different social identities and experiences.

Clinical social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of clients and constituencies, including individuals, families, groups, and organizations. Clinical social workers understand the importance of assessing the potential biological, psychological, social, and spiritual impacts of trauma for individuals, families, groups, and organizations. Clinical social workers understand methods of assessment with clients and constituencies with sensitivity to clients’ needs and choices to promote autonomy and advance antiracist, anti-oppressive, and trauma-informed practice effectiveness. Clinical social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter- professional collaboration in this process. Clinical social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

At the completion of the generalist year, the student is able to demonstrate the following:

**7.1** Ability to conduct a multidimensional assessment to inform intervention planning.

**7.2** Select and use empirically sound assessment techniques that are culturally and developmentally appropriate for the client and demonstrate sensitivity to clients’ lived experiences, including strengths and possible traumatic experiences.

**7.3** Demonstrate awareness of ways in which one’s own biases, experiences, potential countertransference processes, and values can affect the assessment process.

## Competency 8: Intervene with Individuals and Groups for Clinical Social Work Practice.

Clinical social workers understand that intervention is an ongoing component of the dynamic and interactive process of antiracist, anti-oppressive, and trauma-informed clinical social work practice with individuals, families, groups, and organizations. Clinical social workers understand that relationships are central to trauma-informed intervention, and that these helping relationships must be developmentally sensitive and strive to develop safety, respect, and trust. Clinical social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, and organizations. Clinical social workers understand relational, developmental, psychodynamic, cognitive-behavioral, and person-in-environment, and trauma theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Clinical social workers work to use interventions that affirm and support the self- determination and choices of their clients. Clinical social workers understand that trauma-informed interventions depend on trauma-informed systems and organizations. Clinical social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals. Clinical social workers value the importance of inter- professional teamwork and communication in interventions, and supervision and consultation, recognizing that beneficial outcomes may require interdisciplinary, inter- professional, and inter-organizational collaboration.

At the completion of the generalist year, the student is able to demonstrate the following:

**8.1** Critically appraise possible intervention approaches in response to assessment of clients and use of theory-driven and evidence informed approaches for intervention planning.

**8.2** Implement developmentally and culturally appropriate evidence-based interventions in conjunction with practitioner expertise and client preferences.

**8.3** Modify and adapt interventions if needed to address cultural differences or contextual and environmental challenges with awareness of the need for continual evaluation.

**8.4** Mobilize the strengths of clients and systems to increase individual, group, family, and community resilience.

**8.5** Develop and use self-care strategies that support resiliency and wellbeing, to address the impact of compassion fatigue and vicarious traumatization.

## Competency 9: Evaluate Practice with Individuals and Groups For Clinical Social Work Practice.

Clinical social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with individuals, families, groups, and organizations. Clinical social workers recognize the importance of evaluating processes and outcomes to advance trauma-informed practice with individuals, families, groups, and organizations. Clinical social workers understand the impacts of trauma and trauma-informed practice, as well as theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Clinical social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

At the completion of the generalist year, the student is able to demonstrate the following:

**9.1** Engage in ongoing reflection on clinical processes and outcomes incorporating clients’ reflections about progress and change.

**9.2** Use supervision, process recordings, and additional opportunities to promote attention to clinical intervention process and outcomes.

**9.3** Demonstrate ability to critically appraise strengths and learning goals for clinical practice.

# ADVANCED SPECIALIZATION COPA FIELD EDUCATION COMPETENCIES AND PRACTICE BEHAVIORS

The Advanced COPA: Communities, Organizations, Policy, & Advocacy year field education is designed to help students develop competence in community practice, planning, and program development, including knowledge, skill, and values in mobilizing people and resources to solve social problems and improve the quality of life at the community level. Students build on Generalist practice skills in working with individuals and groups toward developing the capacity of communities to address individual, family, and community issues, as well as broader social needs. Student work focuses on role development and conscious use of self, along with skill in methods of achieving social change goals at the grassroots, coalition, or advocacy/policy levels, depending on the field setting.

## Competency 1: Demonstrate Ethical and Professional Behavior

Macro social workers demonstrate the capacity, integrity, and commitment to act in an ethical manner that promotes inclusive participation in decision making, public policy, and community building. They ensure that practice in complex systems respects every individual’s and community’s right to human dignity and worth by opposing sources and structures of racism and other forms of oppression. Macro practitioners are facilitative leaders and organizers across all realms of practice and maintain a commitment to a vision and mission that supports the collective process of social change. To ensure ethical practice with communities, with organizations, and in the policy arena, these social workers use self- reflection, self-regulation, supervision, consultation, and lifelong learning to address how their attitudes and biases influence their personal and professional identity, values, and behaviors. Social workers in macro practice represent the profession’s values in interactions with clients, interprofessional colleagues, policymakers, and community stakeholders. They understand and promote organizational, community, and individual rights regarding policy, political activity, and other forms of social action. Macro practitioners recognize ethical issues in practice and distinguish between decision-making frameworks to navigate ethical dilemmas between their personal values, their identity, values of the profession, and the values, interests, and rights of individuals, families, groups, organizations, and communities.

At the completion of the generalist year, the student is able to demonstrate the following:

**1.1** Apply an anti-oppression framework integrating the principles included in the NASW and International Federation of Social Workers (IFSW) ethical codes, evidence-based knowledge, and relevant legal and policy-related information.

**1.2** Critically apply ethical decision-making frameworks that reflect social work values and the basic needs and rights of vulnerable, marginalized, and disadvantaged communities.

**1.3** Use self-evaluation and reflection to critically navigate competing personal and professional values, as well as trade-offs involved in making strategic decisions.

**1.4** Demonstrate an understanding of the significance of social work supervision as an accountability mechanism in supporting ethical and professional social work practice.

**1.5** Recognize the complexities and dilemmas that may arise in working with multiple client groups and constituencies.

## Competency 2: Engage Diversity and Difference in Practice

Macro practitioners engage with a variety of individuals, families, organizations, communities, and other stakeholder groups to dismantle systems of oppression and advance social, economic, and environmental justice. Macro practitioners build on the strength of diversity and the history of people, organizations, and communities to inform collaborative engagement processes. They use an intersectional lens and anti- oppressive approach to develop strategies for engaging and collaborating with people and communities who are marginalized on the basis of characteristics such as race, gender, gender identity, sexual orientation, age, religion, ability, ethnicity, and documentation status. Social workers in macro practice are highly skilled at communicating with those holding different perspectives and worldviews, recognizing the complexities and contradictions at times in addressing multiple oppressions and disparities. They educate diverse stakeholders about how organizational, community, and policy decisions affect vulnerable communities to craft interventions that advance social, economic, and environmental justice. Macro social workers apply research-informed knowledge and the lived experience of affected groups when working with diverse populations to address organizational, community, and societal issues. Macro practitioners are committed to examining how power, implicit and explicit bias, privilege, and oppression are manifested in the social work profession and their own practice.

At the completion of the generalist year, the student is able to demonstrate the following:

**2.1** Demonstrate fluency in a variety of communication styles to effectively engage and work with people of different political ideologies, interests, religious and cultural backgrounds, and points of view.

**2.2** Engage with diverse stakeholders in promoting a deep self-awareness and cultural humility with an understanding of how one’s own personal biases, power, and privilege affect the engagement process and all aspects of macro practice.

**2.3** Provide opportunities for open discussion about issues to promote sensitivity and use conflicts that arise in practice to forge new understanding and appreciation of one another.

**2.4** Mediate tensions and conflicts that arise from managing cultural, political, and social differences between and within diverse groups.

## Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice.

Macro practice social workers advance human rights and social, economic, and environmental justice with, and on behalf of, individuals, families, organizations, communities, and larger social structures. Human rights and social justice are fundamental to social work and necessary for every human being to live in freedom and with dignity, security, and equality. Informed by theories of justice, human rights, power dynamics, and other frameworks, macro practice social workers advance human rights and social, economic, and environmental justice locally and globally. Macro social workers recognize historical legacies of oppression and discrimination and challenge social policies and practices that tolerate or promote racism, sexism, heterosexism, and other discriminatory treatments of people based on identities including age, disability, religion, and national origin. They understand that the realization of human rights is mediated and influenced by local, state, federal, and international policies. Macro social workers design and advance public policies using the Universal Declaration of Human Rights, which guarantees all people the right to work, housing, healthcare, education, leisure, privacy, economic security, and a clean, safe, and sustainable environment. They promote the right to vote, the right to protest, and other forms of civic participation to engage in democratic processes fully and freely.

At the completion of the generalist year, the student is able to demonstrate the following:

**3.1** Identify issues, develop strategies, evaluate outcomes, and promote human rights and social justice with affected clients and constituencies.

**3.2** Analyze and participate in the political process and political climate when engaging in organizational, community, and policy change on behalf of human rights and social justice.

**3.3** Identify and engage key stakeholders to advocate for access to resources, services, benefits, and opportunities for vulnerable and marginalized clients, constituencies, and communities.

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

Macro practitioners recognize environmental, sociocultural, and historical factors that affect the inclusion of underrepresented populations in research and understand how this research enhances service delivery and contributes to broader knowledge building within social work practice. In collaboration with key program stakeholders and those directly affected by social problems, macro practitioners build culturally informed knowledge to promote human rights and social justice for vulnerable and oppressed populations. Macro social workers understand that many types of evidence, from personal narrative to analysis of large data sets, inform the development, analysis, and critique of social policies and interventions. They use a wide range of research methods, including logic, scientific inquiry, and culturally informed and ethical approaches, to develop effective responses to social, economic, political, and environmental challenges and to shape policies and programs. They recognize that research is not value free and that biases can skew programs and policies. They communicate research-based arguments to inform policies and programs and translate research findings into actionable planned change efforts and policies. Macro social workers understand that defining, conducting, and presenting research findings and their implications includes political and resource considerations.

At the completion of the generalist year, the student is able to demonstrate the following:

**4.1** Develop and select research questions that strategically inform the research process and its impact on communities, programs, organizations, and policies.

**4.2** Collaborate, mobilize, and organize constituents, stakeholders, and colleagues to engage in research for advocacy, policy making, program design, and evaluation, and the dissemination of research findings to improve policies, programs, services, and interventions.

**4.3** Identify anticipated obstacles and opposition to the conduct and dissemination of research, including ethical, political, and economic dilemmas.

## Competency 5: Engage in Policy Practice.

Social workers in macro practice examine how historical, political, social, economic, and cultural factors shape the policy environment and use this knowledge to recognize and capitalize on opportunities for reform that advance human rights; racial and gender equity; access to high-quality, comprehensive social welfare services; and social, economic, and environmental justice. Macro practitioners appreciate the complexity of policy issues; understand legislative, executive, and judicial policy-making processes; and critically analyze the varied dimensions of power as they affect individuals, families, groups, organizations, and communities. Macro practitioners engage in policy research, development, advocacy, analysis, implementation, evaluation, and electoral politics. They devise and implement strategies at the local, state, and national levels to achieve policy goals reflecting social work values. They engage and build the capacity of affected constituencies to participate in advocacy and direct and indirect lobbying, including working through coalitions, to advance evidence- informed policies that support well-being.

At the completion of the generalist year, the student is able to demonstrate the following:

**5.1** Educate stakeholders about how policies affect individual well-being and the communities and organizations that support them.

**5.2** Engage, motivate, and mobilize constituents to participate and even lead in the policy process.

**5.3** Analyze issues, develop cogent arguments, and communicate persuasively with multiple audiences using effective written and oral formats and media platforms.

**5.4** Encourage broad-based participation in the political process through voter mobilization and educating the public about positions of candidates for office, political party platforms, the benefits of political engagement, and electoral processes and procedures.

**5.5** Participate in professional organizations, coalitions, industry, and other groups that advocate for client social justice, equity, and fairness.

## Competency 6: Engagement with Individuals, Groups, Organizations, and Communities.

Effective macro practice with individuals, families, groups, organizations, and communities begins with engaging key stakeholders to better understand social problems, identify resources and assets, and develop strategies to address stakeholder concerns. It is an ongoing, iterative, and dynamic process that starts with initial engagement and continues through assessment, intervention, and evaluation. Macro social workers must recognize interconnections and interdependencies between micro, mezzo, and macro systems. Macro social workers must be adept at moving across these systems to engage community members, organizations, policymakers, and other community leaders. They create, nurture, and deepen authentic and strategic relationships and consider power dynamics in selecting, implementing, and modifying engagement strategies. They manage conflict and disagreement with respect, seek common ground, and interact effectively with both allies and opponents while maintaining a commitment to social justice and the needs of vulnerable populations. Macro social workers build collaborative relationships that bring together stakeholders at the grassroots and interorganizational levels for a common purpose to improve social, economic, and environmental well-being. Using an ecological system perspective, macro social workers understand and apply a range of theories (e.g., critical race theory, feminist theory) that examine the structural and institutional forces and power dynamics that shape the context of the social problem. Macro practitioners understand that their personal experiences and affective reactions may affect how they engage with diverse stakeholders and audiences and how clients, constituencies, and stakeholders may engage with them based on their identities and background.

At the completion of the generalist year, the student is able to demonstrate the following:

**6.1** Acknowledge and address how aspects of their own identities (e.g., background, status, privilege) affect the engagement process.

**6.2** Actively engage with individuals, families, groups, communities, and organizations affected by the issue or problem in ways that value, respect, and include their expertise, knowledge, and culture.

**6.3** Use interpersonal skills and relationship building to gain credibility with allies, clients, and constituents at the grassroots level in defining and communicating community and organizational needs and advancing potential solutions with decision makers.

**6.4** Develop their own leadership skills and those of constituent groups to initiate and facilitate dialogue that mobilizes and sustains action.

**6.5** Identify relevant constituencies, partners, and targets with whom relationships are necessary for policy change.

**6.6** Use multiple digital, written, and verbal communication skills to engage different constituencies, partners, and target audiences.

## Competency 7: Assess Individuals, Groups, Organizations and Communities.

Macro social work practitioners use appropriate theories, frameworks, models, and strategies to examine and assess communities, organizations, and policies using a strength-based, anti-oppressive, and antiracist lens. In doing so, they critically analyze the historical, social, economic, and cultural context in which macro practice takes place; the current political landscape, including political viability, potential levers for change, and relevant power dynamics; the strengths and needs of affected individuals, groups, families, organizations, and communities; and the social policies and other structural, social, and community forces that create and perpetuate discrimination and oppression. Macro social work practitioners also examine and account for their own biases and interests in conducting assessments. Macro social workers have strong collaboration skills in working with diverse stakeholders and constituencies. The macro social worker synthesizes data-driven approaches with multiple ways of knowing, acknowledging, and respecting that indigenous knowledge is essential for effective assessment and lays the groundwork for capacity building.

At the completion of the generalist year, the student is able to demonstrate the following:

**7.1** Assess and analyze assets, needs, benefits, gaps in services, rights, and the inequitable distribution of resources and power to identify appropriate macro interventions.

**7.2** Collaborate with community members, professional colleagues, and political stakeholders throughout the assessment process.

**7.3** Prepare reports that summarize and analyze collected data and frame options for intervention.

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

Macro practitioners use research-informed evidence to address the root causes of social problems and incorporate indigenous knowledge of affected populations, communities, and organizations with their participation. Effective interventions with organizations, with communities, and in the policy arena build on successful engagement with stakeholders and constituencies, as well as the assessment of social, economic, and political contexts. Using collaborative and interdisciplinary processes, macro practitioners design and implement positive change interventions that are strategic and reflect the profession’s values of social, economic, and environmental justice. Macro practitioners work to ensure that interventions combat systemic oppression and injustice that permeate our organizations and society and that often become institutionalized through social policies. Macro social workers use cutting-edge professional knowledge to apply evidence-informed interventions at local, state, and national levels. They build power and capacity for positive social change by effectively managing human service organizations and delivery systems; educating, mobilizing, and organizing for community planning and development; and shaping social policies.

At the completion of the generalist year, the student is able to demonstrate the following:

**8.1** Identify the strengths, expertise, and potential contributions of relevant stakeholder groups (e.g., coalitions, think tanks, organizations, associations, voters, and affected constituencies) to collectively exert power for social change.

**8.2** Initiate and facilitate interprofessional collaborations within and between organizational, community, and policy partners to achieve positive system change.

**8.3** Apply intervention skills to develop and revitalize social, economic, and environmental assets and build community capacity.

**8.4** Formulate educational materials and deliver persuasive arguments through written and oral communications, such as fact sheets, case vignettes, and testimony.

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

Macro social workers use research methods to evaluate programs, interventions, organizations, communities, and policies by using multiple sources of knowledge including professional experience, practice knowledge, and stakeholder input. They consider research and theories on organizational, community, and political processes in addressing the causes and consequences of social problems, inequality, and systematic oppression. Macro social workers evaluate the processes and outcomes of change efforts to ensure that evaluation findings are used to promote social, political, and economic justice, sustainable and accessible services and programs, and evidence-based practice. Macro social workers ensure that evaluation design, measurement, implementation, and use of findings are customized to the target population and diverse settings and that they are culturally responsive, accurate, and timely. They recognize that evaluation is a complex activity that does not occur in a vacuum and that factors such as measurement issues, multiple goals, and changing systemic contexts contribute to success or failure. They strive to include the perspectives, input, and participation of stakeholders and community members throughout the evaluation process.

At the completion of the generalist year, the student is able to demonstrate the following:

**9.1** Select appropriate evaluative questions to facilitate documenting, improving, or changing organizational programs, policies, and community performance processes and outcomes.

**9.2** Develop collaborative relationships with internal and external stakeholders to engage them in the evaluation process.

# SOCIAL WORK COMPETENCIES AND FIELD ASSIGNMENTS

**Generalist Competencies & Field Assignments**

## Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

**Practice Behaviors:**

1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
4. Use technology ethically and appropriately to facilitate practice outcomes.
5. Use supervision and consultation to guide professional judgment and behavior.

## Field Learning Assignments:

* Review the NASW Code of Ethics, identify possible ethical dilemmas in the field setting, and discuss them with the field instructor.
* Select a standard in the NASW Code of Ethics. Reflect in writing on differences or points of tension between the Code and agency policy/procedure and/or services.
* Prepare supervision agendas, discuss them during the supervision, and reflect on one's growth and learning needs.
* Review agency policies and procedures, including professional communication via in- person conversations, telephone, email, and social media.
* Identify a non-social work role in the agency (e.g., health professional, administrator, peer specialist, teacher, fund-raiser, marketer, etc.) and discuss how that role and the social work role are different and, possibly, complementary.
* Reflect and write about an interaction with a client detailing how students’ background and history may have influenced their interaction with that client. I.e., what were students’ thoughts, beliefs and/or assumptions about the client; and how did they influence students’ judgment and behavior.
* Identify and engage in self-care activities.

## Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

**Practice Behaviors:**

1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
2. Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**Field Learning Assignments:**

* Make journal entries regarding one's identity development: Write about one's awareness of their positionality as well as the intersectionality of various factors when working with individuals, families, groups, and communities.
* Reflect and write about how "cultural humility" differs from "cultural competence." Identify 2-3 specific ways that students practice "cultural humility" in the placement. Discuss with the field instructor.
* Through working with individuals, families, and groups, actively identify power dynamics in the working relationships and identify ways to undo them; discuss these findings with the field instructor.
* Take the (free) Harvard Implicit Association test (https://implicit.harvard.edu/implicit/takeatest.html). Write a reflection about the experience and the results.
* Identify areas of improvement for placement agencies in diversity and differences and share these ideas with the field instructor.
* Observe, co-facilitate, or attend staff and community training that involves diversity and inclusion.

## Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected.

**Practice Behaviors:**

1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
2. Engage in practices that advance social, economic, and environmental justice.

**Field Learning Assignments:**

* Read the United Nation's Universal Declaration of Human Rights, identify two articles, and analyze how these concepts do/do not apply to individuals, families, groups, communities, and organizations. Discuss your findings during supervision.
* Engage in activities that help individuals, families, groups, organizations, or communities gain resources to advance their rights.
* Engage in case management and referrals, create resource books for various constituents, and conduct training for organizations and community members.
* Use data from the latest US census to report on the general demographics of the area that the host agency serves (city, town, neighborhood, county). Report on the average income, poverty level, housing status, educational status, housing status, economic status, and racial breakdown.

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

**Practice Behaviors:**

1. Use practice experience and theory to inform scientific inquiry and research.
2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
3. Use and translate research evidence to inform and improve practice, policy, and service delivery.

**Field Learning Assignments:**

* Identify the agency's theory and practice approach, gather information materials, read them, identify questions, and discuss them during supervision.
* Attend training for practice interventions to work with individuals, families, groups, organizations, and communities.
* Interview agency representatives on how the agency evaluates service outcomes and utilizes this information.
* Devise a research question about the host agency and compile a short literature review (3- 4 articles) around the question. Discuss findings with the field instructor.
* Design a “mock survey” for clients regarding “client satisfaction” with the agency and its services. Or devise a “mock survey” for staff regarding “staff satisfaction” with the agency and its services. Discuss with the field instructor.

## Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

**Practice Behaviors:**

1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
2. Assess how social welfare and economic policies impact the delivery of and access to social services.
3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

**Field Learning Assignments:**

* Interview agency representative to identify funding sources for the agency.
* Observe and assist in the agency's accreditation processes/activities (audits).
* Attend community meetings.
* Attend/observe the agency's Board meetings.
* Engage in non-partisan voting and voter registration activities.
* Attend court hearings and legal proceedings.
* Attend press conferences on legislative actions that involve the agency constituents and stakeholders.
* Analyze how micro (direct client work) links with macro (policy) practices, discuss its implications with the field instructors, and conduct case presentations.
* Research the history of the service provision of the host agency. How has service provision changed over time? Why has it changed? What policies (federal, state, local and/or at the agency- level) have led to those changes? If little to no changes have taken place over time, what possible policy changes might be necessary to cultivate better service provision? Discuss with the field instructor.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

**Practice Behaviors:**

1. Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Field Learning Assignments:**

* Make outreach calls, conduct intakes, offer individual counseling, and facilitate referrals.
* Help individuals, families, groups, organizations, or communities access resources; students may make phone calls, write letters, and visit community partners on behalf of their clients.
* Use empathetic skills to work with individuals, families, groups, organizations, and communities and actively engage in new experiences that expose diverse people and their cultures.
* Reflect on one's interpersonal activities through journal writing and discuss them during supervision.
* Consider an interaction with a client (phone call, intake meeting, referral, counseling time, and/or accompaniment to an appointment with him/her/them.) Choose one (or more) theory/ies and explain how that theory/those theories were employed in that interaction with the client. Discuss the thought process with a field instructor.
* Consider an interaction with a family or group (intake meeting, referral, counseling time, and/or accompaniment somewhere). Choose one (or more) theory/ies and explain how that theory/those theories were employed in that interaction with that family or group. Discuss the thought process with the field instructor.

## Competency 7: Assess Individuals, Groups, Organizations, and Communities.

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision- making.

**Practice Behaviors:**

1. Collect and organize data and apply critical thinking to interpret information from clients and constituencies.
2. Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Field Learning Assignments:**

* Talk to agency representatives and obtain what assessment tools the agency uses and for what purposes.
* Use the assessment tool(s) to work with individuals, families, groups, organizations, and communities, and discuss the findings with the field instructor.
* Discuss your assessment with your clients (individuals, families, groups, organizations, and communities).
* Collaboratively plan for the ongoing evaluation with your clients (individuals, families, groups, organizations, and communities).
* Create an ecological map (or “ecomap”) to demonstrate the various relationships and systems that are at work in a client’s life. Use arrows to demonstrate the “flow of energy” as to who influences whom (they may go in both directions). Use short descriptions to demonstrate the inter-relationships between and among the various pieces of the ecomap.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence- informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

**Practice Behaviors:**

1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
2. Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
4. Facilitate effective transitions and endings that advance mutually agreed-on goals.

**Field Learning Assignments:**

* Observe interventions provided by agency staff (including in-person and virtual contacts).
* Accompany agency staff for home/organization/community visits.
* Identify and analyze available interventions and explore the rationale behind one's choice of intervention. Discuss the process with the field instructor.
* Plan and discuss interventions with clients (individuals, families, groups, organizations, and communities). In doing so, prepare information and/or education materials to share with clients.
* Identify service gaps, discuss this with the field instructors, and suggest the next steps.
* Consider an intervention used with a client/family/group. Reflect on and journal about both how prior interventions set the stage for this particular intervention and how this particular intervention may set the stage for potential future interventions.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. select and use appropriate methods for evaluation of outcomes.

**Practice Behaviors:**

1. Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
2. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
3. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**Field Learning Activities:**

* Observe/participate in case conferences and team meetings.
* Observe/participate in agency program evaluation activities.
* Develop surveys/evaluation tools of clients (individuals, families, groups, organizations, and communities) for the agency's use.
* Complete all documentation required by the agency.
* Research other methods of evaluations conducted by community partners or other organizations to add information to the existing ones; help create new methods of evaluations.
* Create 7-10 questions that could be posed in a mock “focus group” of clients who have received services at the agency to get their impressions of how services could be better delivered. Discuss the ideas with the field instructor.
* Create 7-10 questions that could be posed in a mock “focus group” of service providers at the host agency to get their impressions of how services could be better delivered. Discuss the ideas with the field instructor.

# REFLECTION JOURNAL (GENERALIST YEAR ONLY) FORM

This form will remain private between the student and the field liaison. Information will only be shared with the field instructor or other individuals involved with the student's learning after a discussion between the student and field liaison, and both agree if it would be beneficial to share it.

This assignment aims to provide the field liaison with a bi-weekly account of how a student's field learning experience is progressing and to see areas of development, strengths, challenges, and overall learning experience.

|  |  |
| --- | --- |
| Student Name: | Date Submitted: |
| Agency (and Program) Name: | |
| What were the highlights (memorable moments) of your field placement in the past two weeks? | |
| Please share the supervision topics/themes you discussed with your field instructor (and/or task supervisor) in the past two weeks: | |
| Please share what's on your mind about your field learning: | |
| Field Liaison's Comments: | |

# ADVANCED SPECIALIZATION CLINICAL COMPETENCIES & FIELD ASSIGNMENTS

## Competency 1: Demonstrate Ethical and Professional Behavior

Clinical social workers recognize the central importance of relationships with clients, colleagues, and related systems. They work to engage in professional relationships with trustworthiness, sensitivity in communication, openness to feedback, attention to strengths, and antiracist and anti-oppressive critical attention to interpersonal and systemic power. Clinical social workers understand the value base of the profession and its ethical standards, outlined in the National Association of Social Workers’ (2021) Code of Ethics, as well as relevant laws and regulations that may impact practice at the clinical, organizational, and broader policy levels. Clinical social workers understand frameworks of ethical decision-making and seek supervision and consultation when necessary for applying principles of critical thinking to those frameworks in practice. Clinical social workers are knowledgeable about the impacts of direct, secondary, and vicarious trauma on individuals, families, groups, communities, and organizations, and work to engage in ethical decision-making cognizant of power dynamics and potential re-traumatization in helping relationships. Clinical social workers are reflective of their own trauma histories, power, and positionalities. They work to recognize personal values and the distinction between personal and professional values. They also understand how their experiences and affective reactions influence their professional judgment and behavior. Clinical social workers recognize the importance of life- long learning and are committed to continually updating their skills and awareness in supervision, consultation, and training to ensure they are relevant and effective.

Clinical social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

**Practice Behaviors:**

1. Identify and address ethical considerations including maintaining physical, interpersonal, spiritual, emotional, and psychological boundaries for clients and client systems, face-to-face and virtual, and demonstrate the ability to assess and address barriers to safety for clients across the lifespan, in consultation with the principles and standards of the Code of Ethics of the National Association of Social Workers (NASW).
2. Engage in self-reflection and self-care practice including reflective supervision to prevent and address secondary traumatic stress, compassion fatigue, vicarious trauma, and burnout.

**Field Learning Assignments:**

* Write trauma-responsive record: Documenting weekly trauma-responsive interactions at micro, mezzo, and macro systems in field placements. Using this document, students address ethical dilemmas, professional development, and discuss this in supervision.
* Review agency documents such as intake form to evaluate implications for trauma that individuals, families, and groups experience.
* Review agency policies and procedures and analyze them through trauma-informed lenses.

## Competency 2: Engage Diversity and Difference in Practice

Clinical social workers understand how diversity and difference characterize and shape human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sexual orientation, and tribal sovereign status. Clinical social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, alienation, and heightened exposure to trauma as well as privilege, power, and acclaim. Clinical social workers also understand the forms and mechanisms of oppression, discrimination, and traumatization in relationships and systems and recognize the extent to which a society’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, traumatize, or create privilege and power.

Clinical social workers reflect on their own intersectional positionalities in interactions with clients in helping relationships as a vital component of antiracist, anti-oppressive, and trauma- informed clinical social work practice.

**Practice Behaviors:**

1. Reflect on their own intersectional positionalities in interaction with those of the client to inform and support culturally responsive and anti-oppressive clinical social work practice.
2. Develop cognitive self-awareness and affective self-regulation in response to the influence of personal biases and values in working inclusively with clients and constituencies.

**Field Learning Assignments:**

* Actively identify and explore the role of culture in acute, complex, and chronic trauma, including identification of resources about cultural humility: Discuss these them with the field instructor.
* Review agency’s policies and procedures including forms: Assess the impact of trauma on a client’s development and well-being, with a focus on the organization’s ability to provide culturally relevant resources.

## Competency 3: Advance Human Rights and Social, Economic and Environmental Justice

Clinical social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Clinical social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights.

Clinical social workers understand strategies designed to acknowledge and work to repair colonialist, racist, and oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected. Clinical social workers also recognize that clinical social work has been historically complicit and part of oppressive practices. Clinical social workers understand the importance for care and healing in recognizing, redressing, and transforming injustice and violations of human rights at interpersonal and systemic levels to facilitate recovery, resilience, and growth.

**Practice Behaviors:**

1. Reflect on issues of oppression and human rights to advocate for a strengths-based approach in clinical work with individuals, families, and/or groups.
2. Implement and encourage practices and policies that facilitate empowerment, resilience, and posttraumatic growth.

**Field Learning Assignments:**

* Critically evaluate an assessment tool used by the agency to determine whether the tool reflects a human rights framework and each of the principles of trauma-informed care.
* Facilitate a support group for clients and identify and implement specific strategies to build safety, trustworthiness, collaboration, empowerment, and choice.
* Attend an ethics course pertaining to strengthening service provision for children and families who have experienced traumatic experiences.
* Connect individuals and families to resources to assist them with their basic needs, such as reimbursing them for medical bills.
* Research and implement strategies to offer clients as many choices as possible during interactions.

## Competency 4: Critically Examine and Apply Practice-Informed Research and Research-Informed Practice for Advanced Clinical Social Work

Clinical social workers understand quantitative and qualitative research methods and their respective roles in advancing the science of social work and in evaluating their practice. Clinical social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Clinical social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice, and that insights and dialogue in the field with clients and other stakeholders must also inform research for practice, centering the voices and perspectives of people and communities most impacted.

**Practice Behaviors:**

1. Inform intervention with use of research evidence, theory, and the perspectives of impacted people and communities.
2. Apply theory and research to adopt, modify, and translate practices and policies that are most appropriate to practice settings and diverse populations.

**Field Learning Assignments:**

* In collaboration with agency staff, identify a program area that would benefit from the development of aggregate client assessment or outcome data. If possible, use existing client data, conduct an analysis, and prepare a written report. If relevant, present the findings of the report to the program area.
* Assist agency leaders in preparing a grant or other funding proposal by completing a literature review. In collaboration with agency staff, delineate the scope of the literature review, conduct the literature search, and write up a review.
* In collaboration with agency staff, identify a client trait, characteristic, problem area, or diagnostic category for which the agency would like to collect data in a more systematic fashion. Review the literature to identify measures. Obtain copies where possible, or at a minimum, gather information about the target population for the measure, format, and existing psychometrics. Present the findings to agency staff for review and selection.

## Competency 5: Engage in Policy Practice for Advanced Clinical Social Work

Clinical social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels that bear heavily on clients’ presenting concerns as well as practice constraints and opportunities faced in clinical social work practice. Clinical social workers understand their role in policy development and implementation within their practice settings at the micro and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

**Practice Behaviors:**

1. Assess the impacts of agency policies, as well as relevant local, state, or federal regulations that influence clients’ presenting concerns as well as practice constraints of the agency.
2. Identify ways to advocate with the agency and/or within the broader community to support more equitable and just outcomes and systems of care.

**Field Learning Assignments:**

* Identify social policies that influence the agency’s services. Reflect on its implications to how students provide services and its impacts on their clients. Discuss the findings with the field instructor.
* Compare an organization’s debriefing policy with a model trauma-informed debriefing policy. Discuss the findings with the field instructor.

## Competency 6: Engage with Individuals and Groups for Clinical Social Work

Clinical social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels that bear heavily on clients’ presenting concerns as well as practice constraints and opportunities faced in clinical social work practice. Clinical social workers understand their role in policy development and implementation within their practice settings at the micro and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

**Practice Behaviors:**

1. Demonstrate attentiveness to factors that enable and constrain engagement in clinical social work practice with individuals, families, and/or groups.
2. Show capacity to assess and respond to multilevel factors that may influence clients’ motivations and help-seeking and help rejecting behaviors.
3. Use supervision to reflect on effective use of self and effective self-regulation while navigating the engagement process.

**Field Learning Assignments:**

* Interview the field instructor or a social worker in the field setting on the process they use to engage clients.
* Interview a social worker at the placement agency and ask to share two examples of challenging engagement processes (i.e., a time when it went well and a time when it did not).
* Discuss what the student learned from the interviews with the field instructor.

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

Clinical social workers understand that assessment is an ongoing component of the dynamic and interactive process of clinical social work practice with individuals, families, groups, organizations, and communities with shared and different social identities and experiences. Clinical social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of clients and constituencies, including individuals, families, groups, and organizations. Clinical social workers understand the importance of assessing the potential biological, psychological, social, and spiritual impacts of trauma for individuals, families, groups, and organizations. Clinical social workers understand methods of assessment with clients and constituencies with sensitivity to clients’ needs and choices to promote autonomy and advance antiracist, anti-oppressive, and trauma-informed practice effectiveness. Clinical social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process.

Clinical social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

**Practice Behaviors:**

1. Have the ability to conduct a multidimensional assessment to inform intervention planning.
2. Select and use empirically sound assessment techniques that are culturally and developmentally appropriate for the client and demonstrate sensitivity to clients’ lived experiences, including strengths and possible traumatic experiences.
3. Demonstrate awareness of ways in which one’s own biases, experiences, potential countertransference processes, and values can affect the assessment process.

**Field Learning Assignments:**

* Observe a staff clinician conduct an initial assessment of a client who has survived trauma. Next, identify the skills the clinician demonstrated. Then, process the use of these skills using process recordings.
* Reflect on the information clients share and articulate through cognitive and affective processes through process recordings and discussions with the field instructor.
* Identify how a placement agency or organization unintentionally causes clients to reexperience harm. Evaluate therapeutic relationships, environment, policies and procedures, attitudes, and beliefs. Discuss those findings with the field instructor. Provide suggestions to the field instructor on what may help reduce the potential of client’s re-experiencing traumas in this setting.

## Competency 8: Intervene with Individuals and Groups for Clinical Social Work Practice

Clinical social workers understand that intervention is an ongoing component of the dynamic and interactive process of antiracist, anti-oppressive, and trauma-informed clinical social work practice with individuals, families, groups, and organizations. Clinical social workers understand that relationships are central to trauma-informed intervention, and that these helping relationships must be developmentally sensitive and strive to develop safety, respect, and trust. Clinical social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, and organizations. Clinical social workers understand relational, developmental, psychodynamic, cognitive-behavioral, person-in-environment, and trauma theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Clinical social workers work to use interventions that affirm and support the self-determination and choices of their clients. Clinical social workers understand that trauma-informed interventions depend on trauma-informed systems and organizations. Clinical social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals. Clinical social workers value the importance of inter-professional teamwork and communication in interventions, and supervision and consultation, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

**Practice Behaviors:**

1. Critically appraise possible intervention approaches in response to assessment of clients and use of theory-driven and evidence informed approaches for intervention planning.
2. Implement developmentally and culturally appropriate evidence-based interventions in conjunction with practitioner expertise and client preferences.
3. Modify and adapt interventions if needed to address cultural differences or contextual and environmental challenges with awareness of the need for continual evaluation.
4. Mobilize the strengths of clients and systems to increase individual, group, family, and community resilience.
5. Develop and use self-care strategies that support resiliency and wellbeing, to address the impact of compassion fatigue and vicarious traumatization.

**Field Learning Assignments:**

* Implement an evidence-based, trauma-focused intervention with one to three clients under the supervision of the field instructor trained in that intervention.
* Develop an action plan in collaboration with your field site to facilitate movement toward being a trauma-informed organization.
* Advocate for adopting an evidence-based treatment that would be appropriate, acceptable, and feasible in the unique context of your field site.
* Using evidence-based practice skills, search the literature to find the answer to a practice- relevant question to guide intervention implementation or modification.

## Competency 9: Evaluate Practice with Individuals, Families, and Groups For Clinical Social Work Practice

Clinical social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with individuals, families, groups, and organizations. Clinical social workers recognize the importance of evaluating processes and outcomes to advance trauma-informed practice with individuals, families, groups, and organizations. Clinical social workers understand the impacts of trauma and trauma-informed practice, as well as theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Clinical social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

**Practice Behaviors:**

1. Engage in ongoing reflection on clinical processes and outcomes incorporating clients’ reflections about progress and change.
2. Use supervision, process recordings, and additional opportunities to promote attention to clinical intervention process and outcomes.
3. Demonstrate ability to critically appraise strengths and learning goals for clinical practice.

**Field Learning Activities:**

* Conduct trauma assessment, including historical and generational trauma with diverse populations.
* Learn, articulate, and analyze evidence-informed trauma responses and trauma-informed practice in working with individuals, families, and groups.
* Create/select and use evaluation tools to evaluate the effectiveness of trauma-informed practice and prevention.
* Evaluate self-care activities to ameliorate secondary traumatic stress and discuss them with the field instructor.
* Conduct a case presentation to share the evaluation of one’s work and receive feedback from colleagues.

# ADVANCED SPECIALIZATION COPA COMPETENCIES & FIELD ASSIGNMENTS

## Competency 1: Demonstrate Ethical and Professional Behavior

Macro social workers demonstrate the capacity, integrity, and commitment to act in an ethical manner that promotes inclusive participation in decision making, public policy, and community building. They ensure that practice in complex systems respects every individual’s and community’s right to human dignity and worth by opposing sources and structures of racism and other forms of oppression. Macro practitioners are facilitative leaders and organizers across all realms of practice and maintain a commitment to a vision and mission that supports the collective process of social change. To ensure ethical practice with communities, with organizations, and in the policy arena, these social workers use self-reflection, self-regulation, supervision, consultation, and lifelong learning to address how their attitudes and biases influence their personal and professional identity, values, and behaviors. Social workers in macro practice represent the profession’s values in interactions with clients, interprofessional colleagues, policymakers, and community stakeholders. They understand and promote organizational, community, and individual rights regarding policy, political activity, and other forms of social action. Macro practitioners recognize ethical issues in practice and distinguish between decision-making frameworks to navigate ethical dilemmas between their personal values, their identity, values of the profession, and the values, interests, and rights of individuals, families, groups, organizations, and communities.

**Practice Behaviors:**

1. Apply an anti-oppression framework integrating the principles included in the NASW and International Federation of Social Workers (IFSW) ethical codes, evidence-based and informed knowledge, and relevant legal and policy-related information.
2. Critically apply ethical decision-making frameworks that reflect social work values and the basic needs and rights of vulnerable, marginalized, and disadvantaged communities.
3. Use self-evaluation and reflection to critically navigate competing personal and professional values, as well as trade-offs involved in making strategic decisions.
4. Demonstrate an understanding of the significance of social work supervision as an accountability mechanism in supporting ethical and professional social work practice.
5. Recognize the complexities and dilemmas that may arise in working with multiple client groups and constituencies.

**Field Learning Assignments:**

* Review agency policies and evaluate them through an anti-oppressive framework.
* Analyze the agency’s policies and procedures through the NASW and IFSW ethical codes.
* Identify ethical dilemmas and competing values within the organization that may influence its policies and procedures.
* Reflect on supervisory relationships as a supervisee and as a field instructor.

## Competency 2: Engage Diversity and Difference in Practice

Macro practitioners engage with a variety of individuals, families, organizations, communities, and other stakeholder groups to dismantle systems of oppression and advance social, economic, and environmental justice. Macro practitioners build on the strength of diversity and the history of people, organizations, and communities to inform collaborative engagement processes. They use an intersectional lens and anti-oppressive approach to develop strategies for engaging and collaborating with people and communities who are marginalized on the basis of characteristics such as race, gender, gender identity, sexual orientation, age, religion, ability, ethnicity, and documentation status. Social workers in macro practice are highly skilled at communicating with those holding different perspectives and worldviews, recognizing the complexities and contradictions at times in addressing multiple oppressions and disparities.

They educate diverse stakeholders about how organizational, community, and policy decisions affect vulnerable communities to craft interventions that advance social, economic, and environmental justice. Macro social workers apply research-informed knowledge and the lived experience of affected groups when working with diverse populations to address organizational, community, and societal issues. Macro practitioners are committed to examining how power, implicit and explicit bias, privilege, and oppression are manifested in the social work profession and their own practice.

**Practice Behaviors:**

1. Demonstrate fluency in a variety of communication styles to effectively engage and work with people of different political ideologies, interests, religious and cultural backgrounds, and points of view.
2. Engage with diverse stakeholders in promoting a deep self-awareness and cultural humility with an understanding of how one’s own personal biases, power, and privilege affect the engagement process and all aspects of macro practice.
3. Provide opportunities for open discussion about issues to promote sensitivity and use conflicts that arise in practice to forge new understanding and appreciation of one another.
4. Mediate tensions and conflicts that arise from managing cultural, political, and social differences between and within diverse groups.

**Field Learning Assignments:**

* Engage with a diverse group of individuals, stakeholders, and constituents.
* Plan and organize staff training programs to address diversity and differences.
* Attend training to address diversity and differences.
* Analyze the organizational culture and write a report.

## Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Macro practice social workers advance human rights and social, economic, and environmental justice with, and on behalf of, individuals, families, organizations, communities, and larger social structures. Human rights and social justice are fundamental to social work and necessary for every human being to live in freedom and with dignity, security, and equality. Informed by theories of justice, human rights, power dynamics, and other frameworks, macro practice social workers advance human rights and social, economic, and environmental justice locally and globally. Macro social workers recognize historical legacies of oppression and discrimination and challenge social policies and practices that tolerate or promote racism, sexism, heterosexism, and other discriminatory treatments of people based on identities including age, disability, religion, and national origin. They understand that the realization of human rights is mediated and influenced by local, state, federal, and international policies. Macro social workers design and advance public policies using the Universal Declaration of Human Rights, which guarantees all people the right to work, housing, healthcare, education, leisure, privacy, economic security, and a clean, safe, and sustainable environment. They promote the right to vote, the right to protest, and other forms of civic participation to engage in democratic processes fully and freely.

**Practice Behaviors:**

1. Identify issues, develop strategies, evaluate outcomes, and promote human rights and social justice with affected clients and constituencies.
2. Analyze and participate in the political process and political climate when engaging in organizational, community, and policy change on behalf of human rights and social justice.
3. Identify and engage key stakeholders to advocate for access to resources, services, benefits, and opportunities for vulnerable and marginalized clients, constituencies, and communities.

**Field Learning Assignments:**

* Identify a social work intervention, practice, program, or policy from your setting, and define and describe the intervention.
* Review the five principles of rights-based approaches (human dignity, nondiscrimination, participation, transparency, and accountability) and describe them and their connection to the program/initiative/campaign.

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

Macro practitioners recognize environmental, sociocultural, and historical factors that affect the inclusion of underrepresented populations in research and understand how this research enhances service delivery and contributes to broader knowledge building within social work practice. In collaboration with key program stakeholders and those directly affected by social problems, macro practitioners build culturally informed knowledge to promote human rights and social justice for vulnerable and oppressed populations. Macro social workers understand that many types of evidence, from personal narrative to analysis of large data sets, inform the development, analysis, and critique of social policies and interventions. They use a wide range of research methods, including logic, scientific inquiry, and culturally informed and ethical approaches, to develop effective responses to social, economic, political, and environmental challenges and to shape policies and programs. They recognize that research is not value free and that biases can skew programs and policies. They communicate research-based arguments to inform policies and programs and translate research findings into actionable planned change efforts and policies. Macro social workers understand that defining, conducting, and presenting research findings and their implications includes political and resource considerations.

**Practice Behaviors:**

1. Develop and select research questions that strategically inform the research process and its impact on communities, programs, organizations, and policies.
2. Collaborate, mobilize, and organize constituents, stakeholders, and colleagues to engage in research for advocacy, policy making, program design, and evaluation, and the dissemination of research findings to improve policies, programs, services, and interventions.
3. Identify anticipated obstacles and opposition to the conduct and dissemination of research, including ethical, political, and economic dilemmas.

**Field Learning Assignments:**

* Analyze how organizational effectiveness is defined in the agency.
* Analyze how performance effectiveness is measured in the organization.
* Identify and analyze the available resources for measuring performance and collecting evidence.
* Analyze how supervisors or managers promote and engage in evidence-informed practice.
* Analyze how managers use performance information and identify its limitations.

## Competency 5: Engage in Policy Practice

Social workers in macro practice examine how historical, political, social, economic, and cultural factors shape the policy environment and use this knowledge to recognize and capitalize on opportunities for reform that advance human rights; racial and gender equity; access to high- quality, comprehensive social welfare services; and social, economic, and environmental justice. Macro practitioners appreciate the complexity of policy issues; understand legislative, executive, and judicial policy-making processes; and critically analyze the varied dimensions of power as they affect individuals, families, groups, organizations, and communities. Macro practitioners engage in policy research, development, advocacy, analysis, implementation, evaluation, and electoral politics. They devise and implement strategies at the local, state, and national levels to achieve policy goals reflecting social work values. They engage and build the capacity of affected constituencies to participate in advocacy and direct and indirect lobbying, including working through coalitions, to advance evidence-informed policies that support well-being.

**Practice Behaviors:**

1. Educate stakeholders about how policies affect individual well-being and the communities and organizations that support them.
2. Engage, motivate, and mobilize constituents to participate and even lead in the policy process.
3. Analyze issues, develop cogent arguments, and communicate persuasively with multiple audiences using effective written and oral formats and media platforms.
4. Encourage broad-based participation in the political process through voter mobilization and educating the public about positions of candidates for office, political party platforms, the benefits of political engagement, and electoral processes and procedures.
5. Participate in professional organizations, coalitions, industry, and other groups that advocate for client social justice, equity, and fairness.

**Field Learning Assignments:**

* Participate in an advocacy initiative at your field agency that includes engaging and mobilizing community and organizational constituents (e.g., letter writing, phone call, or e-mail campaign, recruiting public testimony, mobilizing community members for a legislative visit or demonstration).
* Analyze the effectiveness of your field agency’s human resources policy (e.g., grievance policy) and rewrite it, along with a rationale for change.
* Research the field agency policy relating to advocacy activity and present your conclusions at a staff meeting.
* Attend a meeting of your city, county, state, or national legislature that is pertinent to the work of your field agency. Provide an update to agency staff, describing and analyzing what was addressed.
* Make a presentation on behalf of the field agency at a city council or county commissioner meeting and report back to the agency.
* Attend an NASW Legislative Awareness and Advocacy Day at your state capitol or the Student Advocacy Day in Washington, DC; make a lobbying visit on behalf of a cause with which your field agency is concerned.
* Provide testimony at a public hearing on an issue that is relevant to your field agency.
* Participate in an advocacy initiative at your field agency that includes engaging and mobilizing community and organizational constituents (e.g., letter writing, phone call, or e-mail campaign, recruiting public testimony, mobilizing community members for a legislative visit or demonstration).

## Competency 6: Engagement with Individuals, Groups, Organizations, and Communities

Effective macro practice with individuals, families, groups, organizations, and communities begins with engaging key stakeholders to better understand social problems, identify resources and assets, and develop strategies to address stakeholder concerns. It is an ongoing, iterative, and dynamic process that starts with initial engagement and continues through assessment, intervention, and evaluation. Macro social workers must recognize interconnections and interdependencies between micro and macro systems. Macro social workers must be adept at moving across these systems to engage community members, organizations, policymakers, and other community leaders. They create, nurture, and deepen authentic and strategic relationships and consider power dynamics in selecting, implementing, and modifying engagement strategies. They manage conflict and disagreement with respect, seek common ground, and interact effectively with both allies and opponents while maintaining a commitment to social justice and the needs of vulnerable populations. Macro social workers build collaborative relationships that bring together stakeholders at the grassroots and interorganizational levels for a common purpose to improve social, economic, and environmental well-being. Using an ecological system perspective, macro social workers understand and apply a range of theories (e.g., critical race theory, feminist theory) that examine the structural and institutional forces and power dynamics that shape the context of the social problem. Macro practitioners understand that their personal experiences and affective reactions may affect how they engage with diverse stakeholders and audiences and how clients, constituencies, and stakeholders may engage with them based on their identities and background.

**Practice Behaviors:**

1. Acknowledge and address how aspects of their own identities (e.g., background, status, privilege) affect the engagement process.
2. Actively engage with individuals, families, groups, communities, and organizations affected by the issue or problem in ways that value, respect, and include their expertise, knowledge, and culture. Use interpersonal skills and relationship building to gain credibility with allies, clients, and constituents at the grassroots level in defining and communicating community and organizational needs and advancing potential solutions with decision makers.
3. Develop their own leadership skills and those of constituent groups to initiate and facilitate dialogue that mobilizes and sustains action.
4. Identify relevant constituencies, partners, and targets with whom relationships are necessary for policy change.
5. Use multiple digital, written, and verbal communication skills to engage different constituencies, partners, and target audiences.

**Field Learning Assignments:**

* Engage in interorganizational relationship building by observing, analyzing, intervening in, and evaluating a community collaboration.
* Identify and formulate a strategic alliance with community constituents, stakeholders, and community members.
* Conduct a survey of advocacy organizations and coalitions in their area of interest and requires them to become involved with their efforts.
* Engage in policy discussions and activism on social media.

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

Macro social work practitioners use appropriate theories, frameworks, models, and strategies to examine and assess communities, organizations, and policies using a strength-based, anti-oppressive, and antiracist lens. In doing so, they critically analyze the historical, social, economic, and cultural context in which macro practice takes place; the current political landscape, including political viability, potential levers for change, and relevant power dynamics; the strengths and needs of affected individuals, groups, families, organizations, and communities; and the social policies and other structural, social, and community forces that create and perpetuate discrimination and oppression. Macro social work practitioners also examine and account for their own biases and interests in conducting assessments. Macro social workers have strong collaboration skills in working with diverse stakeholders and constituencies. The macro social worker synthesizes data-driven approaches with multiple ways of knowing, acknowledging, and respecting that indigenous knowledge is essential for effective assessment and lays the groundwork for capacity building.

**Practice Behaviors:**

1. Assess and analyze assets, needs, benefits, gaps in services, rights, and the inequitable distribution of resources and power to identify appropriate macro interventions.
2. Collaborate with community members, professional colleagues, and political stakeholders throughout the assessment process.
3. Prepare reports that summarize and analyze collected data and frame options for intervention.

**Field Learning Assignments:**

* Identify organizational performance matters (e.g., caseload/worker ratio, employee turnover, fundraising/administrative expense ratio, volunteer retention rate).
* Design and explain a performance assessment strategy, including an operational definition of performance, the metrics to be used, the data collection strategy, and appropriate benchmarks.
* Write a summary to explain why this performance matter is important and the rationale for their assessment strategy.

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

Macro practitioners use research-informed evidence to address the root causes of social problems and incorporate indigenous knowledge of affected populations, communities, and organizations with their participation. Effective interventions with organizations, with communities, and in the policy arena build on successful engagement with stakeholders and constituencies, as well as the assessment of social, economic, and political contexts. Using collaborative and interdisciplinary processes, macro practitioners design and implement positive change interventions that are strategic and reflect the profession’s values of social, economic, and environmental justice. Macro practitioners work to ensure that interventions combat systemic oppression and injustice that permeate our organizations and society and that often become institutionalized through social policies. Macro social workers use cutting-edge professional knowledge to apply evidence-informed interventions at local, state, and national levels. They build power and capacity for positive social change by effectively managing human service organizations and delivery systems; educating, mobilizing, and organizing for community planning and development; and shaping social policies.

**Practice Behaviors:**

1. Identify the strengths, expertise, and potential contributions of relevant stakeholder groups (e.g., coalitions, think tanks, organizations, associations, voters, and affected constituencies) to collectively exert power for social change.
2. Initiate and facilitate interprofessional collaborations within and between organizational, community, and policy partners to achieve positive system change.
3. Apply intervention skills to develop and revitalize social, economic, and environmental assets and build community capacity.
4. Formulate educational materials and deliver persuasive arguments through written and oral communications, such as fact sheets, case vignettes, and testimony.

**Field Learning Assignments:**

* Develop a memorandum of understanding for a community project while working with community partners.
* Write a request for proposals (RFPs) for community members to initiate and implement a community project.
* Develop a policy proposal by identifying a social problem, critique the current policy, and develop a policy proposal.
* Write a policy critique.
* Conduct system analysis, identify problems, and suggest possible interventions.
* Intervene with identified problems.
* Design a policy advocacy campaign using social media and emerging technologies.
* Craft and deliver a personal advocacy statement in the form of legislative testimony.
* Analyze a policy proposal, delineate a strategy, and develop and disseminate written advocacy tools.
* Research a bill of their choice, provide an analysis, develop written advocacy tools, devise a strategy, engage in a lobbying visit, and reflect on their experience.

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

Macro social workers use research methods to evaluate programs, interventions, organizations, communities, and policies by using multiple sources of knowledge including professional experience, practice knowledge, and stake-holder input. They consider research and theories on organizational, community, and political processes in addressing the causes and consequences of social problems, inequality, and systematic oppression. Macro social workers evaluate the processes and outcomes of change efforts to ensure that evaluation findings are used to promote social, political, and economic justice, sustainable and accessible services and programs, and evidence-based practice. Macro social workers ensure that evaluation design, measurement, implementation, and use of findings are customized to the target population and diverse settings and that they are culturally responsive, accurate, and timely. They recognize that evaluation is a complex activity that does not occur in a vacuum and that factors such as measurement issues, multiple goals, and changing systemic contexts contribute to success or failure. They strive to include the perspectives, input, and participation of stakeholders and community members throughout the evaluation process.

**Practice Behaviors:**

1. Select appropriate evaluative questions to facilitate documenting, improving, or changing organizational programs, policies, and community performance processes and outcomes.
2. Develop collaborative relationships with internal and external stakeholders to engage them in the evaluation process.

**Field Learning Assignments:**

* Use an online survey instrument such as Google Forms or Survey Monkey to create a consumer satisfaction survey for their field agency with their knowledge and participation.
* Assess the cultural competence of the field placement agency by selecting the assessment tool, conduct assessment, write a report, and present the results with agency and agency stakeholders.
* Conduct and complete a program evaluation in the field agency or place of employment or with another student at the field agency or place of employment. Products include an evaluation timeline, proposal, paper, and presentation.
* Identify a policy that has been implemented in the community, find the enabling legislation for the policy, implementing regulations for the policy, and a fiscal impact statement, if one was developed. Identify the organizations in the community that are implementing the policy.
* Identify steps to disseminate findings from the policy evaluation.
* Conduct social mapping to monitor households based on indicators that the community agrees on in a very participatory process.
* Engage in evaluation projects from a results-based accountability and empowerment evaluation perspective. Each team (1) selects appropriate evaluative questions with stakeholders that can lead to documenting, improving, or changing program or project performance, (2) collects and analyzes basic quantitative and qualitative data and interprets results, (3) succinctly and clearly presents findings to the organization or professional community, and (4) collaboratively discusses a course of action with stakeholders.

# LEARNING AGREEMENTS FORMS

## Generalist Practice Learning Agreement

|  |  |  |  |
| --- | --- | --- | --- |
| **Instructions for completion and a sample Learning Agreement are available in the Instructional Booklet, located on your "School Documents" tab in Sonia under "Student Assignment."** | | | |
| **Student Name:** | | **Field Instructor:** | |
| **Agency/Organization:** | | **Field Liaison:** | |
| **As part of this agreement, please specify the following:** | | | |
| **1) Placement Schedule** | | | |
| Please include days and hours. Per the Field Education Manual, any time missed in field - beyond what is allowed (agency closures due to emergency; up to 2 sick days/semester; school holidays falling on regularly scheduled field day if agency is open) is to be discussed with the Field Instructor in advance and made up by the student. | | | |
|  | | | |
| **2) Supervision** | | | |
| Include days, times, with whom, and details of supervisory expectations (i.e. agenda, process recordings, tape recording, etc.). | | | |
|  | | | |
| **3) Other staff who might assign tasks or provide oversight to student** | | | |
|  | | | |
| **CSWE Competencies** | | **Behaviors** | |
| **Competency 1: Demonstrate Ethical and Professional Behavior**  Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. | | 1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. 2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. 3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. 4. Use technology ethically and appropriately to facilitate practice outcomes. 5. Use supervision and consultation to guide professional judgement and behavior | |
| **Competency 2: Engage Diversity and Difference in Practice**  Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, because of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. | | 1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. 2. Present themselves as learners and engage clients and constituencies as experts of their own experiences. 3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies | |
| **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**  Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected. | | 1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. 2. Engage in practices that advance social, economic, and environmental justice | |
| **Competency 4: Engage in Practice- Informed Research and Research- Informed Practice**  Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. | | 1. Use practice experience and theory to inform scientific inquiry and research.  2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.  3. Use and translate research evidence to inform and improve practice, policy, and service delivery. | |
| **Competency 5: Engage in Policy Practice**  Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. | | 1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. 2. Assess how social welfare and economic policies impact the delivery of and access to social services. 3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice | |
| **Competency 6: Engagement with Individuals, Families, Groups, Organizations, and Communities**  Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. | | 1. Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. 2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. | |
| **Competency 7: Assess Individuals, Families, Groups, Organizations and Communities**  Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. | | 1. Collect and organize data and apply critical thinking to interpret information from clients and constituencies. 2. Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies 3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. 4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. | |
| **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**  Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence- informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter- organizational collaboration. | | 1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. 2. Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies 3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. 4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. 5. Facilitate effective transitions and endings that advance mutually agreed-on goals | |
| **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**  Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. | | 1. Select and use appropriate methods for evaluation of outcomes. 2. Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes 3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes. 4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels | |
| **Goals** | **Learning Assignments/ Tasks** | | **Competencies** |
| List at least 5 learning  goals you hope to  accomplish in your field placement site over the  course of the year.  Referring to the list above,  indicate the CSWE Educational Policy and Accreditation Standards (EPAS) core competency to which the goal relates in the checklist on the  right. | Describe the field assignments to be undertaken related to  each goal. Ensure that all behaviors associated with  EPAS competencies are reflected among the  assignments. Each assignment may reflect multiple behaviors. | | All 9 EPAS competencies must be reflected among the goals taken as a whole (not all competencies need to be reflected in each goal). More than one competency can be reflected in one goal. |
| Goal 1 | Assignments/Tasks for Goal 1 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Fall Semester Changes to Goal 1 | Fall Semester Changes to Assignments/Tasks 1 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Spring Semester Changes to Goal 1 | Spring Semester Changes to Assignments/Tasks 1 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Goal 2 | Spring Semester Changes to Assignments/Tasks 2 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Fall Semester Changes to Goal 2 | Fall Semester Changes to Assignments/Tasks 2 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Spring Semester Changes to Goal 2 | Spring Semester Changes to Assignments/Tasks 2 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Goal 3 | Assignments/Tasks for Goal 3 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Fall Semester Changes to Goal 3 | Fall Semester Changes to Assignments/Tasks 3 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Spring Semester Changes to Goal 3 | Spring Semester Changes to Assignments/Tasks 3 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Goal 4 | Assignments/Tasks for Goal 4 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Fall Semester Changes to Goal 4 | Fall Semester Changes to Assignments/Tasks 4 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Spring Semester Changes to Goal 4 | Spring Semester Changes to Assignments/Tasks 4 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Goal 5 | Assignments/Tasks for Goal 5 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Fall Semester Changes to Goal 5 | Fall Semester Changes to Assignments/Tasks 5 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Spring Semester Changes to Goal 5 | Spring Semester Changes to Assignments/Tasks 5 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Goal 6 | Assignments/Tasks for Goal 6 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Fall Semester Changes to Goal 6 | Fall Semester Changes to Assignments/Tasks 6 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Spring Semester Changes to Goal 6 | Spring Semester Changes to Assignments/Tasks 6 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| **Learning Agreement Submissions** | | | |
| The Learning Agreement is to be completed and submitted by the student in consultation with the Field Instructor. The Field Instructor will review the student submission and add any comments, as needed, by "submitting" the form. The Field Liaison will have review the completed form and will provide necessary feedback, and/or "approve" the Agreement. The submissions constitute signatures and indicate agreement with the Learning Agreement.    The Learning Agreement will be used in supervisory sessions and in the Field Liaison's visit(s) to track student learning progress. | | | |
| **Student Submit** | | | |
| To make further edits to your first submission, click "Save Draft".  When you are ready to submit your work to your Field Instructor, click "Student Submit". This will lock your Goals and Assignments/Tasks, and further changes can only be made in the "Changes to..." rows. | | | |
| **Field Instructor Section** | | | |
| Leave comments and/or suggested changes for your student here. | | | |
|  | | | |
| **Field Instructor Submit** | | | |
| To make further edits to your commentary, click "Save Draft".  When you are ready to submit and send your commentary/suggested changes back to your student, click "Field Instructor Submit". | | | |
| **Field Liaison Section** | | | |
| Leave comments and/or suggested changes for your student here. | | | |
|  | | | |
| **Field Liaison Fall Submit** | | | |
| **Field Liaisons: Please note there are two submit buttons for you on this form. Click only the Fall submit button in the Fall semester, and the Spring submit button in the Spring semester.**  To make further edits to your commentary, click "Save Draft".  When you are ready to submit and send your commentary/suggested changes back to your student, click "Field Liaison Submit". | | | |
| **Field Liaison Spring Submit** | | | |
| **Do not click the submit button below until the Spring semester.**  To make further edits to your commentary, click "Save Draft".  When you are ready to submit and send your commentary/suggested changes back to your student, click "Field Liaison Submit". | | | |

## Advanced Specialization Clinical Practice Learning Agreement

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| --- | --- | --- | --- |
| **Student Name:** | | **Field Instructor:** | |
| **Agency/Organization:** | | **Field Liaison:** | |
| **As part of this agreement, please specify the following:** | | | |
| **1) Placement Schedule** | | | |
| Please include days and hours. Per the Field Education Manual, any time missed in field - beyond what is allowed (agency closures due to emergency; up to 2 sick days/semester; school holidays falling on regularly scheduled field day if agency is open) is to be discussed with the Field Instructor in advance and made up by the student. | | | |
|  | | | |
| **2) Supervision** | | | |
| Include days, times, with whom, and details of supervisory expectations (i.e. agenda, process recordings, tape recording, etc.). | | | |
|  | | | |
| **3) Other staff who might assign tasks or provide oversight to student** | | | |
|  | | | |
| **CSWE Competencies** | | **Behaviors** | |
| **Competency 1: Demonstrate ethical and professional behavior in clinical social work practice.** Clinical social workers recognize the central importance of relationships with clients, colleagues, and related systems. They work to engage in professional relationships with trustworthiness, sensitivity in communication, openness to feedback, attention to strengths, and antiracist and anti-oppressive critical attention to interpersonal and systemic power. Clinical social workers understand the value base of the profession and its ethical standards, outlined in the National Association of Social Workers’ (2021) Code of Ethics, as well as relevant laws and regulations that may impact practice at the clinical, organizational, and broader policy levels. Clinical social workers understand frameworks of ethical decision- making and seek supervision and consultation when necessary for applying principles of critical thinking to those frameworks in practice. Clinical social workers are knowledgeable about the impacts of direct, secondary, and vicarious trauma on individuals, families, groups, communities, and organizations, and work to engage in ethical decision-making cognizant of power dynamics and potential re-traumatization in helping relationships. Clinical social workers are reflective of their own trauma histories, power, and positionalities. They work to recognize personal values and the distinction between personal and professional values. They also understand how their experiences and affective reactions influence their professional judgment and behavior. Clinical social workers recognize the importance of life-long learning and are committed to continually updating their skills and awareness in supervision, consultation, and training to ensure they are relevant and effective. Clinical social workers also understand emerging forms of technology and the ethical use of technology in social work practice. | | 1) Identify and address ethical considerations including maintaining physical, interpersonal, spiritual, emotional, and psychological boundaries for clients and client systems, face- to-face and virtual, and demonstrate the ability to assess and address barriers to safety for clients across the lifespan, in consultation with the principles and standards of the Code of Ethics of the National Association of Social Workers (NASW).  2) Engage in self-reflection and self-care practice including reflective supervision to prevent and address secondary traumatic stress, compassion fatigue, vicarious trauma, and burnout. | |
| **Competency 2: Engage diversity, difference, and reflective use-of-self for clinical social work in practice.** Clinical social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sexual orientation, and tribal sovereign status. Clinical social workers understand that, because of difference, a person’s life experiences may include oppression, poverty, marginalization, alienation, and heightened exposure to trauma as well as privilege, power, and acclaim. Clinical social workers also understand the forms and mechanisms of oppression, discrimination, and traumatization in relationships and systems and recognize the extent to which a society’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, traumatize, or create privilege and power. Clinical social workers reflect on their own intersectional positionalities in interactions with clients in helping relationships as a vital component of antiracist, anti-oppressive, and trauma-informed clinical social work practice. | | 1) Reflect on their own intersectional positionalities in interaction with those of the client to inform and support culturally responsive and anti-oppressive clinical social work practice.  2) Develop cognitive self-awareness and affective self-regulation in response to the influence of personal biases and values in working inclusively with clients and constituencies. | |
| **Competency 3: Advance human rights & social, economic & environmental justice through critical attention to micro and organizational level practice.** Clinical social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Clinical social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Clinical social workers understand strategies designed to acknowledge and work to repair colonialist, racist, and oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected. Clinical social workers also recognize that clinical social work has been historically complicit and part of oppressive practices. Clinical social workers understand the importance for care and healing in recognizing, redressing, and transforming injustice and violations of human rights at interpersonal and systemic levels to facilitate recovery, resilience, and growth. | | 1) Reflect on issues of oppression and human rights to advocate for a strengths-based approach in clinical work with individuals, families, and/or groups  2) Implement and encourage practices and policies that facilitate empowerment, resilience, and posttraumatic growth. | |
| **Competency 4: Critically examine and apply practice-informed research & research- informed practice for advanced clinical social work.** Clinical social workers understand quantitative and qualitative research methods and their respective roles in advancing the science of social work and in evaluating their practice. Clinical social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Clinical social workers understand that evidence that informs practice derives from multi- disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice, and that insights and dialogue in the field with clients and other stakeholders must also inform research for practice, centering the voices and perspectives of people and communities most impacted. | | 1) Inform intervention with use of research evidence, theory, and the perspectives of impacted people and communities.  2) Apply theory and research to adopt, modify, and translate practices and policies that are most appropriate to practice settings and diverse populations. | |
| **Competency 5: Engage in policy practice for advanced clinical social work.** Clinical social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels that bear heavily on clients’ presenting concerns as well as practice constraints and opportunities faced in clinical social work practice. Clinical social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. | | 1) Assess the impacts of agency policies, as well as relevant local, state, or federal regulations that influence clients’ presenting concerns as well as practice constraints of the agency.  2) Identify ways to advocate with the agency and/or within the broader community to support more equitable and just outcomes and systems of care. | |
| **Competency 6: Engage with individuals, families, and groups for clinical social work.** Clinical social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels that bear heavily on clients’ presenting concerns as well as practice constraints and opportunities faced in clinical social work practice. Clinical social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. | | 1) Demonstrates attentiveness to factors that enable and constrain engagement in clinical social work practice with individuals, families and/or groups.  2) Shows capacity to assess and respond to multilevel factors that may influence clients’ motivations and help-seeking and help rejecting behaviors.  3) Uses supervision to reflect on effective use of self and effective self-regulation while navigating the engagement process. | |
| **Competency 7: Assess individuals, families, groups, organizations, and communities.**  Clinical social workers understand that assessment is an ongoing component of the dynamic and interactive process of clinical social work practice with individuals, families, groups, organizations, and communities with shared and different social identities and experiences. Clinical social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of clients and constituencies, including individuals, families, groups, and organizations. Clinical social workers understand the importance of assessing the potential biological, psychological, social, and spiritual impacts of trauma for individuals, families, groups, and organizations. Clinical social workers understand methods of assessment with clients and constituencies with sensitivity to clients’ needs and choices to promote autonomy and advance antiracist, anti- oppressive, and trauma-informed practice effectiveness. Clinical social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Clinical social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. | | 1) Ability to conduct a multidimensional assessment to inform intervention planning.  2) Select and use empirically sound assessment techniques that are culturally and developmentally appropriate for the client and demonstrate sensitivity to clients’ lived experiences, including strengths and possible traumatic experiences.  3) Demonstrate awareness of ways in which one’s own biases, experiences, potential countertransference processes, and values can affect the assessment process. | |
| **Competency 8: Intervene with individuals, families, and groups for clinical social work practice.**  Clinical social workers understand that intervention is an ongoing component of the dynamic and interactive process of antiracist, anti-oppressive, and trauma-informed clinical social work practice with individuals, families, groups, and organizations. Clinical social workers understand that relationships are central to trauma-informed intervention, and that these helping relationships must be developmentally sensitive and strive to develop safety, respect, and trust. Clinical social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, and organizations. Clinical social workers understand relational, developmental, psychodynamic, cognitive-behavioral, and person-in-environment, and trauma theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Clinical social workers work to use interventions that affirm and support the self- determination and choices of their clients. Clinical social workers understand that trauma- informed interventions depend on trauma- informed systems and organizations. Clinical social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals. Clinical social workers value the importance of inter- professional teamwork and communication in interventions, and supervision and consultation, recognizing that beneficial outcomes may require interdisciplinary, inter- professional, and inter-organizational collaboration. | | 1) Critically appraise possible intervention approaches in response to assessment of clients and use of theory-driven and evidence informed approaches for intervention planning.  2) Implement developmentally and culturally appropriate evidence-based interventions in conjunction with practitioner expertise and client preferences.  3) Modify and adapt interventions if needed to address cultural differences or contextual and environmental challenges with awareness of the need for continual evaluation.  4) Mobilize the strengths of clients and systems to increase individual, group, family, and community resilience.  5) Develop and use self-care strategies that support resiliency and wellbeing, to address the impact of compassion fatigue and vicarious traumatization. | |
| **Competency 9: Evaluate practice with individuals, families, and groups for clinical social work practice.** Clinical social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with individuals, families, groups, and organizations. Clinical social workers recognize the importance of evaluating processes and outcomes to advance trauma-informed practice with individuals, families, groups, and organizations. Clinical social workers understand the impacts of trauma and trauma- informed practice, as well as theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Clinical social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. | | 1) Engage in ongoing reflection on clinical processes and outcomes incorporating clients’ reflections about progress and change.  2) Use supervision, process recordings, and additional opportunities to promote attention to clinical intervention process and outcomes.  3) Demonstrate ability to critically appraise strengths and learning goals for clinical practice. | |
| **Goals** | **Learning Assignments/ Tasks** | | **Competencies** |
| List at least 5 learning goals you hope to accomplish in your field placement site over the course of the year. Referring to the list above, indicate the CSWE Educational Policy and Accreditation Standards (EPAS) core competency to which the goal relates in the checklist on the right. | Describe the field assignments to be undertaken related to each goal. Ensure that all behaviors associated with EPAS competencies are reflected among the assignments. Each assignment may reflect multiple behaviors. | | All 9 EPAS competencies must be reflected among the goals taken as a whole (not all competencies need to be reflected in each goal). More than one competency can be reflected in one goal. |
| Goal 1 | Assignments/Tasks for Goal 1 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Fall Semester Changes to Goal 1 | Fall Semester Changes to Assignments/Tasks 1 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Spring Semester Changes to Goal 1 | Spring Semester Changes to Assignments/Tasks 1 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Goal 2 | Tasks for Goal 2 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Fall Semester Changes to Goal 2 | Fall Semester Changes to Assignments/Tasks 2 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Spring Semester Changes to Goal 2 | Spring Semester Changes to Assignments/Tasks 2 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Goal 3 | Assignments/Tasks for Goal 3 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Fall Semester Changes to Goal 3 | Fall Semester Changes to Assignments/Tasks 3 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Spring Semester Changes to Goal 3 | Spring Semester Changes to Assignments/Tasks 3 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Goal 4 | Assignments/Tasks for Goal 4 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Fall Semester Changes to Goal 4 | Fall Semester Changes to Assignments/Tasks 4 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Spring Semester Changes to Goal 4 | Spring Semester Changes to Assignments/Tasks 4 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Goal 5 | Assignments/Tasks for Goal 5 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Fall Semester Changes to Goal 5 | Fall Semester Changes to Assignments/Tasks 5 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Spring Semester Changes to Goal 5 | Spring Semester Changes to Assignments/Tasks 5 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Goal 6 | Assignments/Tasks for Goal 6 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Fall Semester Changes to Goal 6 | Fall Semester Changes to Assignments/Tasks 6 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Spring Semester Changes to Goal 6 | Spring Semester Changes to Assignments/Tasks 6 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| **Learning Agreement Submissions** | | | |
| The Learning Agreement is to be completed and submitted by the student in consultation with the Field Instructor. The Field Instructor will review the student submission and add any comments, as needed, by "submitting" the form. The Field Liaison will have review the completed form and will provide necessary feedback, and/or "approve" the Agreement. The submissions constitute signatures and indicate agreement with the Learning Agreement.  The Learning Agreement will be used in supervisory sessions and in the Field Liaison's visit(s) to track student learning progress. | | | |
| **Student Submit** | | | |
| To make further edits to your first submission, click "Save Draft".  When you are ready to submit your work to your Field Instructor, click "Student Submit". This will lock your Goals and Assignments/Tasks, and further changes can only be made in the "Changes to..." rows. | | | |
| **Field Instructor Section** | | | |
| Leave comments and/or suggested changes for your student here. | | | |
| **Field Instructor Submit** | | | |
| To make further edits to your commentary, click "Save Draft".  When you are ready to submit and send your commentary/suggested changes back to your student, click "Field Instructor Submit". | | | |
| **Field Liaison Section** | | | |
| Leave comments and/or suggested changes for your student here. | | | |
|  | | | |
| **Field Liaison Fall Submit** | | | |
| **Field Liaisons: Please note there are two submit buttons for you on this form. Click only the Fall submit button in the Fall semester, and the Spring submit button in the Spring semester.**  To make further edits to your commentary, click "Save Draft".  When you are ready to submit and send your commentary/suggested changes back to your student, click "Field Liaison Submit". | | | |
| **Field Liaison Spring Submit** | | | |
| **Do not click the submit button below until the Spring semester.**  To make further edits to your commentary, click "Save Draft".  When you are ready to submit and send your commentary/suggested changes back to your student, click "Field Liaison Submit". | | | |

## Advanced Specialization COPA Learning Agreement

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Name:** | | **Field Instructor:** | |
| **Agency/Organization:** | | **Field Liaison:** | |
| As part of this agreement, please specify the following: | | | |
| **1) Placement Schedule** | | | |
| Please include days and hours. Per the Field Education Manual, any time missed in field - beyond what is allowed (agency closures due to emergency; up to 2 sick days/semester; school holidays falling on regularly scheduled field day if agency is open) is to be discussed with the Field Instructor in advance and made up by the student. | | | |
|  | | | |
| **2) Supervision** | | | |
| Include days, times, with whom, and details of supervisory expectations (i.e. agenda, process recordings, tape recording, etc.). | | | |
|  | | | |
| **3) Other staff who might assign tasks or provide oversight to student** | | | |
|  | | | |
| **CSWE Competencies** | | **Practice Behaviors** | |
| **Competency 1: Demonstrate Ethical and Professional Behavior**  Macro social workers demonstrate the capacity, integrity, and commitment to act in an ethical manner that promotes inclusive participation in decision-making, public policy, and community building.  They ensure that practice in complex systems respects every individual’s and community’s right to human dignity and worth by opposing sources and structures of racism and other forms of oppression. Macro practitioners are facilitative leaders and organizers across all realms of practice and maintain a commitment to a vision and mission that supports the collective process of social change. To ensure ethical practice with communities, with organizations, and in the policy arena, these social workers use self-reflection, self-regulation, supervision, consultation, and lifelong learning to address how their attitudes and biases their personal and professional identity, values, and behaviors. Social workers in macro practice represent the profession’s values in interactions with clients, interprofessional colleagues, policymakers, and community stakeholders. They understand and promote organizational, community, and individual rights regarding policy, political activity, and other forms of social action. Macro practitioners recognize ethical issues in practice and distinguish between decision- making frameworks to navigate ethical dilemmas between their personal values, their identity, values of the profession, and the values, interests, and rights of individuals, families, groups, organizations, and communities. | | 1) Apply an anti-oppression framework integrating the principles included in the NASW and International Federation of Social Workers (IFSW) ethical codes, evidence-based knowledge, and relevant legal and policy-related information.  2) Critically apply ethical decision-making frameworks that reflect social work values and the basic needs and rights of vulnerable, marginalized, and disadvantaged communities.  3) Use self-evaluation and reflection to critically navigate competing personal and professional values, as well as trade-offs involved in making strategic decisions.  4) Demonstrate an understanding of the significance of social work supervision as an accountability mechanism in supporting ethical and professional social work practice.  5) Recognize the complexities and dilemmas that may arise in working with multiple client groups and constituencies. | |
| **Competency 2: Engage Diversity and Difference in Practice**  Macro practitioners engage with a variety of individuals, families, organizations, communities, and other stakeholder groups to dismantle systems of oppression and advance social, economic, and environmental justice. Macro practitioners build on the strength of diversity and the history ofpeople, organizations, and communities to inform collaborative engagement processes. They use an intersectional lens and anti-oppressive approach to develop strategies for engaging and collaborating with people and communities who are marginalized based on characteristics such as race, gender, gender identity, sexual orientation, age, religion, ability, ethnicity, and documentation status. Social workers in macro practice are highly skilled at communicating with those holding different perspectives and worldviews, recognizing the complexities and contradictions at times in addressing multiple oppressions and disparities. They educate diverse stakeholders about how organizational, community, and policy decisions affect vulnerable communities to craft interventions that advance social, economic, and environmental justice.  Macro social workers apply research-informed knowledge and the lived experience of affected groups when working with diverse populations to address organizational, community, and societal issues. Macro practitioners are committed to examining how power, implicit and explicit bias, privilege, and oppression are manifested in the social work profession and their own practice. | | 1) Demonstrate fluency in a variety of communication styles to effectively engage and work with people of different political ideologies, interests, religious and cultural backgrounds, and points of view.  2) Engage with diverse stakeholders in promoting a deep self-awareness and cultural humility with an understanding of how one’s own personal biases, power, and privilege affect the engagement process and all aspects of macro practice.  3) Provide opportunities for open discussion about issues to promote sensitivity and use conflicts that arise in practice to forge new understanding and appreciation of one another  4) Mediate tensions and conflicts that arise from managing cultural, political, and social differences between and within diverse groups. | |
| **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**  Macro practice social workers advance human rights and social, economic, and environmental justice with, and on behalf of, individuals, families, organizations, communities, and larger social structures. Human rights and social justice are fundamental to social work and necessary for every human being to live in freedom and with dignity, security, and equality. Informed by theories of justice, human rights, power dynamics, and other frameworks, macro practice social workers advance human rights and social, economic, and environmental justice locally and globally. Macro social workers recognize historical legacies of oppression and discrimination and challenge social policies and practices that tolerate or promote racism, sexism, heterosexism, and other discriminatory treatments of people based on identities including age, disability, religion, and national origin. They understand that the realization of human rights is mediated and influenced by local, state, federal, and international policies. Macro social workers design and advance public policies using the Universal Declaration of Human Rights, which guarantees all people the right to work, housing, healthcare, education, leisure, privacy, economic security, and a clean, safe, and sustainable environment. They promote the right to vote, the right to protest, and other forms of civic participation to engage in democratic processes fully and freely. | | 1) Identify issues, develop strategies, evaluate outcomes, and promote human rights and social justice with affected clients and constituencies.  2) Analyze and participate in the political process and political climate when engaging in organizational, community, and policy change on behalf of human rights and social justice.  3) Identify and engage key stakeholders to advocate for access to resources, services, benefits, and opportunities for vulnerable and marginalized clients, constituencies, and communities. | |
| **Competency 4: Engage in Practice- Informed Research and Research- Informed Practice**  Macro practitioners recognize environmental, sociocultural, and historical factors that affect the inclusion of underrepresented populations in research and understand how this research enhances service delivery and contributes to broader knowledge building within social work practice. In collaboration with key program stakeholders and those directly affected by social problems, macro practitioners build culturally informed knowledge to promote human rights and social justice for vulnerable and oppressed populations. Macro social workers understand that many types of evidence, from personal narrative to analysis of large data sets, inform the development, analysis, and critique of social policies and interventions. They use a wide range of research methods, including logic, scientific inquiry, and culturally informed and ethical approaches, to develop effective responses to social, economic, political, and environmental challenges and to shape policies and programs. They recognize that research is not value free and that biases can skew programs and policies. They communicate research-based arguments to inform policies and programs and translate research findings into actionable planned change efforts and policies. Macro social workers understand that defining, conducting, and presenting research findings and their implications includes political and resource considerations. | | 1) Develop and select research questions that strategically inform the research process and its impact on communities, programs, organizations, and policies.  2) Collaborate, mobilize, and organize constituents, stakeholders, and colleagues to engage in research for advocacy, policy making, program design, and evaluation, and the dissemination of research findings to improve policies, programs, services, and interventions  3) Identify anticipated obstacles and opposition to the conduct and dissemination of research, including ethical, political, and economic dilemmas. | |
| **Competency 5: Engage in Policy Practice**  Social workers in macro practice examine how historical, political, social, economic, and cultural factors shape the policy environment and use this knowledge to recognize and capitalize on opportunities for reform that advance human rights; racial and gender equity; access to high- quality, comprehensive social welfare services; and social, economic, and environmental justice. Macro practitioners appreciate the complexity of policy issues; understand legislative, executive, and judicial policy-making processes; and critically analyze the varied dimensions of power as they affect individuals, families, groups, organizations, and communities. Macro practitioners engage in policy research, development, advocacy, analysis, implementation, evaluation, and electoral politics. They devise and implement strategies at the local, state, and national levels to achieve policy goals reflecting social work values. They engage and build the capacity of affectedconstituencies to participate in advocacy and direct and indirect lobbying, including working through coalitions, to advance evidence- informed policies that support well-being. | | 1) Educate stakeholders about how policies affect individual well-being and the communities and organizations that support them.  2) Engage, motivate, and mobilize constituents to participate and even lead in the policy process.  3) Analyze issues, develop cogent arguments, and communicate persuasively with multiple audiences using effective written and oral formats and media platforms.  4) Encourage broad-based participation in the political process through voter mobilization and educating the public about positions of candidates for office, political party platforms, the benefits of political engagement, and electoral processes and procedures.  5) Participate in professional organizations, coalitions, industry, and other groups that advocate for client social justice, equity, and fairness. | |
| **Competency 6: Engagement with Individuals, Families, Groups, Organizations, and Communities**  Effective macro practice with individuals, families, groups, organizations, and communities begins with engaging key stakeholders to better understand social problems, identify resources and assets, and develop strategies to address stakeholder concerns. It is an ongoing, iterative, and dynamic process that starts with initial engagement and continues through assessment, intervention, and evaluation. Macro social workers must recognize interconnections and interdependencies between micro, mezzo, and macro systems. Macro social workers must be adept at moving across these systems to engage community members, organizations, policymakers, and other community leaders. They create, nurture, and deepen authentic and strategic relationships and consider power dynamics in selecting, implementing, and modifying engagement strategies. They manage conflict and disagreement with respect, seek common ground, and interact effectively with both allies and opponents while maintaining a commitment to social justice and the needs of vulnerable populations. Macro social workers build collaborative relationships that bring together stakeholders at the grassroots and interorganizational levels for a common purpose to improve social, economic, and environmental well-being. Using an ecological system perspective, macro social workers understand and apply a range of theories (e.g., critical race theory, feminist theory) that examine the structural and institutional forces and power dynamics that shape the context of the social problem. Macro practitioners understand that their personal experiences and affective reactions may affect how they engage with diverse stakeholders and audiences and how clients, constituencies: | | 1) Acknowledge and address how aspects of their own identities (e.g., background, status, privilege) affect the engagement process.  2) Actively engage with individuals, families, groups, communities, and organizations affected by the issue or problem in ways that value, respect, and include their expertise, knowledge, and culture.  3) Use interpersonal skills and relationship building to gain credibility with allies, clients, and constituents at the grassroots level in defining and communicating community and organizational needs and advancing potential solutions with decision makers.  4) Develop their own leadership skills and those of constituent groups to initiate and facilitate dialogue that mobilizes and sustains action.  5) Identify relevant constituencies, partners, and targets with whom relationships are necessary for policy change  6) Use multiple digital, written, and verbal communication skills to engage different constituencies, partners, and target audiences and stakeholders may engage with them based on their identities and background. | |
| **Competency 7: Assess Individuals, Families, Groups, Organizations and Communities**  Macro social work practitioners use appropriate theories, frameworks, models, and strategies to examine and assess communities, organizations, and policies using a strength-based, anti-oppressive, and antiracist lens. In doing so, they critically analyze the historical, social, economic, and cultural context in which macro practice takes place; the current political landscape, including political viability, potential levers for change, and relevant power dynamics; the strengths and needs of affected individuals, groups, families, organizations, and communities; and the social policies and other structural, social, and community forces that create and perpetuate discrimination and oppression. Macro social work practitioners also examine and account for their own biases and interests in conducting assessments. Macro social workers have strong collaboration skills in working with diverse stakeholders and constituencies.  The macro social worker synthesizes data-driven approaches with multiple ways of knowing, acknowledging, and respecting that indigenous knowledge is essential for effective assessment and lays the groundwork for capacity building. | | 1) Assess and analyze assets, needs, benefits, gaps in services, rights, and the inequitable distribution of resources and power to identify appropriate macro interventions.  2) Collaborate with community members, professional colleagues, and political stakeholders throughout the assessment process.  3) Prepare reports that summarize and analyze collected data and frame options for intervention. | |
| **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**  Macro practitioners use research-informed evidence to address the root causes of social problems and incorporate indigenous knowledge of affected populations, communities, and organizations with their participation. Effective interventions with organizations, with communities, and in the policy arena build on successful engagement with stakeholders and constituencies, as well as the assessment of social, economic, and political contexts. Using collaborative and interdisciplinary processes, macro practitioners design and implement positive change interventions that are strategic and reflect the profession’s values of social, economic, and environmental justice. Macro practitioners work to ensure that interventions combat systemic oppression and injustice that permeate our organizations and society and that often become institutionalized through social policies. Macro social workers use cutting- edge professional knowledge to apply evidence-informed interventions at local, state, and national levels. They build power and capacity for positive social change by effectively managing human service organizations and delivery systems; educating, mobilizing, and organizing for community planning and development; and shaping social policies. | | 1) Identify the strengths, expertise, and potential contributions of relevant stakeholder groups (e.g., coalitions, think tanks, organizations, associations, voters, and affected constituencies) to collectively exert power for social change.  2) Initiate and facilitate interprofessional collaborations within and between organizational, community, and policy partners to achieve positive system change.  3) Apply intervention skills to develop and revitalize social, economic, and environmental assets and build community capacity.  4) Formulate educational materials and deliver persuasive arguments through written and oral communications, such as fact sheets, case vignettes, and testimony. | |
| **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**  Macro social workers use research methods to evaluate programs, interventions, organizations, communities, and policies by using multiple sources of knowledge including professional experience, practice knowledge, and stakeholder input. They consider research and theories on organizational, community, and political processes in addressing the causes and consequences of social problems, inequality, and systematic oppression. Macro social workers evaluate the processes and outcomes of change efforts to ensure that evaluation findings are used to promote social, political, and economic justice, sustainable and accessible services and programs, and evidence-based practice. Macro social workers ensure that evaluation design, measurement, implementation, and use of findings are customized to the target population and diverse settings and that they are culturally responsive, accurate, and timely. They recognize that evaluation is a complex activity that does not occur in a vacuum and that factors such as measurement issues, multiple goals, and changing systemic contexts contribute to success or failure. They strive to include the perspectives, input, and participation of stakeholders and community members throughout the evaluation process. | | 1) Select appropriate evaluative questions to facilitate documenting, improving, or changing organizational programs, policies, and community performance processes and outcomes.  2) Develop collaborative relationships with internal and external stakeholders to engage them in the evaluation process. | |
| **Goals** | **Learning Assignments/ Tasks** | | **Competencies** |
| List at least 5 learning goals you hope to accomplish in your field placement site over the course of the year. Referring to the list above, indicate the CSWE Educational Policy and Accreditation Standards (EPAS) core competency to which the goal relates in the checklist on the right. | Describe the field assignments to be undertaken related to each goal. Ensure that all behaviors associated with EPAS competencies are reflected among the  assignments. Each assignment may reflect multiple behaviors. | | All 9 EPAS competencies must be reflected among the goals taken as a whole (not all competencies need to be reflected in each goal). More than one competency can be reflected in one goal. |
| Goal 1 | Assignments/Tasks for Goal 1 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Fall Semester Changes to Goal 1 | Fall Semester Changes to Assignments/Tasks 1 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Spring Semester Changes to Goal 1 | Spring Semester Changes to Assignments/Tasks 1 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Goal 2 | Tasks for Goal 2 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Fall Semester Changes to Goal 2 | Fall Semester Changes to Assignments/Tasks 2 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Spring Semester Changes to Goal 2 | Spring Semester Changes to Assignments/Tasks 2 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Goal 3 | Assignments/Tasks for Goal 3 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Fall Semester Changes to Goal 3 | Fall Semester Changes to Assignments/Tasks 3 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Spring Semester Changes to Goal 3 | Spring Semester Changes to Assignments/Tasks 3 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Goal 4 | Assignments/Tasks for Goal 4 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Fall Semester Changes to Goal 4 | Fall Semester Changes to Assignments/Tasks 4 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Spring Semester Changes to Goal 4 | Spring Semester Changes to Assignments/Tasks 4 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Goal 5 | Assignments/Tasks for Goal 5 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Fall Semester Changes to Goal 5 | Fall Semester Changes to Assignments/Tasks 5 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Spring Semester Changes to Goal 5 | Spring Semester Changes to Assignments/Tasks 5 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Goal 6 | Assignments/Tasks for Goal 6 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Fall Semester Changes to Goal 6 | Fall Semester Changes to Assignments/Tasks 6 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| Spring Semester Changes to Goal 6 | Spring Semester Changes to Assignments/Tasks 6 | | ☐ Competency 1  ☐ Competency 2  ☐ Competency 3  ☐ Competency 4  ☐ Competency 5  ☐ Competency 6  ☐ Competency 7  ☐ Competency 8  ☐ Competency 9 |
| **Learning Agreement Submissions** | | | |
| The Learning Agreement is to be completed and submitted by the student in consultation with the Field Instructor. The Field Instructor will review the student submission and add any comments, as needed, by "submitting" the form. The Field Liaison will have review the completed form and will provide necessary feedback, and/or "approve" the Agreement. The submissions constitute signatures and indicate agreement with the Learning Agreement.  The Learning Agreement will be used in supervisory sessions and in the Field Liaison's visit(s) to track student learning progress. | | | |
| **Student Submit** | | | |
| To make further edits to your first submission, click "Save Draft".  When you are ready to submit your work to your Field Instructor, click "Student Submit". This will lock your Goals and Assignments/Tasks, and further changes can only be made in the "Changes to..." rows. | | | |
| **Field Instructor Section** | | | |
| **Leave comments and/or suggested changes for your student here.** | | | |
|  | | | |
| **Field Instructor Submit** | | | |
| **To make further edits to your commentary, click "Save Draft".**  When you are ready to submit and send your commentary/suggested changes back to your student, click "Field Instructor Submit". | | | |
| **Field Liaison Section** | | | |
| Leave comments and/or suggested changes for your student here. | | | |
|  | | | |
| **Field Liaison Fall Submit** | | | |
| Field Liaisons: Please note there are two submit buttons for you on this form. Click only the Fall submit button in the Fall semester, and the Spring submit button in the Spring semester.  To make further edits to your commentary, click "Save Draft".  When you are ready to submit and send your commentary/suggested changes back to your student, click "Field Liaison Submit". | | | |
| **Field Liaison Spring Submit** | | | |
| Do not click the submit button below until the Spring semester.  To make further edits to your commentary, click "Save Draft".  When you are ready to submit and send your commentary/suggested changes back to your student, click "Field Liaison Submit". | | | |

# FIELD EVALUTIONS FORMS

## Generalist Year

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| --- | --- | --- |
| Field learning is a collaborative process, beginning with the formulation of the Learning Agreement, continuing through regularly scheduled conferences, and at critical points of evaluation during the field placement. The evaluation process is an integral part of field evaluation and serves to foster professional development by helping students develop the capacity for evaluation of their own work, appraising their performance progress, and determining and focusing future learning tasks and objectives. The major purposes of the evaluation include an opportunity for the student and field instructor to evaluate what the student has learned and where they are now, and to conceptualize what skills and learning needs they should focus on in the future. | | |
| It is expected that the field instructor will meet with the student at mid-semester to discuss their progress in field learning. Any concerns raised at this time should be discussed with the student, as well as with the field liaison. | | |
| For the end-of semester evaluation, it is the field instructor's responsibility to conduct an evaluation conference with the student and, based on the discussion, to complete a draft of the final evaluation in Sonia. The final evaluation each semester should be based upon identified learning goals/assignments included in the Learning Agreement as well as other criteria agreed upon by both supervisor and student. The student should be given some time to read, reflect, and assimilate the content, and complete the narrative portion. The field instructor and student should then meet together to review the evaluation. Once completed, the student and field instructor both sign. Field instructors submit the complete/signed evaluation in Sonia for field liaison review by **April 21, 2023** (Spring Semester). |  | |
| **Date:** Click here to enter text.  **Agency Name:** Click here to enter text.  **Student Name:** Click here to enter text.  **Field Instructor (supervisor):** Click here to enter text. | |  | |
| **Task Supervisor (if applicable):** Click here to enter text. | |  | |
| **Field Liaison:** Click here to enter text. | |  | |

**Narrative Describing the Agency and Student Assignments:**

Brief description of agency (clients served, professions represented, funding sources, size):

Click here to enter text.

Description of major assignments, demographic data, and intervention modalities used:

Click here to enter text.

In completing the evaluation, the Field Instructor rates the student on their level of proficiency as related to the identified Competencies/Behaviors using the scale below. Field Instructors are to evaluate performance by clicking on the appropriate numerical rating to the right of each Behavior. Ratings should be provided for each individual Behavior. Behaviors are to be assessed within an agency context and as determined by student and supervisor. **Field Instructor comments must be included for each section.** The comment section is used to highlight abilities as well as strategies to promote student learning. Comments for a "1" rating must reflect strategies for improvement in the following semester.

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| **Scale: Application of knowledge and skills to practice** | | |
| **1**  **Does Not Meet Expectations** | **2**  **Meets Expectations** | **3**  **Exceeds Expectations** |
| Student does not meet expectations for a student at this level. This reflects the fact that the student is not performing at an acceptable level. The student does not demonstrate an understanding of the skill. | Student meets expectations for a student at this level. This reflects that the student has exhibited performance skills at an expected level and has practiced at the expected skill level for the social work student. Student demonstrates effective use of the practice skills most of the time. | Student exceeds expectations for a student at this level. This reflects that the student has exhibited performance skills of the highest quality and has practiced well above the expected skill level for the social work student. Student has excelled and uses these skills consistently and effectively. |

**Competency #1: Demostrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

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| 1.1 | Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regualtions, kodels for ethical decision-making, ethical conduct of research, and additional code of ethics as appropriate to context. |
| 1.2 | Use reflection and self-regulation to manage personal values and main professionalism in practice situations. |
| 1.3 | Demostrate professional demeanor in behavior, appearance; and oral, written, and electronic communication. |
| 1.4 | Use technology ethically and appropriately to facilitate practice outcomes |
| 1.5 | Use supervision and consultation to guide professional judgement and behavior. |

Provide example(s) of how the social work student has demonstrated competency in the behaviors listed above.

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Please comment if the student demonstrates only beginning awareness and understanding and is progressing toward consistently achieving skills, values, and knowledge

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**Competency #2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, because of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

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| 2.1 | Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. |
| 2.2 | Present themselves as learners and engage clients and constituencies as experts of their own experiences. |
| 2.3 | Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clinets and constituences |

Provide example(s) of how the social work student has demonstrated competency in the behaviors listed above.

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Please comment if the student demonstrates only beginning awareness and understanding and is progressing toward consistently achieving skills, values, and knowledge

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**Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected.

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| 3.1 | Apply their understanding of social, economic, and evnironmental justice to advocate for human rights at the indivudal and systems levels. |
| 3.2 | Engage in practices that advance social, economic and environmental justice. |

Provide example(s) of how the social work student has demonstrated competency in the behaviors listed above.

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Please comment if the student demonstrates only beginning awareness and understanding and is progressing toward consistently achieving skills, values, and knowledge

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

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| 4.1 | Use practice experience and theory to inform scientific inquiry and research |
| 4.2 | Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. |
| 4.3 | Use and translate research evidence to inform and improve practice, policy, and service delivery |

Provide example(s) of how the social work student has demonstrated competency in the behaviors listed above.

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Please comment if the student demonstrates only beginning awareness and understanding and is progressing toward consistently achieving skills, values, and knowledge

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

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

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| 5.1 | Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. |
| 5.2 | Assess how social welfare and economic policies impact the delivery of and access to social services. |
| 5.3 | Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. |

Provide example(s) of how the social work student has demonstrated competency in the behaviors listed above.

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Please comment if the student demonstrates only beginning awareness and understanding and is progressing toward consistently achieving skills, values, and knowledge

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies.

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| 6.1 | Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplanary theoretical frameworks to engage with clients and constituencies. |
| 6.2 | Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies |

Provide example(s) of how the social work student has demonstrated competency in the behaviors listed above.

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Please comment if the student demonstrates only beginning awareness and understanding and is progressing toward consistently achieving skills, values, and knowledge

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**Competency #7: Access Individulas, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter- professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

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| 7.1 | Collect and organize data, and apply critical thinking to interpret information from clients and consituencies. |
| 7.2 | Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in the analysis of assessment date from clients and constituencies. |
| 7.3 | Develop mututally agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies |

Provide example(s) of how the social work student has demonstrated competency in the behaviors listed above.

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Please comment if the student demonstrates only beginning awareness and understanding and is progressing toward consistently achieving skills, values, and knowledge

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

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| 8.1 | Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. |
| 8.2 | Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. |
| 8.3 | Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes |
| 8.4 | Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies |
| 8.5 | Facilitate effective transitions and endings that advance mutually agreed-on goals. |

Provide example(s) of how the social work student has demonstrated competency in the behaviors listed above.

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Please comment if the student demonstrates only beginning awareness and understanding and is progressing toward consistently achieving skills, values, and knowledge

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

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| 9.1 | Select and use appropriate methods for evaluation of outcomes |
| 9.2 | Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. |
| 9.3 | Critically analyze, monitor, and evaluate intervention and program processes and outcomes. |
| 9.4 | Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. |

Provide example(s) of how the social work student has demonstrated competency in the behaviors listed above.

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Please comment if the student demonstrates only beginning awareness and understanding and is progressing toward consistently achieving skills, values, and knowledge

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***Self Care and Awareness:***

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|  | Develop awareness of own professional, personal, and learning needs and advocates for self accordingly |
|  | Articulate feelings, thoughts, concerns, and conflicts affecting performance. |
|  | Implement strategies for relaxation, stress management and personal care. |
|  | Maintain commitment to work-life balance. |

Provide example (s) of how the social work student has demonstrated competency in practicing appropriate self-care and awareness.

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***Professional Work Skills:***

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|  | Demostrate intellectual curiosity, creativity, and strategic thinkings |
|  | Effectively manage and prioritize workload |
|  | Possess organizational skills and attention to detail |
|  | Exhibit public speaking skills particularly in case conferences, supervision, client meetings, presentations and staff meetings. |
|  | Demostrate professional written and verbal communication. |
|  | Adhere to expected work schedule and hours of intership. |
|  | Inform Field instructor when late or absent (using communication determined by Field Instructor and agency – email, phone or text. |
|  | Meet agreed-upon deadlines |
|  | Dress professionally according to agency’s standards. |
|  | Maintain collegial, respectful and collaborative attitude towards all agency staff. |
|  | Accept and follow instructions or directives from supeviosr or agency designee. |

Provide additional comments on Professional Work Skills.

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***Part 3: Field Instructor Summary:***

1. Please summarize your assessment of the student’s performance in field placement.
2. Based on your assessment of the student’s performance and potential for further professional development, please indicate:

* Your plans for the next semester (fall semester evaluation); OR
* Your recommendations for future learning and development (spring semester evaluation)

The student will have completed the required time for the filed placement by the last day of Field Placement (please see Field Education Calendar).

\_\_\_\_ YES \_\_\_\_\_ NO

If no, please indicate the remaning time the student needs to complete, and the agreed-upon date of complettion.

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## Advanced Specialization Clinical

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| Field learning is a collaborative process, beginning with the formulation of the Learning Agreement, continuing through regularly scheduled conferences, and at critical points of evaluation during the field placement. The evaluation process is an integral part of field evaluation and serves to foster professional development by helping students develop the capacity for evaluation of their own work, appraising their performance progress, and determining and focusing future learning tasks and objectives. The major purposes of the evaluation include an opportunity for the student and field instructor to evaluate what the student has learned and where they are now, and to conceptualize what skills and learning needs they should focus on in the future. | |
| It is expected that the field instructor will meet with the student at mid-semester to discuss their progress in field learning. Any concerns raised at this time should be discussed with the student, as well as with the field liaison. | |
| For the end-of semester evaluation, it is the field instructor's responsibility to conduct an evaluation conference with the student and, based on the discussion, to complete a draft of the final evaluation in Sonia. The final evaluation each semester should be based upon identified learning goals/assignments included in the Learning Agreement as well as other criteria agreed upon by both supervisor and student. The student should be given some time to read, reflect, and assimilate the content, and complete the narrative portion. The field instructor and student should then meet together to review the evaluation. Once completed, the student and field instructor both sign. Field instructors submit the complete/signed evaluation in Sonia for field liaison review by **April 21, 2023** (Spring Semester). |  | | |
| **Date:** Click here to enter text.  **Agency Name:** Click here to enter text.  **Student Name:** Click here to enter text.  **Field Instructor (supervisor):** Click here to enter text. | | |  | |
| **Task Supervisor (if applicable):** Click here to enter text. | | |  | |
| **Field Liaison:** Click here to enter text. | | |  | |

**Narrative Describing the Agency and Student Assignments:**

Brief description of agency (clients served, professions represented, funding sources, size):

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Description of major assignments, demographic data, and intervention modalities used:

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Part 2: Competencies

In completing the evaluation, the Field Instructor rates the student on their level of proficiency as related to the identified Competencies/Behaviors using the scale below. Field Instructors are to evaluate performance by clicking on the appropriate numerical rating to the right of each Behavior. Ratings should be provided for each individual Behavior. Behaviors are to be assessed within an agency context and as determined by the student and supervisor. **Field Instructor comments must be included for each section.** The comment section is used to highlight abilities as well as strategies to promote student learning. Comments for a "1" rating must reflect strategies for improvement in the following semester.

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| **Scale: Application of knowledge and skills to practice** | | |
| **1**  **Does Not Meet Expectations** | **2**  **Meets Expectations** | **3**  **Exceeds Expectations** |
| Student does not meet expectations for a student at this level. This reflects the fact that the student is not performing at an acceptable level. The student does not demonstrate an understanding of the skill. | Student meets expectations for a student at this level. This reflects that the student has exhibited performance skills at an expected level and has practiced at the expected skill level for the social work student. A student demonstrates effective use of the practice skills most of the time. | A student exceeds expectations for a student at this level. This reflects that the student has exhibited performance skills of the highest quality and has practiced well above the expected skill level for the social work student. Students have excelled and uses these skills consistently and effectively. |

**Competency #1: Demostrate Ethical and Professional Behavior in clinical social work practice**

Competency 1: Demonstrate ethical & professional behavior in clinical social work practice.

Clinical social workers recognize the central importance of relationships with clients, colleagues, and related systems. They work to engage in professional relationships with trustworthiness, sensitivity in communication, openness to feedback, attention to strengths, and antiracist and anti-oppressive critical attention to interpersonal and systemic power. Clinical social workers understand the value base of the profession and its ethical standards, outlined in the National Association of Social Workers’ (2021) Code of Ethics, as well as relevant laws and regulations that may impact practice at the clinical, organizational, and broader policy levels. Clinical social workers understand frameworks of ethical decision-making and seek supervision and consultation when necessary for applying principles of critical thinking to those frameworks in practice. Clinical social workers are knowledgeable about the impacts of direct, secondary, and vicarious trauma on individuals, families, groups, communities, and organizations, and work to engage in ethical decision-making cognizant of power dynamics and potential re-traumatization in helping relationships. Clinical social workers are reflective of their own trauma histories, power, and positionalities. They work to recognize personal values and the distinction between personal and professional values. They also understand how their experiences and affective reactions influence their professional judgment and behavior. Clinical social workers recognize the importance of life-long learning and are committed to continually updating their skills and awareness in supervision, consultation, and training to ensure they are relevant and effective.

Clinical social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

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| 1.1 | Identify and address ethical considerations including maintaining physical interpersonal, spiritual, emotional, and psychological boundaries for clients and client systems, face-to-face and virtual, and demonstrate the ability to assess and address barriers to safety for clients across the lifespan, in consultation with theprinciples and standards of the Code of Ethics of the National Association of SocialWorkers (NASW). |
| 1.2 | Engage in self-relection and self-care practice including reflective supervision to prevent and address secondary traumatic stress, compassion fatigue,vicarious traums, and burnout. |

Provide example(s) of how the social work student has demonstrated competency in the behaviors listed above.

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Please comment if the student demonstrates only beginning awareness and understanding and is progressing toward consistently achieving skills, values, and knowledge

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**Competency #2: Engage Diversity and Difference in Practice**

Clinical social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sexual orientation, and tribal sovereign status. Clinical social workers understand that, because of difference, a person’s life experiences may include oppression, poverty, marginalization, alienation, and heightened exposure to trauma as well as privilege, power, and acclaim. Clinical social workers also understand the forms and mechanisms of oppression, discrimination, and traumatization in relationships and systems and recognize the extent to which a society’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, traumatize, or create privilege and power. Clinical social workers reflect on their own intersectional positionalities in interactions with clients in helping relationships as a vital component of antiracist, anti-oppressive, and trauma-informed clinical social work practice.

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| 2.1 | Reflect on their own intersectional positionalities in interaction with those of the client to inform and support cultrually responsive and anti-oppressive clinical social work practice. |
| 2.2 | Develop cognitive self-awareness and affective self-regulation in response to the influence of personal biases and values in working inclusively with clinets and constituencies. |

Provide example(s) of how the social work student has demonstrated competency in the behaviors listed above.

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Please comment if the student demonstrates only beginning awareness and understanding and is progressing toward consistently achieving skills, values, and knowledge

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**Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice Through Critical Attention to Micro and Organizationa Level Practice**

Clinical social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Clinical social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Clinical social workers understand strategies designed to acknowledge and work to repair colonialist, racist, and oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected. Clinical social workers also recognize that clinical social work has been historically complicit and part of oppressive practices. Clinical social workers understand the importance for care and healing in recognizing, redressing, and transforming injustice and violations of human rights at interpersonal and systemic levels to facilitate recovery, resilience, and growth.

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| 3.1 | Reflect on issues of oppression and huma nrights to advocate for a strengths-based appraoch in clinical work with individuals, families, and/or groups. |
| 3.2 | Implement and encourage practices and policies tha facilitate empowerment, resilience, and posttraumatic growth. |

Provide example(s) of how the social work student has demonstrated competency in the behaviors listed above.

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Please comment if the student demonstrates only beginning awareness and understanding and is progressing toward consistently achieving skills, values, and knowledge

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**Competency #4: Critically Examine and Apply Practice-Informed Research & Research -Informed Practice for Advanced Clinical Social Work**

Clinical social workers understand quantitative and qualitative research methods and their respective roles in advancing the science of social work and in evaluating their practice. Clinical social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Clinical social workers understand that evidence that informs practice derives from multi- disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice, and that insights and dialogue in the field with clients and other stakeholders must also inform research for practice, centering the voices and perspectives of people and communities most impacted.

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| 4.1 | Inform intervention with use of research evidence, theory, and the perspectives of impacted people and communities. |
| 4.2 | Apply theory and research to adopt, modify, and translate practices and policies that are most appropriate to practice settings and diverse populations. |

Provide example(s) of how the social work student has demonstrated competency in the behaviors listed above.

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Please comment if the student demonstrates only beginning awareness and understanding and is progressing toward consistently achieving skills, values, and knowledge

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**Competency #5: Engage in Policy Practice for Advanced Clinical Social Work**

Clinical social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels that bear heavily on clients’ presenting concerns as well as practice constraints and opportunities faced in clinical social work practice. Clinical social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

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| 5.1 | Assess the impacts of agency policies, as well as relevant local, state, or federal regulations that influence clients’ presenting concerns as well as practice constraints of the agency. |
| 5.2 | Identify ways to advocate with the agency and/or withing the broader community to support more equitable and just outcomes and systems of care. |

Provide example(s) of how the social work student has demonstrated competency in the behaviors listed above.

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Please comment if the student demonstrates only beginning awareness and understanding and is progressing toward consistently achieving skills, values, and knowledge

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**Competency #6: Engage with Individuals, Families, Groups, for Clinical Social Work Practice**

Clinical social workers understand that engagement is an ongoing component of the dynamic and interactive process of clinical social work practice with individuals, families, groups, and organizations. Clinical social workers value the importance of human relationships. Clinical social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, and organizations. Clinical social workers recognize the importance of trauma-informed and relationship-based strategies, including working toward empathic recognition and connection, genuineness and use of self, collaborative and reflective contracting with consent and transparency, and reflexivity about interpersonally and systemically experienced dynamics of power and oppression.

Clinical social workers understand strategies to engage clients and constituencies with shared and different intersectional social identities to advance antiracist, anti-oppressive, and trauma-informed practice effectiveness. Clinical social workers understand how their own experiences and affective reactions may impact their ability to effectively engage with clients and constituencies. Clinical social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

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| 6.1 | Demostrates attentiveness to factors that enable and constrain engagement in clinical social work practice with individuals, families, and/or groups. |
| 6.2 | Shows capacity to assess and respond to multilevel factors that may influence clients’ motivations and help-seeking and help rejecting behaviors. |
| 6.3 | Uses supervision to reflect on effective use of self and affective self-regulations while naviaging the engagement process. |

Provide example(s) of how the social work student has demonstrated competency in the behaviors listed above.

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Please comment if the student demonstrates only beginning awareness and understanding and is progressing toward consistently achieving skills, values, and knowledge

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**Competency #7: Access Individulas, Families, and Groups for Clinical Social Work Practice**

Clinical social workers understand that assessment is an ongoing component of the dynamic and interactive process of clinical social work practice with individuals, families, groups, organizations, and communities with shared and different social identities and experiences.

Clinical social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of clients and constituencies, including individuals, families, groups, and organizations. Clinical social workers understand the importance of assessing the potential biological, psychological, social, and spiritual impacts of trauma for individuals, families, groups, and organizations. Clinical social workers understand methods of assessment with clients and constituencies with sensitivity to clients’ needs and choices to promote autonomy and advance antiracist, anti-oppressive, and trauma-informed practice effectiveness. Clinical social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Clinical social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

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| 7.1 | Ability to conduct a multidimensional assessment to inform intervention planning. |
| 7.2 | Select and use empirically sound assessment techniques that are culturally and developmentally appropriate for the client and demostrate sensitivity to clients’ lived experiences, including strengths and possible traumatic experiences. |
| 7.3 | Demostrate awareness of ways in which one’s own biases, experiences, potential countertransference processes, and values can affect the assessment process. |

Provide example(s) of how the social work student has demonstrated competency in the behaviors listed above.

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Please comment if the student demonstrates only beginning awareness and understanding and is progressing toward consistently achieving skills, values, and knowledge

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**Competency #8: Intervene with Individuals, Families, and Groups for Clinical Social Work Practice**

Clinical social workers understand that intervention is an ongoing component of the dynamic and interactive process of antiracist, anti-oppressive, and trauma-informed clinical social work practice with individuals, families, groups, and organizations. Clinical social workers understand that relationships are central to trauma-informed intervention, and that these helping relationships must be developmentally sensitive and strive to develop safety, respect, and trust. Clinical social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, and organizations. Clinical social workers understand relational, developmental, psychodynamic, cognitive-behavioral, and person-in-environment, and trauma theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Clinical social workers work to use interventions that affirm and support the self- determination and choices of their clients. Clinical social workers understand that trauma-informed interventions depend on trauma-informed systems and organizations. Clinical social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Clinical social workers value the importance of inter- professional teamwork and communication in interventions, and supervision and consultation, recognizing that beneficial outcomes may require interdisciplinary, inter- professional, and inter-organizational collaboration.

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| 8.1 | Critically appraise possible intervention approaches in response to assessment of clients and use of theory-driven and evidence informed approaches for intervention planning. |
| 8.2 | Implement developmentally and culturally appropriate evidence-based intervention in conjunction with practioner expertise and client preference |
| 8.3 | Modify and adapt interventions if needed to address cultural differences or contextual and enviromental challenges with awareness of the need for continual evaluation. |
| 8.4 | Mobilize the strengths of clinets and systems to increase individual, group, family, and community resilience. |
| 8.5 | Develop and use self-care strategies that support resilience and well being, to address the impact of compassion fatique and vicarious traumatization. |

Provide example(s) of how the social work student has demonstrated competency in the behaviors listed above.

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Please comment if the student demonstrates only beginning awareness and understanding and is progressing toward consistently achieving skills, values, and knowledge

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**Competency #9: Evaluate Practice with Individuals, Families, and Groups for Clinical Social Work Practice**

Clinical social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with individuals, families, groups, and organizations. Clinical social workers recognize the importance of evaluating processes and outcomes to advance trauma-informed practice with individuals, families, groups, and organizations. Clinical social workers understand the impacts of trauma and trauma-informed practice, as well as theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Clinical social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

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| 9.1 | Engage in ongoing reflection on clinical processes and outcomes incorporating clients’ reflections about progress and change. |
| 9.2 | Use supervision, process recordings, and additional opportunities to promote attention to clinical intervention process and outcomes. |
| 9.3 | Demonstrate ability to critically appraise strengths and learning goals for clinical practice |

Provide example(s) of how the social work student has demonstrated competency in the behaviors listed above.

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Please comment if the student demonstrates only beginning awareness and understanding and is progressing toward consistently achieving skills, values, and knowledge

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***Self Care and Awareness:***

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|  | Develop awareness of own professional, personal, and learning needs and advocates for self accordingly. |
|  | Articulate feelings, thoughts, concerns, and conflicts affecting performance. |
|  | Implement strategies for relaxation, stress management and personal care. |
|  | Maintain commitment to work-life balance. |

Provide example (s) of how the social work student has demonstrated competency in practicing appropriate self-care and awareness.

Click here to enter text.

***Professional Work Skills:***

|  |  |
| --- | --- |
|  | Demostrate intellectual curiosity, creativity, and strategic thinkings. |
|  | Effectively manage and prioritize workload |
|  | Possess organizational skills and attention to detail. |
|  | Exhibit public speaking skills particularly in case conferences, supervision, client meetings, presentations and staff meetings |
|  | Demostrate professional written and verbal communication. |
|  | Adhere to expected work schedule and hours of intership. |
|  | Inform Field instructor when late or absent (using communication determined by Field Instructor and agency – email, phone or text. |
|  | Meet agreed-upon deadlines |
|  | Dress professionally according to agency’s standards. |
|  | Maintain collegial, respectful and collaborative attitude towards all agency staff. |
|  | Accept and follow instructions or directives from supeviosr or agency designee. |

Provide additional comments on Professional Work Skills.

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***Part 3: Field Instructor Summary:***

1. Please summarize your assessment of the student’s performance in field placement.
2. Based on your assessment of the student’s performance and potential for further professional development, please indicate:

* Your plans for the next semester (fall semester evaluation); OR
* Your recommendations for future learning and development (spring semester evaluation)

The student will have completed the required time for the filed placement by the last day of Field Placement (please see Field Education Calendar).

\_\_\_\_ YES \_\_\_\_\_ NO

If no, please indicate the remaning time the student needs to complete, and the agreed-upon date of complettion.

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## Addendum: Home and School Visitor Certification Evaluation Sheet

Please complete the Addendum ONLY if your student has completed the requirements for receiving the Home and School Visitor Certification.

Assess the student's ability to:

Ability to identify child abuse and report such abuse using appropriate procedures in a professional manner.

⚪ 1 ⚪ 2 ⚪ 3

Ability to demonstrate the skill of performing a suicidal assessment and intervention.

⚪ 1 ⚪ 2 ⚪ 3

Ability to address the needs of diverse learners.

⚪ 1 ⚪ 2 ⚪ 3

Understanding of the critical role of literacy development as a core area for learning and intervention.

⚪ 1 ⚪ 2 ⚪ 3

Ability to address the needs of English language learners.

⚪ 1 ⚪ 2 ⚪ 3

Ability to work as part of an interdisciplinary team.

⚪ 1 ⚪ 2 ⚪ 3

Additional comments on school-based knowledge and skills:

**Student Section**

Student's Narrative Self-Evaluation of Overall Progress:

* Students should note a change and development in knowledge, skills, and competencies, and include detailed information regarding practice experiences.
* The student's submission of this form does not imply agreement, only that the student has read the evaluation. In situations where the student disagrees with the evaluation, the student may include an addendum to the evaluation, as a separate document. The addendum would become a part of the student's permanent record.

For student: I have read and received a copy of this evaluation. I understand I have the right to disagree in writing with this evaluation of my performance, and that such a statement may be appended to this evaluation.

*Student Submit*

**Field Liaison Section**

Field Liaison: This evaluation has been completed and reviewed by the Field Instructor and Student. Please review the form and indicate whether it is complete.

Is this Field Evaluation complete?

⚪ Yes ⚪ No

If no, you must explain what remains to be completed in the comment box below:

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*Field Liaison Submit*

## Advanced Specialization COPA: Communities, Organizations, Policy, & Advocacy Field Evaluation

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| Field learning is a collaborative process, beginning with the formulation of the Learning Agreement, continuing through regularly scheduled conferences, and at critical points of evaluation during the field placement. The evaluation process is an integral part of field evaluation and serves to foster professional development by helping students develop the capacity for evaluation of their own work, appraising their performance progress, and determining and focusing future learning tasks and objectives. The major purposes of the evaluation include an opportunity for the student and field instructor to evaluate what the student has learned and where they are now, and to conceptualize what skills and learning needs they should focus on in the future. | |
| It is expected that the field instructor will meet with the student at mid-semester to discuss their progress in field learning. Any concerns raised at this time should be discussed with the student, as well as with the field liaison. | |
| For the end-of semester evaluation, it is the field instructor's responsibility to conduct an evaluation conference with the student and, based on the discussion, to complete a draft of the final evaluation in Sonia. The final evaluation each semester should be based upon identified learning goals/assignments included in the Learning Agreement as well as other criteria agreed upon by both supervisor and student. The student should be given some time to read, reflect, and assimilate the content, and complete the narrative portion. The field instructor and student should then meet together to review the evaluation. Once completed, the student and field instructor both sign. Field instructors submit the complete/signed evaluation in Sonia for field liaison review by **April 21, 2023** (Spring Semester). |  | | |
| **Date:** Click here to enter text.  **Agency Name:** Click here to enter text.  **Student Name:** Click here to enter text.  **Field Instructor (supervisor):** Click here to enter text. | | |  | |
| **Task Supervisor (if applicable):** Click here to enter text. | | |  | |
| **Field Liaison:** Click here to enter text. | | |  | |

**Narrative Describing the Agency and Student Assignments:**

Brief description of agency (clients served, professions represented, funding sources, size):

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Description of major assignments, demographic data, and intervention modalities used:

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**Part 2: Competencies**

In completing the evaluation, the Field Instructor rates the student on their level of proficiency as related to the identified Competencies/Behaviors using the scale below. Field Instructors are to evaluate performance by clicking on the appropriate numerical rating to the right of each Behavior. Ratings should be provided for each individual Behavior. Behaviors are to be assessed within an agency context and as determined by the student and supervisor. **Field Instructor comments must be included for each section.** The comment section is used to highlight abilities as well as strategies to promote student learning. Comments for a "1" rating must reflect strategies for improvement in the following semester.

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| **Scale: Application of knowledge and skills to practice** | | |
| **1**  **Does Not Meet Expectations** | **2**  **Meets Expectations** | **3**  **Exceeds Expectations** |
| Student does not meet expectations for a student at this level. This reflects the fact that the student is not performing at an acceptable level. The student does not demonstrate an understanding of the skill. | Student meets expectations for a student at this level. This reflects that the student has exhibited performance skills at an expected level and has practiced at the expected skill level for the social work student. Student demonstrates effective use of the practice skills most of the time. | Student exceeds expectations for a student at this level. This reflects that the student has exhibited performance skills of the highest quality and has practiced well above the expected skill level for the social work student. Student has excelled and uses these skills consistently and effectively. |

**Competency #1: Demostrate Ethical and Professional Behavior**

Macro social workers demonstrate the capacity, integrity, and commitment to act in an ethical manner that promotes inclusive participation in decision-making, public policy, and community building.

They ensure that practice in complex systems respects every individual’s and community’s right to human dignity and worth by opposing sources and structures of racism and other forms of oppression. Macro practitioners are facilitative leaders and organizers across all realms of practice and maintain a commitment to a vision and mission that support the collective process of social change. To ensure ethical practice with communities, with organizations, and in the policy arena, these social workers use self-reflection, self-regulation, supervision, consultation, and lifelong learning to address how their attitudes and biases their personal and professional identity, values, and behaviors. Social workers in macro practice represent the profession’s values in interactions with clients, interprofessional colleagues, policymakers, and community stakeholders. They understand and promote organizational, community, and individual rights regarding policy, political activity, and other forms of social action. Macro practitioners recognize ethical issues in practice and distinguish between decision- making frameworks to navigate ethical dilemmas between their personal values, their identity, values of the profession, and the values, interests, and rights of individuals, families, groups, organizations, and communities.

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| 1.1 | Apply an anti-oppression framwork integrating the principles included in the NASW and *International Federal of Social Works (IFSW)* ethical codes, evidence-based knowledge, and relevant legal and policy-related information. |
| 1.2 | Critically apply ethical decision-making framerworks that reflect social work values and the basic needs and rights of vulnerable, marginalized, and disadvantaged communities. |
| 1.3 | Use self-evaluation and reflection to critically naviage competing personal and profession values, as well as trade-offs involved in making strategic decisions. |
| 1.4 | Demostrate an understanding of the significance of social work supervision as an accountability mechanism in supporting ethical and professional social work practice. |
| 1.5 | Recognize the complexities and dilemnas that may arise in working with multiple client groups and constituencies. |

Provide example(s) of how the social work student has demonstrated competency in the behaviors listed above.

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Please comment if the student demonstrates only beginning awareness and understanding and is progressing toward consistently achieving skills, values, and knowledge

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**Competency #2: Engage Diversity and Difference in Practice**

Macro practitioners engage with a variety of individuals, families, organizations, communities, and other stakeholder groups to dismantle systems of oppression and advance social, economic, and environmental justice. Macro practitioners build on the strength of diversity and the history of people, organizations, and communities to inform collaborative engagement processes. They use an intersectional lens and anti-oppressive approach to develop strategies for engaging and collaborating with people and communities who are marginalized on the basis of characteristics such as race, gender, gender identity, sexual orientation, age, religion, ability, ethnicity, and documentation status. Social workers in macro practice are highly skilled at communicating with those holding different perspectives and worldviews, recognizing the complexities and contradictions at times in addressing multiple oppressions and disparities. They educate diverse stakeholders about how organizational, community, and policy decisions affect vulnerable communities to craft interventions that advance social, economic, and environmental justice.

Macro social workers apply research-informed knowledge and the lived experience of affected groups when working with diverse populations to address organizational, community, and societal issues. Macro practitioners are committed to examining how power, implicit and explicit bias, privilege, and oppression are manifested in the social work profession and their own practice.

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| 2.1 | Demostrate fluency in a variety of communications styles to effectively engage and work with people of different poltical ideologies, interests, religious and cultrual backgrounds, and points of view. |
| 2.2 | Engage with diverse stakeholders in promoting a deep self-awareness and cultural humitlity with an understanding of how one’s own personal biases, power, and privilge affect the engagement process and all aspects of macro practice. |
| 2.3 | Provide opportunities for open discussion about issues to promote sensitivity and use conflicts that arise in practice to forge new understanding and appreciation of one another. |
| 2.4 | Mediate tensions and conflicts that arise from managing cultrual, politcal, and social difference between and within diverse groups |

Provide example(s) of how the social work student has demonstrated competency in the behaviors listed above.

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Please comment if the student demonstrates only beginning awareness and understanding and is progressing toward consistently achieving skills, values, and knowledge

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**Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice**

Macro practice social workers advance human rights and social, economic, and environmental justice with, and on behalf of, individuals, families, organizations, communities, and larger social structures. Human rights and social justice are fundamental to social work and necessary for every human being to live in freedom and with dignity, security, and equality. Informed by theories of justice, human rights, power dynamics, and other frameworks, macro practice social workers advance human rights and social, economic, and environmental justice locally and globally. Macro social workers recognize historical legacies of oppression and discrimination and challenge social policies and practices that tolerate or promote racism, sexism, heterosexism, and other discriminatory treatments of people based on identities including age, disability, religion, and national origin. They understand that the realization of human rights is mediated and influenced by local, state, federal, and international policies. Macro social workers design and advance public policies using the Universal Declaration of Human Rights, which guarantees all people the right to work, housing, healthcare, education, leisure, privacy, economic security, and a clean, safe, and sustainable environment. They promote the right to vote, the right to protest, and other forms of civic participation to fully and freely engage in democratic processes.

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| 3.1 | Identify issues, develop strategies, evaluate outcomes, and promote human rights and social justice with affected clients and constituencies. |
| 3.2 | Analyze and participate in the poltical process and politcal climate when engaging in organization, community, and policy change on behalf of human rights and social justice. |
| 3.3 | Identify and engage key stakeholders to advocate for access to resources, services, benefits and opporunties for vulnerable and marginzalized clients, constituencies, and communities. |

Provide example(s) of how the social work student has demonstrated competency in the behaviors listed above.

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Please comment if the student demonstrates only beginning awareness and understanding and is progressing toward consistently achieving skills, values, and knowledge

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

Macro practitioners recognize environmental, sociocultural, and historical factors that affect the inclusion of underrepresented populations in research and understand how this research enhances service delivery and contributes to broader knowledge building within social work practice. In collaboration with key program stakeholders and those directly affected by social problems, macro practitioners build culturally informed knowledge to promote human rights and social justice for vulnerable and oppressed populations. Macro social workers understand that many types of evidence, from personal narrative to analysis of large data sets, inform the development, analysis, and critique of social policies and interventions. They use a wide range of research methods, including logic, scientific inquiry, and culturally informed and ethical approaches, to develop effective responses to social, economic, political, and environmental challenges and to shape policies and programs. They recognize that research is not value free and that biases can skew programs and policies. They communicate research-based arguments to inform policies and programs and translate research findings into actionable planned change efforts and policies. Macro social workers understand that defining, conducting, and presenting research findings and their implications includes political and resource considerations.

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| 4.1 | Develop and select resarch questions that strategically inform the research process and its impact on communities, prorams, organization, and policies. |
| 4.2 | Collaborate, mobilize, and organize constituents, stakeholders, and colleagues to engage in research for advocacy, policy making, program design, and evluation, and the dissemination of resrach finds to omprove policies, programs, services and interventions. |
| 4.3 | Identify anticipated obstacles and opposition to the conduct and dissemination of research, including ethical, political and economic dilemmas. |

Provide example(s) of how the social work student has demonstrated competency in the behaviors listed above.

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Please comment if the student demonstrates only beginning awareness and understanding and is progressing toward consistently achieving skills, values, and knowledge

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

Social workers in macro practice examine how historical, political, social, economic, and cultural factors shape the policy environment and use this knowledge to recognize and capitalize on opportunities for reform that advance human rights; racial and gender equity; access to high- quality, comprehensive social welfare services; and social, economic, and environmental justice. Macro practitioners appreciate the complexity of policy issues; understand legislative, executive, and judicial policy-making processes; and critically analyze the varied dimensions of power as they affect individuals, families, groups, organizations, and communities. Macro practitioners engage in policy research, development, advocacy, analysis, implementation, evaluation, and electoral politics. They devise and implement strategies at the local, state, and national levels to achieve policy goals reflecting social work values. They engage and build the capacity of affected constituencies to participate in advocacy and direct and indirect lobbying, including working through coalitions, to advance evidence- informed policies that support well-being.

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| 5.1 | Educate stakeholders about how policies affect inficual well-being and the communities and organizations that support them. |
| 5.2 | Engage, motivate, and mobilize constituents to participate and even lead in the policy process |
| 5.3 | Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. |

Provide example(s) of how the social work student has demonstrated competency in the behaviors listed above.

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Please comment if the student demonstrates only beginning awareness and understanding and is progressing toward consistently achieving skills, values, and knowledge

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

Effective macro practice with individuals, families, groups, organizations, and communities begins with engaging key stakeholders to better understand social problems, identify resources and assets, and develop strategies to address stakeholder concerns. It is an ongoing, iterative, and dynamic process that starts with initial engagement and continues through assessment, intervention, and evaluation. Macro social workers must recognize interconnections and interdependencies between micro, mezzo, and macro systems. Macro social workers must be adept at moving across these systems to engage community members, organizations, policymakers, and other community leaders. They create, nurture, and deepen authentic and strategic relationships and consider power dynamics in selecting, implementing, and modifying engagement strategies. They manage conflict and disagreement with respect, seek common ground, and interact effectively with both allies and opponents while maintaining a commitment to social justice and the needs of vulnerable populations. Macro social workers build collaborative relationships that bring together stakeholders at the grassroots and interorganizational levels for a common purpose to improve social, economic, and environmental well-being. Using an ecological system perspective, macro social workers understand and apply a range of theories (e.g., critical race theory, feminist theory) that examine the structural and institutional forces and power dynamics that shape the context of the social problem. Macro practitioners understand that their personal experiences and affective reactions may affect how they engage with diverse stakeholders and audiences and how clients, constituencies, stakeholders may engage with them based on their identities and background.

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| 6.1 | Acknowledge and address how aspects of their own identities, (e.g. background, status, privilege) affect the engagement process. |
| 6.2 | Actively engage with individuals, families, groups, communities, and organizaitons affect by the issue or problem in ways that value, respect, and include their expertise, knowledge, and culture. |
| 6.3 | Use interpersonal skills and relationship building to gain credibility with allies, clients, and constituents at the grassroots level in defining and communicating community and organizational needs and advancing potential soluations with decision makers. |
| 6.4 | Develop their own leadership skills and those of constituent groups to initiate and facilitate dialogue that moblizes and sustains action. |
| 6.5 | Identify relevant constituencies, partners, and targets with whom relationships are necessary for policy change. |
| 6.6 | Use multiple digital, written, and verbal communication skills to engage different constituencies, partners, and target audiences. |

Provide example(s) of how the social work student has demonstrated competency in the behaviors listed above.

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Please comment if the student demonstrates only beginning awareness and understanding and is progressing toward consistently achieving skills, values, and knowledge

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**Competency #7: Access Individulas, Families, Groups, Organizations and Communities**

Macro social work practitioners use appropriate theories, frameworks, models, and strategies to examine and assess communities, organizations, and policies using a strength-based, anti-oppressive, and antiracist lens. In doing so, they critically analyze the historical, social, economic, and cultural context in which macro practice takes place; the current political landscape, including political viability, potential levers for change, and relevant power dynamics; the strengths and needs of affected individuals, groups, families, organizations, and communities; and the social policies and other structural, social, and community forces that create and perpetuate discrimination and oppression. Macro social work practitioners also examine and account for their own biases and interests in conducting assessments. Macro social workers have strong collaboration skills in working with diverse stakeholders and constituencies. The macro social worker synthesizes data-driven approaches with multiple ways of knowing, acknowledging, and respecting that indigenous knowledge is essential for effective assessment and lays the groundwork for capacity building.

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| 7.1 | Assess and analyze, needs, benefits, gaps in services, rights, and the inequitable distribution of resources and power to identify appropirate macro intervations |
| 7.2 | Collaborate with community members, professional colleagues, and poltical stakeholders thorughtout the assessment process. |
| 7.3 | Prepare reports that summarize and anlyze collected data and fram options for intervention |

Provide example(s) of how the social work student has demonstrated competency in the behaviors listed above.

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Please comment if the student demonstrates only beginning awareness and understanding and is progressing toward consistently achieving skills, values, and knowledge

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

Macro practitioners use research-informed evidence to address the root causes of social problems and incorporate indigenous knowledge of affected populations, communities, and organizations with their participation. Effective interventions with organizations, with communities, and in the policy arena build on successful engagement with stakeholders and constituencies, as well as the assessment of social, economic, and political contexts. Using collaborative and interdisciplinary processes, macro practitioners design and implement positive change interventions that are strategic and reflect the profession’s values of social, economic, and environmental justice. Macro practitioners work to ensure that interventions combat systemic oppression and injustice that permeate our organizations and society and that often become institutionalized through social policies. Macro social workers use cutting- edge professional knowledge to apply evidence-informed interventions at local, state, and national levels. They build power and capacity for positive social change by effectively managing human service organizations and delivery systems; educating, mobilizing, and organizing for community planning and development; and shaping social policies.

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| 8.1 | Identify the strengths, expertise, and potential contributions of relevant stakeholders groups (e.g. coalitions, think tanks, organizations, associations, voters, and affected constituencies) to collectively exert power for social change. |
| 8.2 | Initiate and facilitate interprofessional collaborations within and between organizaiton, community, and policy partners to achieve positive system change. |
| 8.3 | Apply intervention skills to develop and revitalize social, economic, and environmental assets and build community capacity. |
| 8.4 | Formulate educational materials and deliver persuasive arguments through written and oral communications, such as fact sheets, case vignettes, and testimony. |

Provide example(s) of how the social work student has demonstrated competency in the behaviors listed above.

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Please comment if the student demonstrates only beginning awareness and understanding and is progressing toward consistently achieving skills, values, and knowledge

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

Macro social workers use research methods to evaluate programs, interventions, organizations, communities, and policies by using multiple sources of knowledge including professional experience, practice knowledge, and stakeholder input. They consider research and theories on organizational, community, and political processes in addressing the causes and consequences of social problems, inequality, and systematic oppression. Macro social workers evaluate the processes and outcomes of change efforts to ensure that evaluation findings are used to promote social, political, and economic justice, sustainable and accessible services and programs, and evidence-based practice. Macro social workers ensure that evaluation design, measurement, implementation, and use of findings are customized to the target population and diverse settings and that they are culturally responsive, accurate, and timely. They recognize that evaluation is a complex activity that does not occur in a vacuum and that factors such as measurement issues, multiple goals, and changing systemic contexts contribute to success or failure. They strive to include the perspectives, input, and participation of stakeholders and community members throughout the evaluation process.

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| 9.1 | Select appropriate evluative questions to facilitate docuemnting, improving, or changing organization programs, policies, and community performance processes and outcomes. |
| 9.2 | Develop collaborative relationships with internal and external stakeholders to engage them in the evaluation process. |

Provide example(s) of how the social work student has demonstrated competency in the behaviors listed above.

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Please comment if the student demonstrates only beginning awareness and understanding and is progressing toward consistently achieving skills, values, and knowledge

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***Self Care and Awareness:***

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| --- | --- |
|  | Develop awareness of own professional, personal, and learning needs and advocates for self accordingly. |
|  | Articulate feelings, thoughts, concerns, and conflicts affecting performance. |
|  | Implement strategies for relaxation, stress management and personal care. |
|  | Maintain commitment to work-life balance. |
| Comments and/or explanation of any N/As | |

***Professional Work Skills:***

|  |  |
| --- | --- |
|  | Demostrate intellectual curiosity, creativity, and strategic thinkings. |
|  | Effectively manage and prioritize workload. |
|  | Possess organizational skills and attention to detail. |
|  | Exhibit public speaking skills particularly in case conferences, supervision, client meetings, presentations and staff meetings. |
|  | Demostrate professional written and verbal communication. |
|  | Adhere to expected work schedule and hours of intership. |
|  | Inform Field instructor when late or absent (using communication determined by Field Instructor and agency – email, phone or text. |
|  | Meet agreed-upon deadlines |
|  | Dress professionally according to agency’s standards. |
|  | Maintain collegial, respectful and collaborative attitude towards all agency staff |
|  | Accept and follow instructions or directives from supeviosr or agency designee. |

Comments and/or explanation of any N/As

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***Part 3: Field Instructor Summary:***

1. Please summarize your assessment of the student’s performance in field placement.
2. Based on your assessment of the student’s performance and potential for further professional development, please indicate:

* Your plans for the next semester (fall semester evaluation); OR
* Your recommendations for future learning and development (spring semester evaluation)

The student will have completed the required time for the filed placement by the last day of Field Placement (please see Field Education Calendar).

\_\_\_\_ YES \_\_\_\_\_ NO

If no, please indicate the remaning time the student needs to complete, and the agreed-upon date of complettion.

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## Students Evaluation of Field Education Form

Thank you for participating in this student evaluation survey. Your answers will be used to improve the student experience. Required answers are marked with an asterisk (\*)

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

Pathway (check all that apply)\*

▢ Generalist

▢ COPA/CSW

▢ Advanced Standing

▢ Part Time

▢ Full Time

Agency\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Instructor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Instructions: Please select the answer that most closely resembles an appropriate description of the Field Instructor listed above.**

**Q1 Clarity of Expectations\***

\_\_\_\_\_ Provides minimal information needed to determine expectations.

\_\_\_\_\_ Expectations and objectives are identified.

\_\_\_\_\_ Expectations and objectives are identified and means of accomplishment are clearly defined.

**Q2 Feedback and Evaluation\***

\_\_\_\_\_ Little or no feedback is given, or feedback is not overly negative or positive.

\_\_\_\_\_ Feedback is given regularly and generally useful, balanced, and constructive.

\_\_\_\_\_ Strong focus on mutual feedback which notes strengths and areas for improvement, involving student in self-evaluation process.

**Q3 Availability\***

\_\_\_\_\_ Rarely available for regularly scheduled supervision or allowed numerous interruptions during supervision time or did not schedule regular supervisory meetings.

\_\_\_\_\_ Usually available for regularly scheduled supervision time with minimal interruptions.

\_\_\_\_\_ Always available for regularly scheduled supervision time and protected time from interruptions.

**Q4 Supportive Learning Environment\***

\_\_\_\_\_ Rarely provides support for or interest in student's learning and work.

\_\_\_\_\_ Generally, provides support for and interest in student's learning and work.

\_\_\_\_\_ Communicates frequent and genuine support for an interest in student's learning and work.

**Q5 Integration of Academic Content with Field Experience\***

\_\_\_\_\_ Provides little information on theoretical models or orientations; rarely discusses integration of theory and practice.

\_\_\_\_\_ Provides some information on theoretical models or orientations; sometimes discusses integration of theory or practice.

\_\_\_\_\_ Provides great deal of information on theoretical models or orientations; frequently discusses integration of theory or practice.

**Q6 Commitment to Broadening Student's Learning\***

\_\_\_\_\_ Rarely encourages or facilitates discussion of broader social work issues or access to other professionals in the agency and community. Has a narrow perspective on social work roles

and a particular job.

\_\_\_\_\_ Occasionally encourages or facilitates discussion of broader social work issues or access to other professionals in the agency and community. Has a broad perspective on social work

which extends beyond objectives.

\_\_\_\_\_ Frequently encourages or facilitates discussion of broader social work issues or access to other professionals in the agency and community. Has a broad perspective on social work roles and objectives.

**Q7 Sensitivity to Issues of Diversity\***

\_\_\_\_\_ Poor or unprofessional level of sensitivity to issues of diversity in the agency and broader community.

\_\_\_\_\_ Generally sensitive to issues of diversity in the agency and broader community.

\_\_\_\_\_ Highly sensitive to issues of diversity in the agency and broader community.

Comments:

**If you would like to meet with the Office of Field Education, please provide your contact information below**:

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

## Student Evaluation of Field Instruction Agency

Thank you for participating in this student evaluation survey. Your answers will be used to improve the student experience. Required answers are marked with an asterisk (\*)

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

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

Pathway (check all that apply)\*

▢ Generalist

▢ Clinical/COPA

▢ Advanced Standing

▢ Part Time

▢ Full Time

**General Setting**

Q1 Is this primarily a social work agency? \*

Yes \_\_\_\_\_ No\_\_\_\_\_

Q2 If social work is a component of multiple services, is it well integrated into the agency? \*

Yes \_\_\_\_\_ No\_\_\_\_\_

Q3 Do agency activities reflect stated goals and objectives? \*

Yes \_\_\_\_\_ No\_\_\_\_\_

Q4 Does the agency identify with and respond to the needs of the general community? \*

Yes \_\_\_\_\_ No\_\_\_\_\_

Q5 Does the agency meet the needs of its racial and ethnic minority clients? \*

Yes \_\_\_\_\_ No\_\_\_\_\_

Q6 Does the agency evaluate its own structure and service delivery and act on indications for change? \*

Yes \_\_\_\_\_ No\_\_\_\_\_

Q7 Does the agency use community, client, and staff feedback? \*

Yes \_\_\_\_\_ No\_\_\_\_\_

**Educational Setting**

Q8 Does the agency staff support your learning experience? \*

Yes \_\_\_\_\_ No\_\_\_\_\_

Q9 Are cases, groups, or projects relevant to your specific concentration available as assignments for you? \*

Yes \_\_\_\_\_ No\_\_\_\_\_

If No Explain:

Q10 Do you feel well integrated into the agency operation? \*

Yes \_\_\_\_\_ No\_\_\_\_\_

If No Explain:

Q11 Are racial and ethnic minorities represented among all staff groups at your agency? \*

Yes \_\_\_\_\_ No\_\_\_\_\_

Q12 Is the physical setting conducive to carrying out your responsibilities? \*

Yes \_\_\_\_\_ No\_\_\_\_\_

If No Explain:

**Assignments**

Q13 Do you have an adequate number of cases or assignments? \*

Yes \_\_\_\_\_ No\_\_\_\_\_

Q14 Are there a sufficient number of assignments that support your educational goals? \*

Yes \_\_\_\_\_ No\_\_\_\_\_

Q15 Are there assignments appropriate to your educational needs and level of experience?\*

Yes \_\_\_\_\_ No\_\_\_\_\_

Q16 Are you given sufficient orientation to the agency?\*

Yes \_\_\_\_\_ No\_\_\_\_\_

Q17 Are there varied experiences available at your agency?\*

Yes \_\_\_\_\_ No\_\_\_\_\_

Q18 Do you participate in choosing assignments which would be helpful to you?\*

Yes \_\_\_\_\_ No\_\_\_\_\_

Q19 Are your assignments clearly stated? Is the rationale clear?\*

Yes \_\_\_\_\_ No\_\_\_\_\_

Q20 Are there assignments that integrated classwork and field work?\*

Yes \_\_\_\_\_ No\_\_\_\_\_

Q21 Are there seminars and in-service programs that aided your work in the agency?\*

Yes \_\_\_\_\_ No\_\_\_\_\_

If yes, please describe:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Q22 Do assignments provide opportunities for you to consult or associate with other professions or agencies?\*

Yes \_\_\_\_\_ No\_\_\_\_\_

Explain:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Q23 Do you have the opportunity to learn about or observe the management/administration of the agency?\*

Yes \_\_\_\_\_ No\_\_\_\_\_

Q24 Are you exposed to and able to explore new ideas or methods?\*

Yes \_\_\_\_\_ No\_\_\_\_\_

Q25 Are you involved in the evaluation of your work?\*

Yes \_\_\_\_\_ No\_\_\_\_\_

**Amenities**

Q26 Is the agency readily accessible to a student without a car?\*

Yes \_\_\_\_\_ No\_\_\_\_\_

Q27 Is the agency readily accessible to a student with a physical handicap?\*

Yes \_\_\_\_\_ No\_\_\_\_\_

Q28 Does a student need the following to conduct agency business?\*

▢ Own a car

▢ Driver's License

▢ Ability to drive manual shift

Q29 Are there financial obligations involved with his placement (i.e. parking?)\*

Yes \_\_\_\_\_ No\_\_\_\_\_

If so, please explain:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Q30 Does your assignment require that you spend overtime for completion?\*

Yes \_\_\_\_\_ No\_\_\_\_\_

If so, please explain:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Q31 Are there opportunities for community outreach and home visits? (Choose one answer)\*

▢ Required

▢ Encouraged

▢ Not permitted Q32 Does your agency supply adequate office space?\*

Yes \_\_\_\_\_ No\_\_\_\_\_

Q33 Does your agency supply adequate phone service/computer access?\*

Yes \_\_\_\_\_ No\_\_\_\_\_

Q34 Are you required to work evening hours?\*

Yes \_\_\_\_\_ No\_\_\_\_\_

If yes, how many?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Please rate below this agency on the opportunities it provides students to achieve the following GSSWSR objectives. Please check the appropriate box.**

Q35 Students are encouraged to apply conceptual frameworks including ecological, developmental, and sociocultural theories to inform and improve their professional practice.\*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Excellent** | **Very Good** | **Good** | **Fair** | **Poor** | **N/A** |
|  |  |  |  |  |  |

Q36 Students are encouraged to utilize a strengths-based orientation to professional practice.\*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Excellent** | **Very Good** | **Good** | **Fair** | **Poor** | **N/A** |
|  |  |  |  |  |  |

Q37 Students are encouraged to apply analytic and critical thinking skills to integrate theory and professional practice.\*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Excellent** | **Very Good** | **Good** | **Fair** | **Poor** | **N/A** |
|  |  |  |  |  |  |

Q38 Students have the opportunity to work with vulnerable and at-risk populations.\*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Excellent** | **Very Good** | **Good** | **Fair** | **Poor** | **N/A** |
|  |  |  |  |  |  |

Q39 Students have the opportunity to utilize advocacy skills in their professional practice especially with vulnerable and at-risk populations.\*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Excellent** | **Very Good** | **Good** | **Fair** | **Poor** | **N/A** |
|  |  |  |  |  |  |

Q40 Students are encouraged to apply a historical perspective to their professional practice.\*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Excellent** | **Very Good** | **Good** | **Fair** | **Poor** | **N/A** |
|  |  |  |  |  |  |

Q41 Students are encouraged to utilize social work values and ethics drawn from the NASW Code of Ethics to guide their professional practice.\*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Excellent** | **Very Good** | **Good** | **Fair** | **Poor** | **N/A** |
|  |  |  |  |  |  |

Q42 Students have the opportunity to work to mitigate the effects of oppression and discrimination based on race, color, national, or ethnic origin, class, sexual orientation, age, or disability.\*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Excellent** | **Very Good** | **Good** | **Fair** | **Poor** | **N/A** |
|  |  |  |  |  |  |

N/AQ43 Students are encouraged to utilize research-based knowledge and evidence of best practices derived from juried professional literature to inform their professional practice.\*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Excellent** | **Very Good** | **Good** | **Fair** | **Poor** | **N/A** |
|  |  |  |  |  |  |

Q44 Students are encouraged to utilize accepted practice evaluation methods to routinely assess their own professional practice.\*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Excellent** | **Very Good** | **Good** | **Fair** | **Poor** | **N/A** |
|  |  |  |  |  |  |

Q45 Students are encouraged to successfully perform professional social work administrative responsibilities such as recording, recording keeping, and statistical reporting.\*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Excellent** | **Very Good** | **Good** | **Fair** | **Poor** | **N/A** |
|  |  |  |  |  |  |

Q46 Students are given an opportunity to participate in leadership roles at the direct practice, administrative, research, and/or policy levels within the agency.\*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Excellent** | **Very Good** | **Good** | **Fair** | **Poor** | **N/A** |
|  |  |  |  |  |  |

Q47 Students are encouraged to promote social and economic justice in their professional practice.\*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Excellent** | **Very Good** | **Good** | **Fair** | **Poor** | **N/A** |
|  |  |  |  |  |  |

Q48 Students are invited by the agency to participate in community service that is intended to promote social and economic justice in their professional practice.\*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Excellent** | **Very Good** | **Good** | **Fair** | **Poor** | **N/A** |
|  |  |  |  |  |  |

Q49 Students actually enhance agency service capacity through supervised field education.\*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Excellent** | **Very Good** | **Good** | **Fair** | **Poor** | **N/A** |
|  |  |  |  |  |  |

**If you would like to meet with the Office of Field Education, please provide your contact information below**:

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

## Student Evaluation of Field Liaison

Academic Year 22-23

Thank you for participating in this student evaluation survey. Your answers will be used to improve the student experience. All questions marked with an asterisk (\*) are required.

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

Required Field Liaison Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Instructions: For each question, please choose the answer that most closely represents your opinion. Feel free to add comments at the end of the survey.**

**The Field Liaison:**

Q1 Met with me and my field instructor jointly by mid-semester.\*

Yes \_\_\_\_\_ No\_\_\_\_\_

Q2 Met with me and my field instructor separately by mid-semester.\*

Yes \_\_\_\_\_ No\_\_\_\_\_

Q3 Met with me and my field instructor jointly after mid semester.\*

Yes \_\_\_\_\_ No\_\_\_\_\_

Q4 Helped me and my field instructor to clarify my learning objectives.\*

Yes \_\_\_\_\_ No\_\_\_\_\_

Q5 Was available to me for further discussion as needed.\*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strongly agree** | **Somewhat agree** | **Neither agree nor disagree** | **Somewhat disagree** | **Strongly disagree** |
|  |  |  |  |  |

Q6 Understands the functions and policies of my field placement agency.\*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strongly agree** | **Somewhat agree** | **Neither agree nor disagree** | **Somewhat disagree** | **Strongly disagree** |
|  |  |  |  |  |

Q7 Is aware of learning opportunities available at my agency.\*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strongly agree** | **Somewhat agree** | **Neither agree nor disagree** | **Somewhat disagree** | **Strongly disagree** |
|  |  |  |  |  |

Q8 Understands my track and can help me maximize my field learning opportunities.\*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strongly agree** | **Somewhat agree** | **Neither agree nor disagree** | **Somewhat disagree** | **Strongly disagree** |
|  |  |  |  |  |

Q9 Is aware of my strengths and limitations as they pertain to my current field experience.\*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strongly agree** | **Somewhat agree** | **Neither agree nor disagree** | **Somewhat disagree** | **Strongly disagree** |
|  |  |  |  |  |

Q10 Provides an atmosphere which encourages open discussion of my field placement (i.e., concerns, strengths, and so on).\*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strongly agree** | **Somewhat agree** | **Neither agree nor disagree** | **Somewhat disagree** | **Strongly disagree** |
|  |  |  |  |  |

Q11 Provides me with useful feedback.\*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strongly agree** | **Somewhat agree** | **Neither agree nor disagree** | **Somewhat disagree** | **Strongly disagree** |
|  |  |  |  |  |

Q12 Is effective in helping me work out problems which arise in my field placement.\*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strongly agree** | **Somewhat agree** | **Neither agree nor disagree** | **Somewhat disagree** | **Strongly disagree** |
|  |  |  |  |  |

Q13 Listens to and considers my point of view about what I need to learn at my agency.\*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strongly agree** | **Somewhat agree** | **Neither agree nor disagree** | **Somewhat disagree** | **Strongly disagree** |
|  |  |  |  |  |

Q14 Includes me in conferences with my field instructor.\*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strongly agree** | **Somewhat agree** | **Neither agree nor disagree** | **Somewhat disagree** | **Strongly disagree** |
|  |  |  |  |  |

Q15 Is committed to respect for diversity with regard to race, gender, color, religion, national or ethnic origin, sexual orientation, age, or physical ability.\*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strongly agree** | **Somewhat agree** | **Neither agree nor disagree** | **Somewhat disagree** | **Strongly disagree** |
|  |  |  |  |  |

Q16 Other comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

17 If you would like to meet with the Office of Field Education, please provide your contact information below:

**If you would like to meet with the Office of Field Education, please provide your contact information below**:

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

# FIELD LIAISON TIMETABLE – AY 2023-2024

## Fall Semester 2023

Immediately: Review [GSSWSR Catalog/Handbook](https://www.brynmawr.edu/socialwork/student-resources/academic-information) and [Field Education Manual](https://www.brynmawr.edu/sites/default/files/FieldEducationManual-AY2021-2022_master_accessible.pdf); All materials on *Sonia*

**August 9, 2023 – Field Liaison Meeting - 10:30AM-3:00PM: All FLs in Attendance (via Zoom)**

**August 16, 2023 - Field Education Kick Off – 9:30 AM-12:30 PM: All FLs in Attendance (via Zoom)**

**By 8/28/23:** Contact the Practice Instructor for your assigned practice course to learn the date/time of the scheduled Field Liaison class visit, preferably occurring during the second week of class**.** If assigned to more than one section, you may elect to attend only the section in which you have the most students assigned.

**By 9/1/23**: Contact all of your students letting them know how they can reach you and what times you are available for individual and/or group meetings.

**By 9/8/23:**  Contact all of your Field Instructors (FI) to introduce yourself and determine if they have any questions or concerns. You may use the “Dear Field Instructor” template letter available in Sonia to do this via email.

**By the beginning of week 3 (9/18/23)**: Make sure your students have completed their “Student-Agency-Field Instructor Contact Information Form” – available in Sonia as an assignment.

**By the beginning of week 4 (9/25/23)**: Student Learning Agreement is due.

**By the beginning of week 5 (10/2/23):** Student Process Recording #1 is due.

**By the beginning of week 6 (10/9/23):** Beginning of Field “Visits.” (Scheduling of visits should have been taking place prior to now.) **An individual meeting with students should take place either prior to the field visit or at the time of the field visit.**  If the first individual meeting with the student takes place at the agency, this should be the first meeting held when making a site visit. Then, an individual meeting is held with the Field Instructor. Following this, the three-way meeting is held with the student and FI (at times, a task supervisor may also attend). It is important that both student and FI have an opportunity to meet with you individually. **All site visit forms were completed and uploaded to Sonia within a week of the field visit**.

**By the beginning of week 9 (11/6/23):** Student Process Recording #2 is due

**By the end of week 11 (11/24/23):** Field Visits should be complete.

**11/27/23:** Contact all students, reminding them of the Field Evaluation due date, 12/15/23. The Field Office will send a reminder to Field Instructors, copying Field Liaisons.

**By the beginning of week 13 (12/4/23)**: Student Process Recording #3 is due

**December 15, 2023:** All Field Evaluations are due. Last day of field, fall semester.

## Spring Semester 2024

**By January 3, 2024:** Field Grades in Bionic and Field Liaison Grade Form due.

**January 3, 2023**: Field Education resumes on regularly scheduled days.

**January 5, 2024, 9:00-10:30 AM: Spring Semester Field Liaison Meeting: All FLs in Attendance**

**Week of 1/8-1/12/24:** Learn from thePractice Instructor for your assigned practice course the scheduled time(s) to visit the class.

**By January 16, 2024:** Revision to Learning Agreement due.

**By 1/22/2024**: Student Process Recording #4 due.

**2/5/24:** Beginning of field visits**.**  (Scheduling of visits should have been taking place prior to now.)

**By 3/4/2024**: Student Process Recording #5 is due

**SPRING BREAK – March 8-17, 2024**: Students not in Field

**By 3/15/24**: All field visits should be complete. All site visit forms and evaluation of the field agency forms were completed within one week of site visit.

**By 4/1/24:** Student Process Recording #6 is due.

**4/3/23**: Contact all students, reminding them of the Field Evaluation due date, 4/19/24. The Field Office will send a reminder to Field Instructors, copying Field Liaisons.

**April 19 2024:** All Field Evaluations are due. \*

**May 6, 2024:** Field Grades/Grade Sheet due.

\*First year part-time students who will be in field through June 7h will receive their field evaluations on June 7h.

“Brown Bag” Sessions: All Field Liaisons are invited to attend Brown Bag Sessions held each semester. These are optional, informal meetings to support the Field Liaison role, problem-solve issues in the field, and/or present issue(s) for group discussion and feedback. Dates to be announced.

\*\*\*Please alert the Director or Assistant Director of Field Education immediately of any problems or concerns that are emerging at any of your placement agencies. Changes in Field Instructor assignment - including the name and contact information of the new Instructor - should be communicated to the Director or Assistant Director of Field Education. Changes in agency address, phone number, or name changes should be passed on to the Field Education Office Administrative Assistant.

# AFFLIATION AGREEMENT – MEMORANDUM OF UNDERSTANDING WITH FIELD AGENCY

The Bryn Mawr College Graduate School of Social Work and Social Research ("GSSWSR" or "School") has initiated this agreement between the School and Agencies serving as field education practice sites in order to clarify their work together and ensure the high quality and integrity of the educational experience of the students. This agreement takes effect when a signed contract is received and signed by both the School and Agency. The time expectations for student field placements are listed below, and dates of placement will be set forth in the Field Education Calendar which will be provided to Agency at the time of the confirmation of each placement. Those dates and time expectations will govern each placement unless otherwise mutually agreed upon in writing, in advance, by both School and Agency.

**Time Expectations:**

* **Generalist/First-Year** students are in the field the equivalent of 2 full agency work (or 7.5-hour) days per week per semester for the fall and spring semesters.
* **Advanced Specialization Clinical or Communities, Organizations, Policy, and Advocacy (COPA)/ Second-Year** students are in the field the equivalent of 3 full agency work (or 7.5-hour) days per week per semester for the fall and spring semesters.
* **Part-time** students who undertake the equivalent of 2 full agency work (or 7.5-hour) days per week field placement in both the Generalist/first year and Advanced Specialization /second year are in field from September through mid-June in the first year and from August through late April or early May in the second year.

Specific days of the week in the field can be arranged between the student and Field Instructor. Days and times are determined by agency and student needs.

**School and Agency Agree:**

* to make no distinction among students covered by this agreement on the basis of race, color, religion, gender, national or ethnic origin, sexual orientation, age, or physical ability.
* to establish the educational objectives listed on the learning agreement for the Field Education experience, devise methods for their implementation, and regularly evaluate the effectiveness of the experience.
* to inform one another in a timely manner of any changes in academic curriculum or academic status of a student, availability of learning opportunities, and staffing or supervision affecting the academic preparation or practice experience of students.
* to notify one another in a timely manner of the requested withdrawal of a student from an assignment and to process this request together to reach mutually agreed upon terms.
* to implement coordinated planning and evaluation of the field placement through regular communication between the agency and School.
* to be responsible for its own acts or omissions and hold the other party harmless for the consequences of its own acts or omissions in all actions for injuries, losses, and damage to persons and/or property arising out of the project which is the subject of this agreement.

**School Agrees:**

* to select students to be placed at the agency after careful discussion with both the student and the agency, and consideration of the student's ability, practice concentration, goals, interests, and previous experience.
* to assign only those students who have satisfactorily completed or are currently undertaking the required course of study to prepare them for field placement.
* to notify all students placed within the agency that they shall not be considered employees of the agency for purposes of financial or fringe benefits.
* to maintain full responsibility for conducting any student disciplinary proceedings in accordance with its own rules and regulations.
* to assign a member of its faculty or professional staff to serve as liaison to the agency and make at least one site visit and at least one conference call with the student and field instructor to review progress and address any concerns.
* to assume responsibility for assigning a final grade for each student at the end of each semester in consultation with the field instructor and through careful consideration of the field instructor's written evaluation of the student.
* to maintain all educational records and reports relating to the participation of individual students in field agencies.
* to maintain professional liability insurance for each student, liaison, and practice instructor in the amount of $1,000,000 for each claim and $3,000,000 aggregate.
* to provide field instructors with field manuals and other appropriate forms as well as an academic calendar.
* to provide the agency with student profiles and to provide the agency and students with questions on which to focus during the placement interview.
* to provide seminars for new field instructors as well as educational opportunities for experienced field instructors.
* to advise students of their responsibility to familiarize themselves with existing rules and regulations of the agency including a respect for the confidentiality of agency clients and client records.
* to communicate with the agency immediately (or within a one-day window) any safety, ethical, legal, or clinical concerns regarding the field experience.

**Agency Agrees:**

* to provide a field placement for a student(s) for the entire academic year barring unforeseen circumstances.
* to designate a field instructor mutually agreeable to School and agency with at least two years post-master's professional experience.
* to provide the field instructor with time to plan, implement, and supervise the field placement experience.
* to provide each student with a minimum of one hour of individual (and/or alternating weeks of individual/group) face-to-face supervision each week.
* to monitor student field attendance and learning activities while in field and complete required documentations (learning agreement and student evaluations).
* to familiarize students with existing policies and procedures of the agency including, but not limited to, those relating to confidentiality and safety.
* to allow students to use case material within the bounds of confidentiality to complete course assignments.
* to make its facilities available to students, including sufficient desk space and access to office supplies necessary for the performance of students’ responsibilities.
* to have a written understanding regarding reimbursement and insurance with students who are expected to use their own or agency automobiles in performing field assignments, as School's insurance policies do not cover students driving when traveling to/from or for a field placement.
* to provide for all student travel approved by the supervisor and occurring on behalf of the agency or its clients by reimbursing students for use of their private cars at the mileage rate provided to agency employees or reimbursing students for costs incurred for public transportation.
* to provide the field instructor with time to attend the Field Instructors Orientation Meeting in the fall at the School and the Field Instruction Seminars when appropriate.
* to provide the school with a written description of the field placement experience.
* to make available to assigned students learning experiences in line with the agency mission and written description.
* to submit a written evaluation of the performance of each student at the end of each semester by the dates specified on the Academic Calendar unless otherwise agreed upon by both parties, using the evaluative guidelines provided in the Field Instruction Manual by the School.
* to include in the spring evaluation a discussion of student learning opportunities and expectations for the following year, as appropriate.
* to notify the school immediately of any situation or problem which may threaten a student's satisfactory completion of the assignment.
* to provide written notice of any incident or claim involving any of the students placed at the agency.
* to appraise the school in a timely way of any unforeseen complications which may affect the student's field experience.
* To communicate with the school any potential safety, ethical, legal, or clinical violations or behavior (within a 24-hour period) with the student's field education experience.

**Term of this Agreement:**

This Agreement will become effective upon full execution by the parties and will continue in effect until terminated by either party. Either party may terminate this Agreement, for any reason or for no reason, upon thirty (30) days advance written notice. Upon notice of termination, the Agency shall make all reasonable efforts to allow a student whose field placement is currently underway to complete any required field hours.

**Additional Agreements:**

This agreement constitutes the entire agreement between the parties and all other written agreements or understandings are hereby merged into this agreement.

No amendment or modification to this agreement shall be effective unless the same is in writing and signed by both parties; minor adjustments may be agreed upon by letter but shall only be binding if signed by the recipient.

This agreement shall be construed in accordance with the laws of the Commonwealth of Pennsylvania.

|  |  |
| --- | --- |
| **School Contact Name:** Kari Fazio | **Title:** Chief Financial Officer |
| **Signature:** | **Date:** |
| **Agency Name:** | |
| **Agency Contact:** | **Title:** |
| **Agency Contact Signature:** | **Date:** |
|  |  |

# FIELD EDUCATION REQUIREMENTS FOR AGENCIES

## Agency Student Request Form

Name of agency: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name and email of internship coordinator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Student Level (Please reference our key requirements below for students and field instructors.)  **Please specify the number of students you wish to host. Let us know if you are flexible about the number and level of students.** | |
| BSW |  |
| Generalist (MSW 1st year) |  |
| Specialization Clinical (MSW 2nd year) & Advanced Standing |  |
| Specialization Macro (MSW 2nd year) & Advanced Standing |  |
| GRAND TOTAL of students requested |  |
|  |  |
| Please indicate the dates when you would like GSSWSR to refer applicants: |  |
| Please indicate the deadline for field applications: |  |
| Please describe the process that you would like the Field Education  Office to follow when submitting candidate referrals (including any materials that should be submitted): |  |
| Will you be conducting background checks or other checks on  students? If so, please specify which tests/checks: |  |
| Is a second language required (or desired)? If so, please specify the language(s) and be sure to indicate if it is required or desired: |  |
| We would like to know if evenings (after 5 pm) and/or weekends are available for students to complete their field placement. Please indicate the hours when programs are running and field instructors are available to supervise students (specify evening/weekend hours if applicable): |  |
| What service delivery system options will your agency make  available for student placement during the 2022-23 year (check all that apply)? | \_\_\_\_In-Person  \_\_\_\_Virtual (online, onsite)  \_\_\_\_Hybrid (multiple combined |
| Will students need to drive their own vehicle to conduct internship business? (Please note that GSSWSR does not allow students to transport clients in their own vehicles)? |  |
| Is the total number of students requested (above) for GSSWSR  students only, or is it to be shared among other universities? |  |
| Do you offer a stipend for your internship? |  |
| Any other comments or special instructions? |  |
| Does your agency have on-site Field Instructors who are eligible to supervise students? |  |

Please submit this form to [field@brynmawr.edu.](mailto:field@brynmawr.edu) If you have an agency/internship description which can be posted on your agency’s profile in our database and used for student matching purposes, please send, along with this form, or update via SONIA. Thank you!

**Student Requirements Guideline:**

* 2 days (16 hours)/week for 1st (Generalist) year MSW
* 3 days (21 hours)/week for 2nd (Specialization) year MSW
* Field placement begins at the beginning of the academic year and ends at the end of the academic year (Please see field education calendar)
* 1 hour/week of individual supervision
* Opportunities in all competency areas with interactions with individuals, families, groups, organizations, and communities for the generalist year
* Opportunities in all competencies areas for Specialization Year competencies based on practice specialization.

**Field Instructor Requirements Guideline:**

* Graduate of a CSWE accredited program
* 2 years post-degree client/professional experience to supervise students
* Has completed or is taking Seminar in Field Instruction (SIFI) with GSSWSR
* MSW degree or LCSW to supervise MSW students (If you would like GSSWR to offer a field instructor, please let us know as soon as possible.
* Students’ competencies and practice behaviors must be evaluated through direct observation

## Full-time students

Complete two semesters of field placement in each of two academic years and are generally placed in a different field setting each year. Generalist/First-year students are in the field the equivalent of two full (8-hour) days, both fall and spring semesters. Advanced Specialization/Second-year students are in the field the equivalent of three full (8-hour) days, both fall and spring semesters.

## Part-time students

May elect the two day/week schedule for both the first and second year in field. In this case, the first-year field placement would end in June; the second-year field placement would begin in August and end in April.

## **Advanced Standing Students**

Advanced standing students entering with a BSW degree are enrolled in either the Advanced Specialization Clinical or Communities, Organizations, Policy, & Advocacy COPA) and carry out a field placement in one field setting for a total of two semesters in the fall and spring (September - April). Advanced Standing Students are enrolled in advanced year courses in the summer prior to beginning their field work in fall. Advanced Standing students are in the field the equivalent of three full days/week.

## Generalist Year:

In the Generalist year, students are in the field the equivalent of two full days/week, September through April for full-time students or September through June for part-time students electing the two day/week option.

**Learning Objectives**

## Field Learning Objectives - Generalist Year:

Generalist-year placements socialize students to the profession of social work, enabling them to engage clients, assess client and community needs, and provide direct service interventions to individuals, families, groups, organizations, and communities. Students advocate for the human rights and social and economic growth of marginalized, underserved, and vulnerable populations.

Opportunity for direct practice with client/client systems occurs within the first month of field placement, whenever possible. Students will develop practice skills through such learning activities as independently interviewing clients, completing biopsychosocial assessments and developing case plans. There is an emphasis on helping clients across the life span. Students will provide services to a multicultural client base inclusive of diverse family configurations, ethnic, gender identities, sexual orientation, economic, racial, and other cultural backgrounds.

## Field Learning Objectives - Advanced Specialization Year

(Including both Clinical students and COPA students)

In the Advanced Specialization Year (both Clinical and COPA), students are in the field the equivalent of three full days/week in the fall and spring semesters (September through April). Part-time students electing the two day/week option begin the Advanced Year in August and end in April.

## Field Learning Objectives in the Advanced Clinical Specialization:

The Advanced Clinical Specialization placement builds on the Generalist skills of the first year. Students are provided opportunities within the first month of field placement to work independently with a range of client systems, preparing them for independent practice with clients upon graduation. Students can demonstrate advanced understanding of clinical, ecological, developmental, and socio-cultural theories to inform and improve clinical practice. Students will also apply advanced professional knowledge in practice settings and practice skills in assessment, diagnosis, treatment planning, and evaluation of outcomes.

Advanced clinical theories, diagnostic development and modalities are applied utilizing a person-in-environment context.

## **Field Learning Objectives in the Advanced Specialization COPA, Communities, Organizations, Policy, & Advocacy**:

Students enrolled in the Advanced Community Practice, Policy, and Advocacy (COPA) will focus on policy analysis and reform, community organizing, nonprofit management, research and evaluation and the development of knowledge of the policy making process. Examples of field assignments might include:

1. Identifying, defining, and helping resolve community and/or organizational issues, problems, and conditions as they relate to the mission and goals of the field placement agency.
2. Advocating in political arenas through the development of political action strategies, based on local, state and/or national policy analyses.
3. Developing collaborative working relationships with individuals and groups from diverse economic, political, social, and cultural backgrounds
4. Organizing/staffing effective task groups (standing committees, boards, ad hoc committees, councils, action groups, etc.)
5. Administrative experience including organizing duties and activities, setting priorities, preparing clearly written records, reports, and memos in a timely manner.
6. Research projects, related to agency mission and clearly delineated by the agency/organization and/or its partners.
7. Creating/managing social media and other forms of communication for an organization or community.

## Field Education Assignments

All agencies are encouraged to require student process recordings as a tool for learning. A minimum of three **(3) process recordings** are required each semester to be submitted by students to their Field Instructor for comments/use in supervision. Following review by the Field Instructor, the process recording is submitted by the student to the Field Liaison. All students submit a **Learning Agreement** by the end of the first month at the agency. The Field Instructor completes a final **Field Evaluation** at the end of each semester and submits the completed form to the Field Liaison. All forms are made available for processing online in *Sonia*, a Field Education placement platform. A range of resources are available to Field Instructors on the [GSSWSR Field Education webpage](https://www.brynmawr.edu/socialwork/field-education/).

## Field Agency Requirements

Agencies seeking to provide a field placement must demonstrate the capacity to provide:

* Compatibility of the agency's mission and philosophy of service with the values and ethics of the social work profession.
* A sufficient number and variety of assignments to develop student knowledge and practice skills and supervised in-depth experiences with individuals, groups, families, organizations and/or communities.
* Ample time for field instruction to permit individual and group (where appropriate) conferences with students.
* Field instruction from individuals with a master’s degree in social work and a minimum of two years post-master’s experience.
* Adequate space and administrative resources to support student work.
* Congruence between the students’ field assignments and assignments in the practice course taken concurrently with the field placement.

## Field Instructor Requirements:

Field instruction must be provided by an individual with a master's degree or higher. A minimum of two years post- master's professional experience is required for all Field Instructors. All Field Instructors must have a MSW obtained from a CSWE accredited program. Qualified social work Field Instructors are chosen from the staff of the Agency. The Agency, in cooperation with the school, designates the Field Instructor.

## Field Instructor Post-Social Work Degree Practice Experience Requirements

* The minimum requirement of post-master’s social work practice experience is calculated in relation to the total number of full-time and equivalent professional practice experience.
* Social work practice experience is defined as providing social work services to individuals, families, groups, organizations, or communities.
* Social work services can include work in professional social work auspices under the supervision of a professional social work supervisor, volunteer practice experience in a social service agency, and paid experience as a consultant in the areas of the individual’s practice expertise.

Field Instructors must be able to provide a minimum of one hour/week of in-person individual supervision to their assigned student. The Field Instructor also provides on-going supervision and is responsible for completing the student's end-of- semester and final evaluation. Process recordings or journals are used as a supervisory teaching tool on a regular basis to enhance the learning process. Field Instructors meet in-person in a three-way meeting with students and their Field Liaisons (representative from the school) at least once each semester to review learning goals.

## Agency Application Form

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Agency Information**

|  |  |
| --- | --- |
| Agency Name: | Street Address: |
| City: State: Zip: | |
| Web Address: | |
| Affiliation/Parent Organization: | |
| Is the agency/program with another organization? ⚪ Yes ⚪ No | |
| **Agency Contact** | |
| First Name: | Last Name |
| Title: | Email: |
| Phone: |  |
| If yes, name of partnering organization: | |
| Is address same as agency address? ⚪ Yes ⚪ No  If No, please complete new address below: | |
| Street Address: | |
| City: | |
| State: | |
| Brief Description of Agency: | |
| Additional Agency Info: | |
|  | |

**Additional Agency Information:**

|  |  |  |
| --- | --- | --- |
| Does the agency have its own application process and/or forms for student internships?  If yes, please attach information | **YES** | **NO** |
| Is agency accessible to public transportation? |  |  |
| Is agency accessible to persons with disabilities? |  |  |
| Is a car necessary to carry out student assignments? |  |  |
| Are home visits required? |  |  |
| Are evening hours required? |  |  |
| Are supervised evening/weekend hours available? |  |  |
| Are there stipends available for students? |  |  |
| Does the agency support employees using their work as a placement? |  |  |
| Are there specific days when student must be available for their placement?  Monday Tuesday Wednesday Thursday Friday Saturday Sunday |  |  |
| Is fluency in another language (besides English):  If required/preferred/helpful, what language? |  |  |
| Are clearances required? |  |  |
| If so, does the agency facilitate the clearance application? |  |  |
| Check all that apply:  Criminal\_\_\_\_\_ Child Abuse\_\_\_\_\_ Federal\_\_\_\_\_ Medical\_\_\_\_\_ Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
|  | | |

**Agency Service Areas (circle all that apply)**

Addiction Services

Administration/Program Management

Adoption

Alternative Education/Learning

Child & Family Support Program

Child Welfare

College Counseling

Community Mental Health

Community Organization/Advocacy

Community Organization/Development

Corrections/Criminal Justice

Developmental Disabilities

Disability Support

Domestic Violence/Victim Services

Family Service/Counseling

Financial Education/Financial Literacy

Foster Care

Foundation

Gerontology/Aging/Senior Services

Government

Health Care/Integrated Care

Higher Education

Hospice

Hospital

Housing/Homeless Services

Immigrant/Refugee Services

Inpatient Mental Health

Inpatient Substance Abuse Treatment

Labor Union/Occupational/Workplace

Legal Services

LGBTQ Services

Long-term/Community- Based Care

Multi-Service Organization

Nursing Home Outpatient Behavioral Health (mental & substance abuse)

Outpatient Medical Clinic

Outpatient Mental Health

Outpatient Substance Abuse Treatment

Partial Hospital Program

Policy/Research

Public Health Rehabilitation Center Residential Services – Adult

Residential Services - Child/Adolescent

School Social Work

Senior Housing

Training & Education

Veterans Services

Vocational/Connection to Workforce

**Practice Skill Areas for Students (circle all that apply)**

Administration/Management Advocacy

Case Management

Committees/Task Force

Community Development

Community Organizing/Outreach

Crisis Intervention

Discharge Planning

Employee Assistance Services

Funding/Grant Writing

Group/Family Treatment

Individual Treatment

Information & Referral

In-Home Intervention

Legislative Advocacy

Mediation

Needs Assessment

Policy Practice/Analysis

Program Evaluation

Program Planning & Development

Research

Staff Development/Training

Other:

**Populations Served (circle all that apply**)

Adolescents/Young Adults

Adults

Children

Couples

Families

Groups

Individuals

LGBTQ

Older Adults

Organizations

Other:

|  |  |
| --- | --- |
| Number of MSS Students Requested by Year & Track | # of Students: |
| Part-Time Student (2 days/week - June end date - 1st yr//August start date - 2nd yr) |  |
| First Year Student (2 days/week) |  |
| Second Year Student (3 days/week) |  |
| Choose one of the tracks below: | |
| Clinical Social Work  Community Practice, Policy, and Advocacy (Macro) |  |

Roles/tasks/projects done by student:

|  |
| --- |
|  |

|  |
| --- |
| **Agency Locations Requesting Students** |
| Location 1 – If not the same as the Agency Address |
| Contact Person Name |
| Title: |
| Contact Phone: |
| Contact Email: |
|  |
| Location 2 |
| Location Name |
| Street Address: |
| Contact Person Name: |
| Title: |
| Contact Phone |
| Contact Email: |

|  |
| --- |
| **Field Instructor Information** |
| Staff Person 1 |
| Name: |
| Location: |
| Email: |
| Check all that apply:  ☐ MSS ☐ MSW Other  Degree: |
| At least 2 years post-masters experience in the field?  ⚪ Yes ⚪ No |
| Previous experience supervising MSS/MSW students?  ⚪ Yes ⚪ No |
| Previous attendance of a SIFI program?  ⚪ Yes ⚪ No |
| Staff Person 2 |
| Name: |
| Location: |
| Email: |
| Check all that apply:  ☐ MSS ☐ MSW Other  Degree: |
| At least 2 years post-masters experience in the field?  ⚪ Yes ⚪ No |
| Previous experience supervising MSS/MSW students?  ⚪ Yes ⚪ No |
| Previous attendance of a SIFI program?  ⚪ Yes ⚪ No |
| Staff Person 3 |
| Name: |
| Location: |
| Email: |
| Check all that apply:  ☐ MSS ☐ MSW Other  Degree: |
| At least 2 years post-masters experience in the field?  ⚪ Yes ⚪ No |
| Previous experience supervising MSS/MSW students?  ⚪ Yes ⚪ No |
| Previous attendance of a SIFI program?  ⚪ Yes ⚪ No |

Thank you for completing the Agency Application for the GSSWSR's Field Education Office. If you have any additional information or brochures about your agency, please send them to [field@brynmawr.edu](mailto:field@brynmawr.edu) once this application has been submitted.

## Agency Site Visit/Phone Conference & Field Liaison Placement Evaluation

|  |  |
| --- | --- |
| **Date:** | **Field Liaison:** |
| **Field Instructor:** | **Agency:** |
| **Student Name:** | **Student Year:** |
| ***Check In*** |  |
| **Has FL met with Field Instructor individually?**  ⚪ Yes ⚪ No | |
| **Has FL met with or phoned student prior to site visit?**  ⚪ Yes ⚪ No | |
| **Has FL met with Field Instructor and student jointly?**  ⚪ Yes ⚪ No | |
| **Is the student receiving weekly supervision?**  ⚪ Yes ⚪ No | |
| **Is student on track to meet hourly requirements?**  ⚪ Yes ⚪ No | |
| **Has FL met with Student individually?**  ⚪ Yes ⚪ No | |
| **Have student and field instructor had a discussion about agency safety protocols and procedures?**  ⚪ Yes ⚪ No | |
| **Overview of Field Experience** | |
| Please describe the following: Agency as learning environment, student's learning activities and assignments, including caseload, group work, advocacy practice/projects, and other. | |
|  | |
| **Please comment on the student's field placement experience in the following:** | |
| * Process of entry into placement, including initial adjustment & engagement in learning process * Effective use of supervisory relationship * Regular use of process recordings as a tool for fieldwork learning Timely completion of field-based assignments * Use of process recordings/journals in supervision Progress toward meeting learning goals | |
|  | |
| **Are there any challenges to the student's learning?** | |
| ⚪ Yes ⚪ No | |
| **If yes, please describe a plan of action.** | |
|  | |

# FIELD INSTRUCTOR INFORMATION

## Field Instructor Credentials Form

**Directions:**

Thank you for your interest in serving as a field instructor in our program. Please complete this form and return, along with your resume or CV, to [field@brynmawr.edu](mailto:field@brynmawr.edu).

Field instructors must meet the following eligibility requirements to provide supervision for students in field placements:

* Obtained an MSW from a CSWE-accredited social work program
* At least 2 years of post-degree social work experience
* Attend SIFI Kick Off (August) or complete the training online.

|  |  |
| --- | --- |
| STUDENT INFORMATION: | |
| Total Number of Students to be Supervised: | |
| Students to be supervised: | |
| FILED INSTRUCTOR CONTACT INFORMATION: | |
| Name: | |
| Title/Position: | |
| Agency (include program or department): | |
| Agency Address: (Steet): | |
| Agency Address: (City, State and Zip) | |
| Placement address (if different from agency address): | |
| Field Instructor phone: | Field Instructor email: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Degree held** | | **CSWE accredited program?** | | **Date degree was**  **awarded (month and year)** |
| MSW Yes ☐ | No ☐ | Yes ☐ | No ☐ |  |
| SIFI (First Time) | | Yes ☐ | No ☐ | When/School |
| Advanced SIFI (For field instructors who has completed basic SIFI)  Are you interested in taking Advanced SIFI? | | Yes ☐ | No ☐ |  |
| Credentials/licenses held: | | | | |
| Supervisory Experience: | | | | |
| Years of professional experience: | | | | |

Have you previously supervised a Bryn Mawr College GSSWSR student in their field placement? Yes ☐ No ☐

**I understand that I am responsible for:**

* Providing at least 1 hour/week of supervision for each student
* Attending the field instructor orientation at the beginning of the fall semester (for first-time instructors)
* Participating with student(s) to complete the Learning Agreement, Process Recordings, and Mid-Term and Final Evaluations by the specified due dates.

**Field Instructor’s Signature Date**

**Please send the completed form and your resume/CV to** [**field@brynmawr.edu**](mailto:field@brynmawr.edu)

# FIELD EDUCATION OFFICE STAFF

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