

Utah State University Social Work Program



MSW Field Practicum Manual

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MSW Practicum Field Education Manual

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INTRODUCTION

The MSW Social Work Program at Utah State University educates students based on the advanced generalist practice model. The master's curriculum prepares graduates for advanced social work practice in an area of concentration where practice is addressed in greater depth, breadth, and specificity. MSW students complete two distinct practicum experiences that are consistent with the program's goals and objectives—a foundation practicum placement and an advanced practicum placement. Students admitted to the advanced standing MSW program complete an advanced practicum placement building upon their prior foundation practicum at the BSW level. These internships also allow the student to apply the knowledge and skills of an advanced generalist social worker to practice with systems of all sizes along with developing professional skills for practice in clinical settings. It is in the practicum where students integrate empirical and practice-based knowledge and develop their professional competencies and practice behaviors.

The purpose of higher education for social work is to prepare graduate students to work in the field at a more advanced level by completing a professional social work curriculum accredited by CSWE. Completion of practicum internship experiences assures that students attempting to enter the field are capable of practicing as an advanced social worker. Each component of the curriculum contributes to the student's development of core competencies and the practice behaviors of an advanced generalist. The curriculum is based on competence-based learning to prepare students with the advanced knowledge and skills needed to thrive in working with the more complex issues in the field. Specifically, the curriculum focuses on the development of a professional identity based on ethical practice, critical thinking, human rights and justice, and diversity in practice as well as the methods of social work practice based on research and practice informed research, human behavior, policy practice, practice contexts, and the ability to engage, assess, intervene, and evaluate.

The MSW program expects students to complete a total of 974 hours of field practicum over the course of the foundation and advanced field experience. During the foundation component, students complete 426 hours (16 hours per week and 240 hours each semester) in the field agency and 24 hours of professional seminar for a total of 450 hours. The advanced portion includes 500 hours (20 hours a week and 262 hours each semester) in the field agency and 24 hours of professional seminar for a total of 524 hours. Students will track their weekly hours and supervision meetings each week and will be required to turn in documentation once a month via Canvas. The MSW field practicum is a concurrent experience and agency/student contracts are binding through both semesters. Students cannot complete their hours early.

This manual will help guide students through the field practicum. Contents include an overview of the social work program, CSWE core competencies and practice behaviors, philosophy, roles and responsibilities, placement process, policies and procedures, evaluation methods, and pertinent forms.

OVERVIEW OF THE SOCIAL WORK FIELD PRACTICUM PROGRAM

MSW SOCIAL WORK MISSION

THE SOCIAL WORK PROGRAM'S GUIDING EDUCATIONAL PHILOSOPHY IS BASED ON TWO BROAD TRADITIONS: GENERALIST SOCIAL WORK PRACTICE AND THE LAND-GRANT UNIVERSITY HERITAGE. THE SOCIAL WORK PROGRAM PROVIDES A LEARNING ENVIRONMENT FOR THOSE WHO SEEK TO ACQUIRE KNOWLEDGE AND SKILLS IN ORDER TO BRING ABOUT MEANINGFUL SOCIAL CHANGE IN INDIVIDUALS, GROUPS, COMMUNITIES, AND SOCIETY. THE PROGRAM PROVIDES GROUNDING IN GENERALIST AND ADVANCED GENERALIST SOCIAL WORK KNOWLEDGE, VALUES AND SKILLS SUCH AS CRITICAL THINKING, CLARIFICATION OF PERSONAL VALUES, AWARENESS OF DIVERSITY, PROFESSIONAL USE OF SELF, AND COMMUNICATION AND INTERPERSONAL RELATIONSHIP SKILLS. THE PROGRAM MISSION IS TO PREPARE SOCIAL WORKERS FOR GENERALIST AND ADVANCED GENERALIST PRACTICE IN A DIVERSE SOCIETY AND TO EQUIP STUDENTS WITH THE KNOWLEDGE AND SKILLS ESSENTIAL TO THE ENHANCEMENT OF THE QUALITY OF LIFE FOR ALL

PERSONS.

MSW PROGRAM GOALS

There are two fundamental goals that guide the MSW Program. They are derived from both the University and Program missions. They are:

1. To prepare students for employment as advanced generalist social workers through education in a professional foundation and advanced curriculum.
2. To prepare leaders for responsible citizenship, a commitment to respect for all people, and the quest for social and economic justice, as informed by their application of advanced generalist social work knowledge, values, and skills.

Advanced Generalist Framework & Philosophy

The MSW program is built on an Advanced Generalist philosophy and framework. Accordingly, the program instills in students the advanced generalist practice knowledge and skills essential to promoting social welfare, especially among vulnerable populations, in institutions such as education, health, employment, housing, and criminal justice. Our conception of advanced generalist practice is informed by the writings of Shatz, Jenkins, and Sheafor (1990) who write:

Advanced generalist social work builds on the elements of initial practice by the provision of greater specification, sophistication and integration through increased breadth and depth in the knowledge, values, and skill areas of generalist practice. Elements that differentiate the advanced level include the complexity of problem and situation, increased technical abilities, and more sophisticated role assumption. The practitioner at this level also demonstrates the ability to engage in theory building, practice-based research, and program evaluation. At the advanced level, the practitioner attains greater depth in direct services and greater breadth in the ability to provide indirect service.... The advanced generalist will generally move toward autonomous practice, supervisory levels, and administrative roles in organizations. (p. 46)

Moreover, our conceptualization of advanced generalist social work education is consistent with that suggested by Gibbs et al. (1990), and more recently, Vecchiolla et al. (2001) who assert the need for advanced generalist programs to place greater emphasis on direct practice skills.

The advanced generalist model was adopted because: 1) it fits well with Utah State University's land-grant heritage and mission that mandates providing educational access to diverse state-wide communities, 2) many of Utah's communities are rural, where the need for MSW-level social workers is particularly acute but access to MSW programs is severely limited, 3) the advanced generalist framework is best-suited for rural practice (Campbell & Shepard, 1990; Davenport & Davenport, 1995, Gibbs et al., 1990), and 4) because studies have supported the efficacy of the generalist and advanced generalist curriculum not only for rural practice, but practice in other settings as well (Vecchiolla et al., 2001; Gibbs et al., 1990).

Program Philosophical Underpinnings

The MSW curriculum rests on tripartite underpinnings, the *strengths perspective*, the *empowerment approach* and a *social justice philosophy*, which are tied to our program's mission, goals and objectives. Accordingly, these themes are integrated into and emphasized throughout the curriculum.

Strengths Perspective

The strengths perspective is the bulwark of generalist social work practice (Hernandez, 2008). It is also consistent with social work's core values of human worth and dignity, self-determination, and social justice (Blundo, 2008). Moreover, the strengths perspective also dovetails with the empowerment approach to social work practice—another of our program's underpinnings. Our conception of the strengths perspective is consistent with that set forth by Saleeby (2006), who writes,

Practicing from a strengths orientation means this—everything you do as a social worker will be predicated, in some way, on helping to discover and embellish, explore and exploit client's strengths and resources in the service of assisting them to achieve their goals, realize their dreams, and shed the irons of their own inhibitions, misgivings, and society's domination (p.1).

Empowerment Approach

The social work profession has embraced client empowerment as one of the primary desired outcomes of its work (Hartman, 1994). Empowerment-based practice is grounded in a systems/ecological perspective, which is emphasized in our curriculum and is tied to strengths-based practice (Miley, O'Melia, & Dubois, 2007). Our conception of the empowerment approach to social work practice is consistent with that of Briggs and Corcoran (2001) who assert,

Empowerment is an outcome of the process of sharing power. In a shared-power relationship, whether between the social worker and client, supervisor and social worker, or among community members, there is a recognition that everyone has something of value (abilities, gifts) — his or her own power — to contribute to collective outcomes and a responsibility to do so (p.18).

Empowerment-based practice helps clients counter the powerlessness they may experience due to membership in stigmatized groups, negative environmental interactions, negative self-view, economic insecurity, lack of political involvement and/or influence, inadequate access to information, and learned helplessness. This is accomplished by assisting clients to claim or reclaim their personal, interpersonal and sociopolitical power (Parsons, 2008).

Social Justice Philosophy

Social justice is the perspective through which social workers understand the connection between personal struggles and structural arrangements of society; it can also be thought of as a goal for an equitable, sustainable society (Fisher & Karger, 1997, as cited in Finn & Jacobson, 2008). Our program embraces the universalist or human rights-oriented perspective on a social justice orientation towards social work practice as described by MacDonald (2006). She writes, "Social work practice can be seen as promoting a universalist view of social justice balanced by and expressed through a relativist view of human needs, varying from person to person, context to context" (p. 176). From the universalist perspective, "social justice encompasses meeting basic human needs, equitable distribution of resources, and recognition of the inalienable rights of all persons, without discrimination" (Van Soest & Garcia, 2003, p. 45, as cited in Finn & Jacobson, 2008). We agree with MacDonald (2006) that a social justice philosophy or orientation towards social work practice provides social workers with moral and political clarity as well as a sense of legitimacy regarding their work. We view social justice as inextricably tied to, or as that which gives practical meaning to, the systems/ecological perspectives and the empowerment approach to social work practice.

FIELD PRACTICUM CURRICULUM

Foundation Field Curriculum

SW 6400 Foundation Supervised Practicum I & Integrative Seminar (4 credits)

SW 6450 Foundation Supervised Practicum II & Integrative Seminar (5 credits)
SW 6475: Block Foundation Supervised Practicum & Integrative Seminar (9 credits)

Course Description and Information

The foundation year of the MSW program is built on a liberal arts perspective and is the basis for advanced generalist social work practice. It provides a supervised educational and practical social work experience with specified learning objectives in a human-service organization. Field practicum emphasizes the application of social work ethics, values, theory, skills, and practice evaluation to social work with individuals, families, and groups in the context of the advanced generalist problem-solving approach.

The practicum experience is enhanced through professional integrative seminars. The integrative seminar provides students with an opportunity to tie the field practice experience to the academic program. It also facilitates the transition to the professional role of a generalist social work practitioner and examines the application of social work practice with an emphasis on values, knowledge, and skills. Students meet on a regular basis in the integrative seminar for the duration of their field placement. Students keep learning journals and complete a variety of written assignments that reinforce learning goals related to the practicum. The overall purpose of each seminar is to provide students with the opportunity to share experiences, work toward increased competency, prepare students for professional employment, and receive additional knowledge, which complements and supplements their academic and professional experience.

Advanced/Concentration Field Curriculum

SW 6900 Supervised Practicum III (6 credits)
SW 6950 Supervised Practicum IV (6 credits)
SW 6975 Advanced Practicum & Integrative Seminar (12 credits)

Course Description and Information

The advanced field experience builds on the foundation field experience and curriculum and provides the opportunity to actively engage in professional tasks that complement and reinforce the advanced generalist curriculum. Accordingly, the advanced field experience enables students to develop greater depth, breadth, and specificity in more complex practice situations. Consistent with the advanced generalist model we have adopted, students experience the “full spectrum of direct services” while also gaining experience in “complex indirect practice situations at the bureaucratic, organizational, and community levels” in order to prepare them for “autonomous practice, supervisory levels, and administrative roles in organizations” (Shatz et al., 1990, pp 48-51).

The practicum experience is enhanced through professional integrative seminars. The integrative seminar ties the field practice experience to the academic program. It facilitates the transition to the professional role as an advanced generalist social work practitioner through application of advanced social work practice with an emphasis on values, knowledge, and skills. Students meet regularly in seminar for the duration of their field placement. Students keep learning journals and complete a variety of written assignments that reinforce learning goals related to the practicum. The overall purpose of each seminar is to provide students with the opportunity to share their experiences, work toward increased competency, prepare students for professional employment, and receive additional knowledge, which complements and supplements their academic and professional experience.

ETHICAL BEHAVIOR

We encourage all of our students to join the NASW and become involved in the NASW student program unit and the State of Utah NASW. The website for the National Association of Social Workers is www.socialworkers.org and the website for the Utah Chapter is www.utnasw.org. The National Association of

Social Workers (NASW) is the largest membership organization of professional social workers in the world, with 132,000 members. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies.

The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. This code includes four sections. The first Section, "Preamble," summarizes the social work profession's mission and core values. The second section, "Purpose of the NASW Code of Ethics," provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values that inform social work practice. The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication. We expect all of our students to become familiar with the code of ethics and abide by guidelines during the practicum and in their professional career. Please visit: www.socialworker.org/pubs/code/default.asp

SIGNATURE PEDAGOGY: FIELD EDUCATION

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

CSWE EDUCATIONAL POLICY AND ACCREDITATION STANDARDS

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of social work knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. MSW practice incorporates all of the core competencies.

The Social Work program seeks to accomplish its mission through a curriculum that enables students to develop professional competencies, which represent the program's goals. The table below indicates how the core competencies are assessed in this class. The CSWE core competencies addressed in foundation classes are:

Competency 1	Ethical and Professional Behavior
Competency 2	Diversity and Difference
Competency 3	Social Justice and Human Rights
Competency 4	Practice-Informed Research and Research-Informed Practice
Competency 5	Policy Practice
Competency 6	Engagement
Competency 7	Assessment
Competency 8	Intervention
Competency 9	Evaluation

**MSW Program/CSWE Core Competencies and Foundation Practice Behaviors
Targeted in This Course**

MSW Program/CSWE Core Competency	Foundation and Advanced Practice Behaviors	Learning & Assessment Method
#1-Demonstrate Ethical and Professional Behavior	<p>Foundation Social Workers:</p> <ul style="list-style-type: none"> • 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; • Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; • Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; • Use technology ethically and appropriately to facilitate practice outcomes; and • Use supervision and consultation to guide professional judgment and behavior. <p>Advanced Social Workers:</p> <ul style="list-style-type: none"> • Demonstrate a clear commitment to ethical practice, professional use of self, self-improvement and self-care commensurate with advanced practice at all levels. • Articulate a personal conceptual framework of practice to integrate and differentially apply theories to guide practice at all levels. 	<p><i>Integrative Assignments:</i></p> <ul style="list-style-type: none"> -Participation and Attendance in Seminar -Self-Assessment of Participation -Agency Presentation -Ethics Paper -Self-Care Plan -Learning Journals -Discussion Readings and Writings
#2- Engage Diversity and Difference in Practice	<p>Foundation Social Workers:</p> <ul style="list-style-type: none"> • Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; • Present themselves as learners and engage clients and constituencies as experts of their own experiences; and • Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. <p>Advanced Social Workers:</p> <ul style="list-style-type: none"> • Work competently with diverse populations using culturally relevant, strengths-based and empowering methods, programs, policies and services. 	
#3- Advance Human Rights and Social, Economic, and	Foundation Social Workers:	<i>Practicum Paperwork:</i>

Environmental Factors	<ul style="list-style-type: none"> Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and Engage in practices that advance social, economic, and environmental justice. <p>Advanced Social Workers:</p> <ul style="list-style-type: none"> Demonstrate commitment to social, economic, and environmental justice through leadership within agencies, communities, and state, national and international forums. 	-Learning Contract -Time Sheet -Agency Supervision Sheets -Faculty Supervision Sheet
#4- Engage in Practice-informed Research and Research-Informed Practice	<p>Foundation Social Workers:</p> <ul style="list-style-type: none"> Use practice experience and theory to inform scientific inquiry and research; Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and Use and translate research evidence to inform and improve practice, policy, and service delivery. <p>Advanced Social Workers:</p> <ul style="list-style-type: none"> Utilize critical thinking to monitor and evaluate interventions at all levels of practice through the application of research and practice/program evaluation knowledge and skills. 	-Agency Performance
#5- Engage in Policy Practice	<p>Foundation Social Workers:</p> <ul style="list-style-type: none"> Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; Assess how social welfare and economic policies impact the delivery of and access to social services; Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. <p>Advanced Social Workers:</p> <ul style="list-style-type: none"> Use policy as a leadership and practice method for effecting change at all levels. 	
#6- Engage with Individuals, Families, Groups, Organizations, and Communities	<p>Foundation Social Workers:</p> <ul style="list-style-type: none"> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. <p>Advanced Social Workers:</p> <ul style="list-style-type: none"> Engage client systems autonomously through a well-developed, professional use of self as well as application of integrated theoretical knowledge and skills. 	
#7- Assess Individuals, Families, Groups, Organizations, and	<p>Foundation Social Workers:</p> <ul style="list-style-type: none"> Collect and organize data, and apply critical thinking to 	

<p>Communities</p>	<p>interpret information from clients and constituencies;</p> <ul style="list-style-type: none"> • 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; • Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and • Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. <p>Advanced Social Workers:</p> <ul style="list-style-type: none"> • Assess client systems autonomously through well-developed, professional use of self as well as application of integrated theoretical knowledge and skills. 	
<p>#8- Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Foundation Social Workers:</p> <ul style="list-style-type: none"> • Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; • 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 • Facilitate effective transitions and endings that advance mutually agreed-on goals. <p>Advanced Social Workers:</p> <ul style="list-style-type: none"> • Intervene with, and on behalf of, client systems autonomously through a well-developed, professional use of self as well as application of integrated theoretical knowledge and skills. 	
<p>#9- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Foundation Social Workers:</p> <ul style="list-style-type: none"> • Select and use appropriate methods for evaluation of outcomes; • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; • Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and • Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. • <p>Advanced Social Workers:</p> <ul style="list-style-type: none"> • Monitor and evaluate interventions at all levels of practice through the autonomous application of research and program evaluation knowledge and skills. 	

FIELD PRACTICUM PHILOSOPHY

The Master of Social Work (MSW) Program at Utah State University is accredited with the Council on Social Work Education (CSWE). CSWE accrediting standards and the philosophy of field education are reflected in the field education learning goals based on both foundation and advanced core competencies and practice behaviors. Field experience is a component of the social work program curriculum which is experiential in nature. The ultimate purpose of a profession is practice and the purpose of professional education is to effectively teach advanced generalist competencies and practice behaviors.

"Learning through doing" is the essence of field education. There are three kinds of learning to be accomplished:

1. **Learning to know:** mastery of knowledge.
2. **Learning to understand:** the student confronts directly the reality of working in an agency and use of self.
3. **Learning to do:** performance in the field directed toward the development of core competencies and practice behaviors which assures demonstrated capacity for professional intervention as an advanced generalist social worker

FIELD INSTRUCTION

Practicum Instructors are role models by which students develop their identification with the profession. Thus, the field setting becomes a socialization experience for students where they can learn about their own feelings and attitudes and have an opportunity to identify with the real world.

Practicum Instructors play a key role in educating advanced generalist social workers. The role of teacher is of utmost importance. Field work teaching is a tutorial situation between supervisor and student. Learning in the tutorial situation is direct, immediate, and personal. Learning for the student takes place through reading, observation, and writing, participation, and supervisory conferences. It also takes place through activities such as attending staff meetings, conferences, counseling with clients, and involvement in services to clients.

SUPERVISION. Supervision is a key element in the student's educational experience. The Field Practicum Education Team and the Agency Field Instructor are involved in ongoing professional social work supervision to make sure the student's internship experience coincides with their course of study.

Supervision is the **key** to the success of the program. Supervision by the field instructor and the faculty liaison should provide the student with clear goals and structure, relevance, and actual experiences for development of core competencies and practice behaviors.

Supervision should be approached in a positive manner with an ability to empathize with students. At a minimum, supervision should be provided for one hour once a week. The following should be provided in the supervision meeting:

1. Provide direction for students in planning their learning contract as related to their work responsibilities, which will help them develop advanced generalist competencies.
2. Supervision should provide a forum for giving and receiving feedback which will enhance and motivate student learning and development (see below "The Developmental Stage of an Internship).
3. Supervision should help students to understand not only the scope of their specific job but also its relationship to other jobs.
4. Sharing of knowledge and skills specific to the client population being serviced by the agency to assure that all students are equipped with the necessary skills to deliver competent and ethical social work services.

5. The supervisory relationship is built on trust, confidentiality, support, and empathic experiences as well as constructive feedback, safety, respect, and self-care.
6. Supervision encompasses evaluating the level of functioning in the work assignment, educating students to better understand social work philosophy, gain self-awareness, and refine knowledge and skills, and provide support for success and the encouragement of self-efficacy.

The field practicum experience can be expressed in a quote by T. S. Eliot, "we shall not cease from exploration and the end of all our exploring will be to arrive where we started and know the place for the first time."

THE DEVELOPMENTAL STAGES OF AN INTERNSHIP. The developmental stages of an internship are a working model based on the premise that students encounter issues and concerns at certain stages during their experience in the field (*The Successful Internship: Personal, Professional, and Civic Development* by H. Fredrick Sweitzer and Mary Kind, 2009). It is a useful theoretical framework for understanding the normal cycles success and discouragement associated with the internship experience. It also helps to resolve problems that are associated with the field experience. Below are listed each of stages a student may experience in a predictable manner and order, but not at the same rate of speed. The USU MSW Program utilizes this model to conceptualize the journey experienced by students in both the foundation and advanced practicum. Practicum instructors become acquainted with this model at field trainings and students through the integrative seminar.

Stage 1: Anticipation. *Associated Concerns:* Dealing with expectations and anxieties in reference to self (role, appropriate disclosure, self in authority role), supervisor (style, expectations, perception and acceptance, assessment), coworkers (organizational structure, standards of behavior, acceptance), agency (philosophy, norms, values, workload, hiring potential), clients (acceptance and perception, needs and presenting problems), life context (responsibilities, support system). *Response Strategies:* Realistic, clear, specific goals; clarify and assess expectations; make an informed commitment.

Stage 2: Disillusionment. *Associated Concerns:* Unexpected emotions, frustration, anger confusion, panic, adequacy of skills, breadth of demands relationship with clients, operating values of organization, disappointment with supervisor/coworkers. *Response Strategies:* Acknowledge gap between expectations and reality; normalize feelings and behaviors; acknowledge and clarify specific issues; acknowledge and clarify feelings.

Stage 3: Confrontation. *Associated Concerns:* Achieve independence, gain confidence, experience effectiveness, changes in opportunities, interpersonal issues, intrapersonal blocks. *Response Strategies:* Reassess goals and expectations; reassess support systems; develop specific strategies.

Stage 4: Competence. *Associated Concerns:* High accomplishment, investment in work, quality supervision, ethical issues, worthwhile tasks, home/self/career issues. *Response Strategies:* Share concerns openly; develop coping strategies.

Stage 5: Culmination. *Associated Concerns:* Termination with clients; case management issues; redefine relationships with supervisor, coworkers, faculty, and peers; ending studies; future plans. *Response Strategies:* Identify feelings; recognize unfinished business; Meet with supervisor; gather with colleagues; write final reflection.

Understanding of the five stages helps students and field supervisors to anticipate challenges and develop response strategies that are appropriate to unique learning experiences. This model helps students to engage in self-evaluation and understanding that facilitate professional growth and development.

SEMINAR LEARNING OBJECTIVES. The practicum experience is enhanced through professional integrative seminars that provide the opportunity for students to share their experiences, work toward increased competency, and receive additional knowledge that complements and supplements their academic and professional experience. The seminar also encourages students to prepare for professional employment. Students keep learning journals and complete a variety of reflective written assignments that reinforce specific learning objectives including

1. Gain an appreciation for the range of roles in advanced generalist practice.
2. Understand and accept professional supervision.
3. Maintain appropriate boundaries in supervision and in practice.
4. Complete a total of 48 hours of professional seminar in the foundation and advanced practicum (SW 6400; SW 6450; SW 6475 optional block practicum; SW 6900; SW 6950; SW 6975 optional block practicum)

Foundation Generalist Practice Seminar Focus. Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking to practice. Generalist practitioners incorporate cultural competence in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. Generalist practice incorporates the core competencies of field education.

Advanced Practice Seminar Focus. Advanced generalist practitioners develop more complex micro, mezzo, and macro practice skills. They operate from a practice model that integrates the direct and indirect roles of a social worker in agency practice. Advanced generalist practitioners assess, intervene, and evaluate to promote social justice/social change and practice utilizing strengths, assets, and empowerment based models. Advanced generalist practice incorporates all of the core competencies augmented by knowledge and practice behaviors.

GETTING THE MOST FROM THE PRACTICUM EXPERIENCE

Thought: “The cost of excellence is extra time, discipline, and hard work. The alternative is mediocrity.”

The USU MSW Program believes that students are responsible, along with the program and agency to help create a meaningful and positive practicum experience. We believe that making the most of your practicum experience entails initiative on your part in the following areas:

- Self-Understanding
- Reflection
- Creating Meaning in Your Education
- Profiting From Supervision
- Learning to be assertive

Self-Understanding. You need to understand yourself because no two students have the same experience, even if they are working at the same agency. Each internship experience is the result of a complex interaction between the individuals and groups that make up the placement site and each individual intern. It is our uniqueness that influences how we react to others and how they react to us (Refer to “The Developmental Stages of an Internship”). Each intern goes through developmental stages (Anticipation, Disillusionment, Confrontation, Competence, and Culmination) at their own pace and in their own way. Understanding your own development and experiences that happen to you during your internship as well as your particular style in

handling the issues you face is an important part of professional growth. You must resolve your concerns or issues through supervision and problem-solving in order to move forward in your experience and continue to learn and grow.

Reflection. Reflection is fundamental to being an effective social worker. In order to turn your experience into learning you need to stop, recall events, analyze and process them. Reflection is what connects and integrates the service and is a powerful key to your success, your growth, your learning, and even your transformation. Developing the habit of productive reflection takes patience, practice, and discipline. Reflection is most productive when we set aside quiet time to think. The integrative seminar provides opportunities for reflective dialogue, support, the development of important relationships, and a variety of new learning experiences. The main purpose of the seminar is competency development, support, feedback, coordination, and obtaining important information.

Creating Meaning in Your Education. Recognize that many of the traits that you have as a student will no doubt carry over into your behavior as a worker. For example, if you have great difficulty in showing up for classes regularly you are likely to carry this habit into your intern setting. The reality of an educational program is that grades, requirements, courses, and evaluation matter. Evaluation follows you throughout your career and provides you with feedback necessary for growth. Remember that helping is more than technique; it is an art that is an expression of who you are. Practical experiences in an agency help you learn about “the system” and how best to survive in it. Following are some suggestions on how to get the most value out of your field experience:

1. Seek a variety of experiences in your agency. You may learn what you don't want to do as well as what you like to do.
2. Take advantage of training opportunities so you can stay on the cutting edge of new developments and practices.
3. Let yourself fit into the agency, instead of trying to make it fit you. Be open to learning from the staff and the clients.
4. Strive to be flexible.
5. If there are certain aspects of your placement that you do not particularly like, don't write it off as a waste of time. Think of ways to make your experience more meaningful, rather than just telling yourself that you'll put in your time and get your credit. Create learning opportunities for yourself.
6. Make connections in the community. Networking will lead to a range of job opportunities in the future.
7. Be open to trying new things. Think and act in a self-directed way by involving yourself in a variety of activities.
8. Be prepared to adjust your expectations. Don't expect agency supervisors to give you responsibility for providing services to clients before they have a chance to know you.
9. Treat your placement like a job. Demonstrate responsibility, be on time, and strive to do your best.
10. Learn as much as you can about the structure of your agency and how to appropriately function within it.

Profiting from Supervision

1. **Be open to learning.** Be active in your learning. Focus on learning about client dynamics and learn strategies for intervening with specific problems. Also focus on your dynamics as a helper and as a person as well as on your behavior in relationship to your client.

2. **Supervisors are role models.** Learn to adopt some of their methods but don't copy their style. Develop your own style. Evaluate what works for you and what doesn't. A good question to ask is, "What fits my belief system, both personal and theoretical?"
3. **It helps to realize that supervisors are people too.** They get bogged down with their own responsibilities and burdens. As client loads grow and pressures increase, they may not initiate the regular supervision sessions that they have promised.
4. **Let them know when you need help.** Communicate your needs in a clear, specific, and persistent way and you are likely to have your needs met.

Learning to be Assertive. Define how you want to spend your time in an agency, and get the supervision you need. Don't wait passively to be told what to do. At least think about what you would like to learn and what skills you would like to acquire. Your learning contract should guide you in meeting agency expectations and creating learning experiences for yourself.

What You Should Know For Success in the Field Practicum. The main purpose of the practicum is to help you develop competencies that are conceptual (analytic, problem-solving and organizational) skills, as well as interactional (interviewing, basic counseling, group work, advocacy work, and resource networking) skills.

Student and Program Expectations

- A planned and structured learning experience which provides the student with an opportunity to learn social work practice on the conceptual and interactional level.
- A clear statement of learning and performance expectations.
- Consistent professional and educational supervision.
- An opportunity for individual and group learning experiences.
- Respectful and ethical treatment.
- An evaluation process which provides you with both positive feedback and constructive criticism.

Field Agency Expectations

- That the student is assertive and prepared to express perceived learning needs.
- Participate actively and be available at crucial times in your agency.
- Perform ethically and competently.
- Cooperate fully with the Social Work Program and assigned agency.
- That the student regards the needs of the clients they serve with the utmost care and attention and function as a good citizen of the agency, program, and community.
- Clarifying with the field practicum instructor other specific agency expectations.

During the course of the year some students will encounter problems in their field placement. It is important to problem-solve with your agency supervisor and program supervisor. *"Remember it is always better sooner rather than later to explore options and how these problems can be solved."* (Schneck, D.1994). What social work students should know? *The New Social Worker*, 10-12.)

As faculty, we encourage you to achieve excellence in your practicum. Go the extra mile, make your practicum a priority (make any adjustments in your life so you can balance your senior year in a more effective way), be on time, behave professionally, develop positive rapport with all agency staff, and take every opportunity you have to learn social work. Excellence takes time, discipline and hard work but the alternative is mediocrity.

FIELD PRACTICUM ROLES AND RESPONSIBILITIES

The Practicum Director. The primary responsibility of the practicum director is to take leadership in orchestrating the overall learning experience of the practicum student by ensuring the development of effective program structures, procedures, operating policies, and evaluation processes for the practicum component of the curriculum. Acts as an advisor and mentor to faculty and students providing guidance in planning for the field experience including identification of learning needs and goals based on the objectives of the practicum field education program. Also acts as a mediator by assisting in the resolution of problems between student and the practicum instructor or other agency personnel. Overall, the Practicum Director is an essential leader in social work education that represents an essential link to the community, the students, and the social work program

Functions of the field practicum faculty (practicum director, assistant director, and coordinator/liaison)

Practicum Placement: Selects agencies, reviews the qualifications and expertise of Practicum Instructors and matches them with students learning needs; introduces students to field work agencies; finalizes the placement.

Linkage: Interprets school policies, procedures, and expectations to agencies and Practicum Instructors; assesses the fit between school curriculum and the educational experiences provided by the agency.

Evaluation: Evaluates students, Practicum Instructors, and agencies; assigns students grades; makes recommendations for ongoing placement in agencies, and uses outcome evaluation data to make continual improvements to the field practicum education program.

Administration: Ensures a quality structure for the integrative seminar, procedures, operating policies, and evaluation processes for the ongoing effectiveness of the practicum component of the curriculum.

Functions of Field Practicum Team

Advisor: Provides assistance to students in planning for Practicum which includes identification of learning needs, long-term goals and educational experiences designed to meet those needs and goals.

Mentor: Guides and consults students in their professional development.

Monitor: Carries out on-going assessments of field work agencies, Practicum Instructors and students' learning experiences to ensure that the students' learning objectives and the Social Work Program's expectations are met.

Consultant: Assists the Practicum Instructors in developing supervisory skills, techniques, and identification of learning styles. Provide course outlines and other materials needed to supervise students. Developing and providing training seminars during each academic year.

Teacher: Assist students with integration of course work and field work and serve as a role model to the student.

Mediator: Assist in resolving problems between student and the Practicum Instructor or other agency personnel.

Advocate: Provide relevant information, when necessary, to evaluate the students' field and academic performance and to make recommendations regarding the students' future educational and employment opportunities, and protect the student against unreasonable agency expectations or demands.

Agency and school relations. Maintaining communication, accommodating change, evaluation, and coping with divergent interests and missions are all important aspects of the field practicum program. The University, the agency, the student, and the Practicum Community Advisory Committee all have responsibilities to ensure a quality practicum program.

Responsibilities of the University

1. Development of appropriate placement sites for students.
2. Preparation of students for placement in the field and conduct finalization process in the agency.
3. Maintain ongoing relationships and communication with agencies through training, written material, and site visits.
4. To facilitate integration of learning in the field through the Integrative Seminar.
5. Enhance the teaching contribution of the Practicum Instructors by providing seminars/ orientation sessions, course syllabi, manuals, program information, and consultation.

Responsibilities of the Agency

1. Developing a learning climate and environment for the student in the agency which is conducive with social work practice.
2. Providing suitable space, desk, telephone, and other materials required for the student to work effectively.
3. Conducting interviews to recommended students for placement in the agency.
4. Conduct an orientation to the agency.
5. Involve the student in social work activities of the agency.
6. Document student's time spent within the agency on a monthly basis.
7. Provide formal and informal interactional supervision for the student.
8. Evaluate student progress on an ongoing basis and conduct a formal evaluation at the end of each semester.
9. Attend meetings sponsored by the social work program.

Responsibilities of the Student

1. Arranging an academic schedule that allows the student to be primarily involved with the agency.
2. Performing in an ethical, responsible, and professional manner by keeping commitments to the University, agency, clients, and profession.
3. The student is expected to behave as if in professional employment, notifying the Practicum Instructor of changes in schedule, absences, and tardiness.
4. Completing work assigned by the Practicum Instructor and being accountable for completing

field work activities within specified deadlines.

5. Taking initiative in seeking consultation or help from the Practicum Instructor and/or the faculty liaison.
6. Conducting oneself as a member of the social work profession and abiding by agency policies and procedures.
7. Completing all fieldwork requirements, including learning contracts, supervision forms, time sheets, and evaluations during the course of the semester.
8. Maintaining confidentiality of clients and agency.

Responsibilities of the Practicum Community Advisory Committee. The Practicum Community Advisory Committee is composed of social service personnel, including field practicum instructors and a representative from the student social work organization who are interested in supporting the social work program. The committee meets once a year, the purpose of the meeting is to keep the social work faculty in touch with the community, including staying informed about: (1) current educational needs of social work students including the knowledge and skills needed for students to perform successfully in their internship. (2) The outlook for MSW level social workers in the local social services job market, and (3) Local agency needs for Practicum students.

FIELD PRACTICUM PLACEMENT PROCESS

Required Hours. The MSW program includes a total of 974 hours of field practicum over the course of the foundation and advanced years. During the foundation component, students complete 426 hours in the field agency and 24 hours of professional seminar for a total of 450 hours. The advanced portion includes 500 hours in the field agency and 24 hours of professional seminar for a total of 524 hours.

Admission Requirements. Only those MSW students who have met the specified criteria for field practicum are admitted to the foundation and advanced field experience. All applicants admitted to the MSW program are admitted to the foundation field experience. To continue in the advanced field experience, students must successfully complete, with a C or better and a 3.0 average, the entire foundation curriculum.

Professional Integrative Seminar. The field experience is enhanced through professional integrative seminars at both the foundation and advanced levels. The integrative seminar provides students with an opportunity to tie the field practice experience to the academic program. It also facilitates the transition to the professional role of a social work practitioner. Students meet regularly in the integrative seminar for the duration of their field placement. Students keep learning journals and complete a variety of written assignments that reinforce learning goals related to field practicum. The purpose of the integrative seminar is to provide the opportunity to share experiences, work toward increased competency, prepare for professional employment, and receive additional knowledge, which complements and supplements the academic and professional experience.

Overview of the Application Process. Selection of student practicum sites is through an application process that begins at admissions to the MSW Program in the preceding spring (for full-time students) and in the spring semester of their foundation year (for part-time students). Students must meet all program criteria to be eligible for placement in field:

Foundation and Advanced Practicum Placement Process

1. The student attends an orientation to learn about the field experience and the placement procedure.

2. To be placed in a practicum site, the student must meet all academic requirements and be admitted to the MSW Program. The student completes the *Foundation Practicum Application* or the *Advanced Practicum Application* and interviews with the practicum director, assistant practicum director, or practicum coordinator.
3. The practicum director, in consultation with the field team, recommends appropriate placement options that best fit agency parameters and student academic needs and interests.
4. The practicum director and/or field team recommends a student to an agency and provides the agency with the student's resume.
5. The student makes arrangements with the designated agency for an interview.
6. The practicum director and/or field team contacts the practicum site and confirms the placement with a confirmation letter with a copy to the student.
7. The placement is finalized upon agreement of all parties involved (program, student, agency) and when the *field placement agreement form* is completed. All decisions for field practicum placement are ultimately made by the social work field practicum faculty.

Block Placements. A block internship is an alternative to the concurrent field plan. The block placement allows students to complete a field internship in the summer through additional hours per week over a concentrated period of time. Students may submit a written request for a block internship with the Practicum Director six weeks before the semester in which the internship would take place. These types of placements are limited. Requests for block internships are considered on an individual basis, taking into account both personal and educational issues. The Practicum Director or appropriate field team member will discuss the block practicum option with the student. If approved, the following steps will be taken to arrange the placement:

1. The practicum director and/or field team recommends a student to an agency and provides the agency with the student's resume.
2. The student makes arrangements with the designated agency for an interview.
3. The practicum director and/or field team contacts the practicum site and confirms the placement by sending a confirmation letter with a copy to the student.
4. The placement is finalized upon agreement of all parties involved (program, student, agency) and when the *field placement agreement form* is completed.

Academic Requirements for Block Placements. Foundation year students must complete all the required foundation courses prior to doing a block placement internship. The block internship is only during the summer semester; students complete 30-35 hours a week over 3-4 months, for a total of 426 hours in the agency and 24 hours in the professional seminar.

Advanced students must complete all the required advanced courses prior to doing a block placement internship. The block internship is only during the summer semester; advanced students complete 32-40 hours a week over 3-4 months, for a total of 500 hours in the field agency and 24 hours in the professional seminar. Advanced students complete their placement in the summer following the completion of the advanced curriculum.

FIELD PRACTICUM POLICIES AND PROCEDURES

Criteria for the selection of field agencies. Agency selection criteria and mechanisms for finding, choosing, and preparing agencies to work with students and the USU MSW social work program. Agencies interested in partnering with the MSW program should submit the *Agency Information Form* and a representative from the MSW field team will make arrangements for a site visit to complete an assessment. In order to meet the challenge of appropriately educating MSW social work students and to meet the requirements of the CSWE Accreditation Standards and Curriculum Policy Statement, the agency will be assessed on the following criteria:

Agency mission. Agency selection is based on the function of the agency, which must have a purpose congruent with the mission of the social work profession and Utah State University's MSW program. The agency is expected to be willing to cooperate with the MSW program and be committed to the educational objectives of the MSW program. The agency must demonstrate the ability to provide appropriate learning opportunities. Listed below are the definitions for generalist and advanced practice.

Generalist Practice. Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking to practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. Generalist practice incorporates the core competencies of field practicum.

Advanced Practice. Advanced generalist practitioners develop more complex micro, mezzo, and macro practice skills. They operate from a practice model that integrates the direct and indirect roles of a social worker in agency practice. Advanced generalist practitioners assess, intervene, and evaluate to promote social justice/social change and practice utilizing strengths, assets, and empowerment based models. Advanced generalist practice incorporates all of the core competencies augmented by knowledge and practice behaviors.

Social Work Personnel. The agency should meet the following criteria for the purpose of training MSW students:

1. The agency has trained social workers as members of the staff.
2. Agency administration is committed to the education of social work students.
3. One staff member, who meets the criteria for practicum instructor, will be assigned to provide appropriate supervision for the student.
4. Agency administration allows field instructors sufficient time and appropriate resources for field practicum.

Supervision.

1. Supervision is provided at the field site by a competent, experienced, and concerned social worker.
 - a. Supervisors are committed to social work values.
 - b. The agency and the designated Practicum Instructor are committed to formal and informal supervision. Formal supervision is scheduled for a minimum of 1 hour per week.
2. Supervision also includes organizing activities for student involvement.
3. Agencies must be willing to involve students in all aspects of the agency; students should have access to information about clients, the organizational structure and funding, opportunities to work with staff other than

their field instructor, to attend regular staff meetings and case conferences, to meet with agency administrators, and to represent the agency to the public.

4. Students provide a service to agencies; however, the primary purpose of the placement is professional education.

Work site. Agency location should be within a manageable distance from the campus. The agency should provide mileage reimbursement if students are required to travel long distances or if use of vehicle is a frequent part of their work responsibilities. The agency should provide a designated work site for the student.

Sexual Harassment/Non-discrimination/Equal Opportunity-Affirmative Action Policies. Agencies must adhere to these policies in order to provide field placements.

Sexual Harassment Policy. Agencies working in cooperation with the Social Work Program should recognize and utilize the University policy to deal with the problem of sexual harassment in the workplace and classroom setting.

Sexual harassment of any employee, student, or recipient of the services of this University is absolutely forbidden. Anyone who feels that she/he is the victim of sexual harassment or any supervisor or manager who is made aware of an alleged incident of sexual harassment will take immediate action to resolve the matter. Any individual may contact the University's Affirmative Action/Equal Opportunity (AA/EO) Office for advice, counseling, or clarification leading to an informal resolution of the matter. If an informal resolution is not accomplished or is not possible, further action, including the filing of a grievance and undertaking a formal inquiry/investigation, may be taken to facilitate a resolution pursuant to this policy.

Non-discrimination Policy. *All aspects of the social work program are conducted without discrimination on the basis of race, gender, age, religion, national origin, disability status, veteran status, or sexual orientation. The Affirmative Action/Equal Opportunity Office at Utah State University is responsible for overseeing compliance of a wide variety of federal/state laws executive orders and University policies that address equal opportunity in employment and education. Ultimately, it seeks to institutionalize affirmative action and equal opportunity concepts in everyday operations and activities. To accomplish this goal, it (1) advises and assists the Utah State University community in ensuring an equal opportunity environment free of discrimination and sexual harassment and (2) assist with proactive efforts to create a gender and ethnically diverse community of students, faculty and staff, in order to redress imbalances and enrich the University experience.*

USU Policy Number 303 on Affirmative Action/Equal Opportunity. *Utah State University ensures equal opportunity in all aspects of employment, programs and activities and prohibits discrimination based on race, gender, age, religion, national origin, disability status, veteran's status, or sexual orientation. In addition, USU policy number 339 specifically prohibits sexual harassment in the workplace. Also, USU policy number 305 provides discrimination complaint procedures. The Affirmative Action/Equal Opportunity office provides information and educational programs regarding equal opportunity and affirmative action including sexual harassment prevention training and diversity training; assists in setting goals and timetables for hiring; monitors hiring procedures, implements the grievance procedures for discrimination; and oversees the University's affirmative action plan. For further information please call 797-1266.*

Criteria for the selection of field instructors. The field instructor plays a key role in field practicum. The field instructor provides professional social work supervision and should have adequate time for developing and implementing the student's field practicum. Qualifications of field instructors include the individual's professional education, commitment to the values of the social work profession, competence in practice, and

interest in supporting student education. Agency staff assigned or wishing to assume the responsibility of a field instructor must complete the *Social Work Program Field Instructor Form* and be approved by the practicum committee.

In order to meet the challenge of educating social work students and to meet the CSWE Accreditation Standards and Curriculum Policy requirements, the field instructor must have one of the following formal qualifications:

1. A DSW or a Ph.D. in social services with a demonstrated sensitivity to the social work perspective and a minimum of two years practice experience.
2. A MSW or a Masters in a social science with a demonstrated sensitivity to the social work perspective and a minimum of two years practice experience. In cases where the field instructor does not have a MSW degree, the social work program will provide tandem supervision through faculty liaisons to reinforce the social work perspective.

Other qualifications include:

1. Field instructors should have been employed with the field agency for at least one year prior to taking on field instruction responsibilities.
2. The field instructor should demonstrate:
 - a. A commitment to the learning-teaching transaction, involving a reciprocal relationship with the student.
 - b. An understanding of the roles and expectations involved in field instruction, which include the following:
 - Provide supervision.
 - Agree to participate in field instruction training programs offered by the University.
 - Willing to work with the MSW program and serve as a member of the Practicum Community Advisory Committee.
 - Commitment to a view of field instruction that encompasses a variety of goals including development of professional identity, integration of theory and practice, training in practice skills, development of critical thinking skills, development of a creative use of self, and development of a generalist practitioner.
 - Willing to share practice wisdom both in word and in action.

Placements outside the area. Arrangements for placement outside local area of the program will be approved only under exceptional circumstances. Students should have completed all of the course work required for the admission to the field practicum. Students should arrange their schedule to interface with program supervision protocols and complete the integrative seminar. Access to the agency must be in a reasonable location for the field practicum education team to interface accordingly.

MSW EMPLOYMENT-BASED PLACEMENT POLICY. In order to be responsive to students who continue in full-time human service employment, the social work program permits employment-related placement opportunities for those who meet the appropriate criteria. An employment-related placement is defined as a field education arrangement in which the student completes her/his foundation OR advanced placement experience in the agency in which she/he is currently employed. In no case will a student be permitted to complete both foundation and advanced field experiences at his/her place of employment.

The student and the agency are responsible for meeting the following criteria in order to obtain written approval of an employment-related placement from the Practicum Director:

The agency field instructor must meet all appropriate program requirements and must have the formal qualifications as designated by the social work program practicum policy (see *Social Work Program Field Practicum Manual*).

The designated field instructor must provide educational supervision for a minimum of one hour per week.

Additionally, except in rare circumstances associated with rural field placements, the field supervisor will not be responsible for supervising the student's employment-related activities. In those rare cases where the employee's supervisor must also act as the agency field instructor, the Social Work Program will provide tandem supervision to ensure that student assignments and field education supervision differ from those associated with the student's employment.

The Agency must meet all the appropriate criteria associated with the field experience, as stated in the *Social Work Program Field Practicum Manual*.

Field education in employment-related placements must conform to all the standards and policies as specified in the *Social Work Program Field Practicum Manual*. Additionally, there can be no overlap between the student's employment responsibilities and his/her practicum responsibilities and learning activities. The student's Learning Contract must designate different and more advanced practice activities than those in which the student participated as an employee. The program does not give field credit for duties and tasks for which the student is being or has been paid as a regular employee.

A student who desires an employment-related field experience option should approach agency personnel and the social work program practicum director or faculty advisor for initial approval and permission to pursue the employment-related option. If approved, the student submits the Employment-Related Plan complete with appropriate agency signatures. All regular field education policies and requirements apply including the formal learning agreement and evaluations.

The practicum director works closely with agencies and field liaisons to ensure these policies are followed.

Student monitoring process. Mechanisms that exist for the monitoring of student performance in the field include the following processes and procedures:

1. MSW Field Team in-person site visits once per semester.
2. In addition to site visits ongoing consultation via phone and e-mail.
3. MSW Field Team student program supervision meetings.
4. Professional Integrative Seminar, learning journals and other written assignments.
5. Mid-semester evaluations of learning contract. The learning contract reflects the learning goals and objectives of the program in both the foundation and advanced practicum levels. It also reflects the interest of the student and the needs of the placement site. It is a collaborative effort by student, field instructor, and faculty liaison.
6. Monitoring of students monthly time sheets and agency supervision sheets.
7. End of the semester performance evaluations (PIESI).

Changes in field internship. Field internships are chosen after an interactive and thoughtful process that includes the student, the agency, and the MSW field team. Once students are placed at their agencies, it is expected that they will complete the entire academic year at that site. Disruption of a field internship is not taken lightly and changes will only be considered under serious circumstances (refer to the policy *Procedures for Resolution of Field Problems*). The process for changing the field sites includes students writing a **reflection statement** concerning their rationale for leaving this internship and what events led to this request.

If the decision is made to change the internship site, a formal **termination plan** will be completed with the student and agency field instructor. A **final evaluation** of the student will be completed by the agency along with and a **verification of internship hours**. The following criteria are used for consideration of internship change:

- The student has moved to a new location that is more than a 30-mile drive from the internship site.
- Transportation issues arise that make it difficult for the student to travel to the agency.
- The student experiences a family/personal crisis that make working with the current setting and clientele unmanageable.
- If a student identifies irreconcilable conflicts with the field instructor that they perceive as hindering a productive student-mentor relationship, the field practicum faculty liaison will evaluate the situation case-by-case.
- Agency concerns such as reorganization that significantly disrupts the student's learning. A concern might be that the agency has relocated, there is no one qualified to serve as the practicum instructor, not enough appropriate learning experiences, inability to provide a safe environment, or the agency's mission/policies conflict with professional and/or programs guidelines.

Background checks. Background checks are required by most agencies. All students need to complete the expected forms in the agency before beginning their internship. During the student interview process it is important to find out all requirements for paperwork including medical testing. Conducting background checks is the responsibility of the agency and the student. If an agency is not able to pay for these additional requirements, then payment is the responsibility of the student.

Student safety. Students and agencies must work together to create a safe work environment. During orientation of the student to the agency safety policies and procedures should be discussed. Students and practicum instructors should discuss safety concerns during supervision meetings when applicable. Discussions during supervision should focus on, but not be limited to, safety issues in the community, during home visits, within the agency building, dealing with clients prone to violent behavior, and the security of personal items.

Students with disabilities. A student who has a disability is protected under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1974. Any student who thinks he or she qualifies for an accommodation may request one from the Disability Resource Center (DRC) located in the University Inn. A student may contact the DRC by phone 435-797-2444; toll free at 800-259-2966, or by FAX 797-0130. The student should work closely with the field practicum faculty, the practicum instructor, and the DRC to discuss how accommodations will be implemented.

OPERATING POLICIES OF THE FIELD PRACTICUM

- 1. Time Requirements.** Each student is required to complete 426 hours of field work experience in the agency during the foundation year with 24 hours of professional seminar and 500 hours of field work experience in the agency during the advanced year with 24 hours of professional seminar. The 426 hours are spread in 213-hour increments over two semesters (Fall and Spring). Therefore the student is expected to be in the agency 17 hours per week during the 15 week semester.

NOTE: If the student starts working for the agency prior to the official starting date for Fall semester, he/she must request in writing an optional practicum. The only exception is for training meetings or other appropriate

agency activities.

2. **Holidays and Exam Week.** The University does not require students to do field work during holidays or exam week. However, an agency may request that a student work during these periods. The nature of the field work will determine the student's responsibility to the clients during these periods, therefore these hours will be negotiated with the practicum director and/or appropriate field team member, practicum instructor, and the student.
3. **Sick leave or other absences.** Students are expected to adhere to personnel policies of the employing agency. Students are expected to be responsible in the completion of assignments and hours. If a student becomes ill over an extended period of time, the field instructor, practicum director and/or appropriate MSW field team member, and student will consult to decide how to proceed.
4. **Grading Policies.** Although the evaluation of the student by the field instructor is of key importance in determining their grade, responsibility for determining that grade rests with the Practicum Director or assigned MSW field team member.
5. **Practicum Forms.** All forms including agency contracts, learning contracts, student evaluations, and time sheets must be signed by the field Instructor.
6. **Supervision.** Supervision is required at all agency practicum sites for a minimum of 1 hour per week. Supervision is a key process in social work. Skilled supervisors are responsible for the protection of clients, for the advancement of social work practice, and for the professional development of the individual student. The supervisory function includes coordination, education, and evaluation.

The literature suggests that there are parallels between the dynamics of supervision and any other helping relationship. Therefore, the skills that are important in direct practice with clients or patients are also important to the supervisory relationship. Effective communication and appropriate relationship skills are essential aspects of the supervisory function.

7. **Site Visits.** The practicum director and/or a member of the MSW field team will visit with the agency field instructor once or twice per semester to discuss student progress, student assignments, student challenges, and other pertinent topics. Refer to the *Field Agency Visit Form*.

Procedures for resolution of field problems. A successful academic education and field practicum experience are critical indicators of readiness to assume professional responsibilities as a generalist social worker. Since field instruction is an essential requirement for the MSW, the student must earn a satisfactory grade in the integrative seminar and in the field as recommended by the agency practicum instructor.

Professional Competence. In the field, students must demonstrate ongoing development of core competencies and practice behaviors, professional conduct, relationship skills and behavior consistent with the values and ethics of the profession. Students are expected to adhere to the *NASW Code of Ethics*. Issues related to professional competence will be considered as factors in field grading and continuation. Any deficiency in academic or non-academic performance or behavior problems in the field will be brought to the student's attention by the agency field instructor, faculty supervisor, and the practicum director as soon as it has been observed. In this way, the student, with the assistance of these professionals will have an opportunity to initiate timely corrective steps when appropriate.

A student's inability to meet specified standards signifies that a student is not adequately or appropriately performing at the level expected of an undergraduate social work student. The following presents examples, but not a complete list, of behaviors that may constitute professional concerns:

1. The inability or failure to engage in tasks associated with field education, as assigned by the agency.
2. The inability to accept constructive feedback and effectively utilize supervision from field instructors and/or faculty, and/or an inability to make changes recommended by this feedback.
3. Failing to adhere to attendance standards of the agency. Not consistently being where one is committed to be. Not reporting on time. Consistent lateness in meeting deadlines to complete work.
4. Failing to adhere to basic principles of social work practice which includes abiding by the NASW Code of Ethics, maintaining confidentiality, showing respect for clients, and using a nonjudgmental approach.
5. Rejection by two agencies during the field placement process for reasons related to appropriateness or readiness for placement. This includes the initial interview process as well as the assigned placement agency.

Ethical Competence. The NASW Code of Ethics is the cornerstone of determining and guiding ethical behavior for social workers and students, and adherence to these ethical standards is a requirement and standard for the program. The following behaviors are examples, but not a complete list, of behaviors, which constitute a violation of the *Code of Ethics*, which could result in dismissal from the program:

1. Engaging in sexual activities with clients;
2. Participation in dishonesty, fraud, deceit, or misrepresentation;
3. Exploitation of clients for personal advantage.
4. A conviction for a felony offense while in the program is an example of misconduct which may result in termination from the program.

Gate-Keeping Responsibilities. All parties involved (student, agency field instructor, faculty supervisor, and practicum director) are responsible for identifying issues and concerns in the field and are expected to conduct informal direct communication between relevant parties when appropriate. It is expected that most problems will be quickly addressed and easily resolved in this manner.

Student Responsibilities: The student is responsible for notifying both the field instructor and the practicum faculty in a timely manner of any placement or performance concerns.

Agency Field Instructor Responsibilities: The field instructor is responsible for ongoing observations of student performance in client and staff interactions and in written documentation. Should there be a problem a mid-semester evaluation should be conducted. The field instructor is encouraged to provide ongoing constructive feedback to the student in reference to strengths and progress as well as any potential or noted problems in competency development, job performance, ethical considerations, or any other relevant issues.

Faculty Responsibilities: The field practicum faculty monitors the student's progress through the student's participation in field seminars, individual conferences, reviewing evaluations, and monitoring student progress during agency field visits or other contacts with the student and field instructor. When problems in the placement occur, the faculty may assist the student in determining how to address the problem directly, may serve as a sounding board for the field instructor before he/she deals directly with the student, or may refer the student to additional resources to facilitate the student's ability to meet the performance standards of the field

placement. The faculty will be actively involved in problem-solving activities related to the student's performance.

Procedures for Resolution of Field Problems

Successful academic education and field practicum experiences are critical indicators of readiness to assume professional responsibilities as a generalist or advanced generalist social worker. Since field instruction is the essential pedagogy of the social work curriculum students must earn a satisfactory grade in both the professional integrative seminar and the field agency. Students must demonstrate ongoing development of core competencies and practice behaviors, professional conduct, interpersonal skill sets, and ethical behavior consistent with the values and ethics of the profession. Issues related to professional competence will be considered as factors in field grading and continuation. The agency field instructor, faculty liaison, and the Practicum Director will bring any deficiency in academic or non-academic performance, including behavior problems in the field, to the student's attention as soon as it has been observed. The student, with assistance of these professionals will have an opportunity to initiate timely corrective steps if needed. Some examples of behaviors that may constitute professional concerns include but are not limited to: failure to engage appropriately in tasks associated with field education, lack of capacity to accept constructive feedback in supervision, failure to adhere to attendance standards and work requirements, failure to adhere to basic principles of social work practice and the NASW Code of Ethics, and discontinuation by two agencies for reasons related to appropriateness or readiness.

Responsible Party	Explanation of Responsibilities
Social Work Program	Responsible to ensure that all parties involved identify issues and concerns and collaborate to achieve a rapid resolution.
Agency Field Instructor	Responsible for ongoing observations of student performance with clients, staff interactions, and paperwork. Immediate contact with the program is encouraged in order to address and resolve concerns in a timely manner. Ongoing candid and constructive feedback during supervision is recommended.
Faculty Liaison	Responsible to monitor student progress through field seminar, individual faculty conferences, reviewing evaluations, and in the context of field site visits or other contacts.
Student	Responsible for notifying both the field practicum instructor and faculty liaison in a timely manner about any practicum related concerns.

Routine Process for Ongoing Communication and Problem-Solving			
Problem-solving steps to address student competency and practice behavior areas in need of improvement are modeled after the intervention techniques commonly taught in social work			
Situation	Step 1	Step 2	Step 3

Field instructor has concerns but assesses that these are resolvable and a workable solution can be reached.	Field instructor and faculty liaison will meet with the student to express concerns.	Field instructor will provide the program with written documentation identifying the areas of concern.	A plan to address the areas of concern will be written in a behavioral contract and implemented.
A student is concerned with goodness-of-fit in the assigned agency and/or with learning needs being met.	Student meets with the faculty liaison to express concerns and seek a workable solution.	The student and faculty liaison will meet with the field instructor to discuss concerns and find workable solutions.	If need be the program will consider a change in the assigned practicum agency and document the need for a change of venue.
Practicum field instructor determines that there are concerns but the issues surrounding the circumstances are not resolvable at that point in time.	Field instructor, faculty liaison, and practicum director will meet to discuss the issues surrounding the circumstances that are not considered resolvable.	Field instructor will provide the program with written documentation identifying the areas of concern.	When meetings to resolve the concerns have been unsuccessful the program will move towards a termination process from the agency and consider a change of venue.
Program faculty and/or field faculty liaison determine that there are either both academic or non-academic concerns at any point in the educational or field practicum process based on readiness factors.	The program will meet with the student to discuss identified areas of concern, provide written documentation, and determine if there is a workable solution.	The program determines that there is not a workable solution at this point in time and advises the student of appropriate options.	The social work program reserves the right to deny continuation in the program if all of the appropriate steps of the problem-solving process have been followed.
Discontinuation from the field practicum: If a student is discontinued from the field or does not receive a satisfactory grade or report, all documentation will be completed by the appropriate parties, distributed to the student, and placed in the student file. This report shall include a recommendation regarding future placement options based on the concerns leading to the termination or failure, which include continuation at a different agency or re-applying to the practicum in the future. The Practicum Director will advise the student of available options.			

EVALUATION OF STUDENT PERFORMANCE. Performance evaluation is an ongoing process throughout Practicum that begins with the student's first encounter with the Practicum Instructor in the placement interview, mid-year evaluation, and culminates in a final evaluation at the end of the placement. Ongoing evaluation of the student's progress is a built-in aspect of supervision. Students are also expected to develop the ability to evaluate their own practice throughout the Practicum experience. Students are also encouraged and provided any opportunity to evaluate the agency, practicum instructor, faculty, and program.

There are three types of evaluation that take place throughout the entire Practicum sequence:

Ongoing Student Evaluation: Ongoing evaluation of the student's progress is a built-in aspect of supervision and should regularly be discussed. Students are also expected to develop the ability to evaluate their own practice throughout the practicum experience.

Written Student Evaluation: At the end of each semester, Practicum Instructors are asked to summarize their thoughts about the progress of students by completing structured evaluation forms that correlate with the expected development of core competencies and practice behaviors. If there is disagreement between student and Practicum Instructor concerning the outcomes of evaluation, the Practicum Director and/or appropriate field practicum team member, student and Practicum Instructor will meet to address these concerns. The Practicum Director and faculty will make the final decision on a student's grade.

Oral Student Evaluation: In addition to the structured forms and agency supervision meetings, the practicum faculty will periodically meet with the student and their Practicum Instructor to review learning contracts and student progress. Students are expected to evaluate themselves in preparation for these three-way meetings and to contribute actively in the discussion. Practicum Instructors are encouraged to be candid and direct in their evaluation.

Components of Performance Evaluation. Students are evaluated on the ongoing development of core competencies and practice behaviors as well as professionalism. A variety of factors come under the heading of **professionalism**:

Dress and Grooming: Conforming to agency standards and expectations.

Attendance: Consistently being where you have committed to be; report on time; stay late on occasion; come in on off days because you want to; be willing to stay late for related crises.

Behavior and Attitude: Be professional in your interaction and communication skills.

Identity with social work as a profession: Understand what it means to be a social worker within your specific agency.

Use of time: Well organized, efficient, capable in priority-setting, fast worker, and productive.

Adherence to basic principles of social work practice: Abide by the NASW Code of Ethics; maintain confidentiality; show respect for clients; use a basically nonjudgmental approach; and so on.

Going the extra mile: Asking for extra or non-required readings as well as special experiences during placement.

Paperwork: Reports should be legible, accurate, on time, and so on.

Field Practicum Forms



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Department of Sociology, Social Work & Anthropology
<http://socialwork.usu.edu>

MSW Foundation Field Practicum Application

Please attach a current copy of your resume

Name: _____

Current Address: _____

City: _____ State: _____ Zip Code: _____

Phone: _____ Sex: _____ Age: _____

E-Mail: _____ Cell Phone: _____

Summer Address: _____

City: _____ State: _____ Zip Code: _____

Summer Phone: _____

Interview Notes (For practicum office use)

Interest Information

1. Areas of interest (please rank order 1 through 9):

- | | |
|---------------------------|------------------------------|
| _____ School Social Work | _____ Child Welfare Services |
| _____ Corrections | _____ Alcohol and Drug Abuse |
| _____ Community Service | _____ Mental Health |
| _____ Medical Social Work | _____ Disabilities |
| _____ Other (specify): | |

2. Type of service (or setting) preferred and why:

3. Type of agency (or problem area the agency addresses) that would not be appropriate due to personal/religious beliefs, personal crisis, or situation that might affect your work in the agency?

4. Your preferred work style? (Circle one)

- a. *Independent/Self-starter* *Moderately Independent* *Structure/Close Supervision*
b. Comments:

Availability Information

1. Are you able to travel to your placement? (Check one)

- _____ Yes _____ No

2. Where is your place of employment?

3. How many hours a week do you work at your place of employment?

4. What are your regular work hours (days & times)? Do you have any flexibility in your work schedule?

5. What are your regular work hours (days & times)? Do you have any flexibility in your work schedule?

6. List day and hours available for placement? (you are expected to be in your practicum agency 16-17 hours a week)

7. Are you currently undergoing any personal situation, or do you anticipate any upcoming situations, that might affect your work in the practicum? If so, please specify below. (Your confidentiality will be respected, so please be candid).

Interview with Practicum Director (Please answer these questions prior to turning in your application and your individual interview)

1. What are the most significant strengths that you bring to the field practicum experience?
2. In what areas do you hope to develop additional competence and skill during your field experience?
3. What teaching methods and learning experiences will be most effective in helping you to acquire knowledge and develop social work practice skills?
4. As you begin your MSW foundation practicum, about what are you most excited and enthusiastic?
5. As you begin your MSW foundation field experience, what are your concerns?
6. Given what you know about yourself and how you learn, what types of assistance, guidance, or structure would help you to lower your defenses and be more open to learning?
7. You will be spending 426 hours in your field setting. What do you expect from this investment of your time?
8. List the key things you expect from your agency-based field instructor?
9. List the key things you expect from your MSW program faculty supervisor?
10. List the key things you expect from the integrative seminar (this is a seminar that helps you to reflect on your field experience, prepares you for professional employment, and integrates your field experience with practice-based knowledge)?
11. As with all learning opportunities, what you are willing to invest in the field experience determines what you will get out of it. List the key things you expect of yourself during the field experience?
12. What additional questions and concerns do you have about field practicum?



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MSW Advanced Field Practicum Application

Please attach a current copy of your resume

Name: _____

Current Address: _____

City: _____ State: _____ Zip Code: _____

Phone: _____ Sex: _____ Age: _____

E-Mail: _____ Cell Phone: _____

Summer Address: _____

City: _____ State: _____ Zip Code: _____

Summer Phone: _____

Interview Notes (For practicum office use)

Interest Information

1. Areas of interest (please rank order 1 through 9):

_____ School Social Work

_____ Child Welfare Services

_____ Corrections

_____ Alcohol and Drug Abuse

_____ Community Service

_____ Mental Health

_____ Medical Social Work

_____ Disabilities

_____ Other (specify):

2. Type of service (or setting) preferred and why:

3. Type of agency (or problem area the agency addresses) that would not be appropriate due to personal/religious beliefs, personal crisis, or situation that might affect your work in the agency?

4. Your preferred work style? (Circle one)

Independent/Self-starter

Moderately Independent

Structure/Close Supervision

Comments:

Availability Information

1. Are you able to travel to your placement? (Check one)

_____ Yes

_____ No

2. Where is your place of employment?

3. How many hours a week do you work at your place of employment?

4. What are your regular work hours (days & times)? Do you have any flexibility in your work schedule?

5. What are your regular work hours (days & times)? Do you have any flexibility in your work schedule?

6. List day and hours available for placement? (you are expected to be in your practicum agency 16-17 hours a week)

7. Are you currently undergoing any personal situation, or do you anticipate any upcoming situations, that might affect your work in the practicum? If so, please specify below. (Your confidentiality will be respected, so please be candid).

Interview with Practicum Director (Please answer these questions prior to turning in your application and your individual interview)

1. What are the most significant strengths that you bring to the field practicum experience?
2. In what areas do you hope to develop additional competence and skill during your field experience?
3. What teaching methods and learning experiences will be most effective in helping you to acquire knowledge and develop social work practice skills?
4. As you begin your MSW advanced practicum, about what are you most excited and enthusiastic?
5. As you begin your MSW advanced field experience, what are your concerns?
6. Given what you know about yourself and how you learn, what types of assistance, guidance, or structure would help you to lower your defenses and be more open to learning?
7. You will be spending 500 hours in your field setting. What do you expect from this investment of your time?
8. List the key things you expect from your agency-based field instructor?
9. List the key things you expect from your MSW program faculty supervisor?
10. List the key things you expect from the integrative seminar (this is a seminar that helps you to reflect on your field experience, prepares you for professional employment, and integrates your field experience with practice-based knowledge)?
11. As with all learning opportunities, what you are willing to invest in the field experience determines what you will get out of it. List the key things you expect of yourself during the field experience?
12. What additional questions and concerns do you have about field practicum?



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MSW Agency Information Form

Name of Agency: _____

Contact Person: _____

Address: _____

Phone: _____

E-Mail: _____

FAX: _____

NOTE: Upon receipt of this form a representative from the MSW field team will arrange a site visit at the agency.

Agency Description

Please write a general description, including the mission and focus, of your agency:

Focus of Agency Practice

Please write a description of the client population you work with and the services provided (if you have a brochure of the agency, please attach):

Internship Opportunities

Please list below the activities, programs, and tasks that a MSW student could be involved with at both the foundation and advanced levels of practice:

Program Site Assessment Visit Summary:



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MSW Field Instructor Information

Name: _____

Job Title: _____

Agency Name and Address: _____

Phone: _____

E-mail: _____

FAX: _____

Length of time employed in the agency: _____

Educational Background

Degree	School	Dates of Graduation

Work Experience

Agency	Job Title	Years of Employment

In the space below, please describe your interest in supervising MSW student:



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MSW Field Agency Visit

Date: _____

Agency: _____

Field Instructor Name: _____

Student Name: _____

Summary of Agency/Student Visit:

Activities student is Involved In:

Student/Agency comments on student progress

(Student Challenge Scale 0-10)

Plans for future:

Agency issues (if any):

Prepared by: _____

Notes and Comments:



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MSW Agency and Field Practicum Agreement

The objective of this agreement is to provide specific guidelines to both agencies and practicum students of the Utah State University MSW Program.

The Utah State University MSW Program and _____ (assigned agency) mutually agree that the Agency will provide a field placement for educational and on-the-job training experiences that would be beneficial to undergraduate social students.

The agreement will be in effect as of _____ and will end upon completion of the experience not to exceed the current academic year of student placement.

During this period of time, the Agency and the Social Work Program will mutually agree on the student assignments (learning contract) and the accepted level of academic preparation required for each student.

Each party agrees to be responsible for its own wrongful or negligent acts or omissions, and those of its officer, employees, agents, or students to the full extent required by law. The university is a governmental entity as that term is defined in the Governmental Immunity Act, U.C.A. 1953, Section 63-30-1 et seq., and is bound thereby. The University also agrees that all participating students will be reasonably insured against negligent acts or omissions that may occur in the performance of their duties under this agreement.

All parties agree to abide by the Utah State University commitment to policies of equal opportunity and affirmative action and prohibits discrimination on the basis of race, color, national origin, religion, sex, sexual orientation, age or status as a disabled person with a disability. The University seeks to provide equal access to its programs, services and activities for people with disabilities. USU Policy number 303 on Affirmative Action/Equal Opportunity.

The Utah State University Social Work Program establishes criteria for agencies to be used for practicum instruction, in accordance with standards set forth by the Council on Social Work Education. The following information provides important guidelines for all practicum settings:

The Agency:

1. The agency philosophy of service shall be compatible with the educational objectives of social work which embody the values and ethics of the social work profession.
2. The administrator and staff supervising students shall be qualified by experience and training in a way which leads them to respect professional education and have an understanding of its goals. They shall also be willing to undertake, individually and collectively, the various responsibilities that a practicum instruction program entails.

3. Field instructors must be fully integrated staff members and be granted time in their regular workload to provide practicum supervision, attend workshops, and meet with practicum coordinators.
4. The agency must provide qualified field instructors for the students. Qualified instructors for MSW students must have completed two years of post-MSW practice experience, hold appropriate licensure at the CSW or LCSW level, demonstrate a commitment to social work values and supervision of students.

The School:

1. The MSW Program, in collaboration with the Agency, shall develop a learning contract of potential learning experiences and evaluate the Agency's ability to provide the minimum requirements for specified practicum outcomes.
2. The MSW Program shall select and refer students for interviews with the agency to determine if their educational development can be served by the agency.
3. The MSW Program shall assign a Faculty Liaison who shall assist the Agency, the Field Instructor, and the Student in developing educational experiences for professional growth which are consistent with program goals/objectives.
4. The MSW Program shall provide ongoing consultation and training for Field Instructors.

The Field Instructor:

1. The Field Instructor shall provide a minimum of one hour per week of individual supervision with the Student(s).
2. The Field Instructor shall provide educational experiences which will assist the Student in completing the practicum requirements.
3. The Field Instructor shall meet with the assigned Faculty Liaison and Student on a regular basis to evaluate the student's progress.

The Student:

1. The Student shall abide by the practicum guidelines as specified in the *MSW Practicum Manual*.
2. The Student shall participate with the Field Instructor in developing plans and methods to meet their practicum requirements.
3. The Student shall adhere to all tenets of the NASW *Code of Ethics*, including maintaining confidentiality in all aspects of client and Agency contacts and records.
4. If the Student receives a stipend, he/she shall be responsible for taxes or Social Security withholding as required by the Internal Revenue Service.

AGENCY SIGNATURE: _____ DATE: _____

PROGRAM SIGNATURE: _____ DAT _____



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<http://www.usu.edu/sswa>

Foundation Learning Contract (SW 6400/SW 6450)

The learning contract is the foundation for the supervision relationship and as such should be explicitly discussed and reviewed during formal supervision meetings at the agency; during your program supervision meetings each semester; as a part of your reflective journaling; and during discussions in the integrative professional seminar.

Listed below are the 9 competencies and associated practice behaviors that should be incorporated into the Learning Contract. Practice Behaviors are *italicized* -- possible tasks, learning activities, and/or strategies follow each practice behavior. Students need to think about agency specific tasks that are assigned directly by the agency and how those fit into increasing competencies and their associated practice behaviors. Students should review the competency and practice behaviors, and in collaboration with their Field Instructor and Faculty Supervisor/Liaison, choose or create at least one (1) task/strategy/activity which identifies your assignments and activities in your agency for each of the competencies as based on practice 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 affect practice. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice settings. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their subjective experiences and emotional 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 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.

Examples of Possible Tasks/Learning Strategies/Activities:

- I will identify 2 ways client values differ from my own and reflect how or why that might effect how I engage with clients and discuss during supervision and/or reflective journaling.
- I will identify 2 ethical issues for reflection that may impact my practice and discuss them through supervision and/or reflective journaling.
- I will identify 2 ethical dilemmas and note what part of the Code of Ethics applies during supervision.
- I will review the NASW Code of Ethics and identify which areas are most likely to impact my practice.
- I will shadow my supervisor to observe different ways of handling an ethical dilemma and discuss my reactions during supervision.
- I will research one ethical decision-making framework, apply it to a case, and share results with my supervisor.
- I will interview a co-worker to determine how he/she handles ethical dilemmas and reflect on this with my supervisor.
- I will consult once a month with my supervisor about how social media can be misused with clients.
- I will come prepared with my agency supervision conference form outlining an agenda for discussion for all supervisory meetings.
- I will ask for supervisory feedback on my professional demeanor during my monthly supervisory meetings and apply any feedback received.

Please write ONE Agency-Specific Goal with stated objectives (how you will accomplish the goal) and your method of evaluation in the box below for each of the practice behaviors:

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, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion/spirituality, sex, and sexual orientation. 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 Behavior

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.

Practice Behavior & Possible Tasks/Learning Activities/Strategies:

- Review two forms of literature (journal articles, books, etc.) on areas of difference and diversity related to client population(s) served by agency. Share findings with agency supervisor and/or discuss in practicum seminar by mid-term each semester.
- Document in writing evidence of actively recognizing clients as experts in their own lives, and seeking client perspective with regard to issues of diversity and difference. Share in practicum seminar discussions each semester.
- In formal supervision meetings, identify and process ways clients experience difference and implications for providing services.
- In monthly supervision, identify personal biases and preconceptions related to areas of difference and process how to manage discrepancies between personal and professional values and beliefs.

Please write ONE Agency-Specific Goal with stated objectives (how you will accomplish the goal) and your method of evaluation in the box below for each of the practice behaviors:

--

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 justice and strategies to promote social justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that fundamental human rights are distributed equitably and without prejudice.

Practice Behavior

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.

Practice Behavior & Possible Tasks/Learning Activities/Strategies:

- Review literature on oppression, discrimination, as well as social, economic, and environmental justice. Bring examples to faculty supervisor for mid-term meeting discussion.
- In monthly supervision, identify how clients experience and are impacted by injustice on micro, mezzo, and macro levels.
- In writing, review a case history and identify critical points where institutional/system barriers interrupted the client's current wellbeing, increased his/her vulnerability, and impaired their ability to achieve full potential. Review and clarify identified issues at agency staff meeting.
- Identify an existing agency barrier impacting clients, and develop an intervention plan to remove or mitigate the obstacle. By year's end, develop sufficient competency to proactively address impediments to client service and include this process in your philosophy paper for the integrative professional seminar.

Please write ONE Agency-Specific Goal with stated objectives (how you will accomplish the goal) and your method of evaluation in the box below for each of the practice behaviors:

Competency 4 – Engage in Practice-Informed Research and Research-Informed Practice

Social workers understand quantitative and qualitative research methods. Social workers know the principles of logic, scientific inquiry, and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources. They also understand the processes for translating research findings into effective practice.

Practice Behavior

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.

Practice Behavior & Possible Tasks/Learning Activities/Strategies:

- Research and document evidence-based practice models that are relevant to the population served by the agency. For example, review the literature on group work with adolescents who abuse alcohol or another applicable client population.
- In supervision, discuss with field supervisor research findings and practice implications related to evidence-based practice models, such as group work interventions for adolescents who abuse alcohol or another applicable client population.
- Plan and implement an evidenced-based practice model, such as facilitating a psycho-educational group with adolescents who abuse alcohol or another applicable client population.
- Design and implement an evaluative strategy for determining intervention effectiveness, and document results.

Please write ONE Agency-Specific Goal with stated objectives (how you will accomplish the goal) and your method of evaluation in the box below for each of the practice behaviors:

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 recognize and understand the social, economic, organizational, and global influences that affect

social policy. They are also knowledgeable about policy formulation, analysis, and implementation.

Practice Behavior

1. Identify social policy at the local, state, and federal level that impacts wellbeing, 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.

Practice Behavior & Possible Tasks/Learning Activities/Strategies:

- In supervision, identify ways clients experience oppression and discrimination when it comes to accessing resources at your agency or on a local, state, or federal level; and discuss your findings during supervision.
- I will visit three allied agencies to learn about fundraising resources and share what I learned in supervision or in the practicum seminar.
- Become familiar with current political events by identifying current policy issues. In supervision, discuss the effects of these issues on clients and service delivery systems.
- Review literature related to social, economic, and environmental justice policy and its impact on clients served by your agency and present the information in staff meeting or other appropriate settings.
- Engage with community-based systems to improve client access. For example, work with the school system/administration to provide services to a previously denied client.

Please write ONE Agency-Specific Goal with stated objectives (how you will accomplish the goal) and your method of evaluation in the box below for each of the practice behaviors:

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, 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 their utility to facilitate engagement with client systems, including groups, families, communities, and

organizations. Social workers understand strategies to engage diverse client systems to advance practice effectiveness. Social workers understand how their subjective experiences and emotional reactions may affect their ability to effectively engage with diverse client systems.

Practice Behavior

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.

Practice Behavior & Possible Tasks/Learning Activities/Strategies:

- Research at last 3 past records to discover how client needs were met by the social worker.
- Observe 2 professional engaging with clients at my agency and discuss what I learned during supervision.
- Select one interpersonal skill and set a goal with measureable strategies including evaluation during the year to become more effective in engaging clients.
- Keep a reflective journal of how I use my interpersonal skills to engage clients and share with agency or faculty supervisor or in the practicum seminar.

Please write ONE Agency-Specific Goal with stated objectives (how you will accomplish the goal) and your method of evaluation in the box below for each of the practice behaviors:

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, individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment and the implications of those theories for the assessment of diverse client systems. Social workers understand methods of assessment with diverse client systems to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process. Social workers understand how their subjective experiences and emotional reactions may affect their assessment and decision-making.

Practice Behavior

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.

Practice Behavior & Possible Tasks/Learning Activities/Strategies:

- Complete an eco-map with one of my clients and share what you learned in supervision or practicum seminar.
- Review the “Search Institute” website for assessment protocols used with families, adolescents, or children.
- Review the resiliency.com website for assessment protocols or other related sites.
- Educate myself about the agency assessment process by reading the client files and noting how the worker assessed client needs; developed goals and objectives; and selected intervention strategies. Discuss your findings in supervision or practicum seminar.

Please write ONE Agency-Specific Goal with stated objectives (how you will accomplish the goal) and your method of evaluation in the box below for each of the practice behaviors:

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, individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve client system goals. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client system goals. Social workers recognize that a beneficial practice outcome may require collaboration with professionals from other disciplines.

Practice Behavior

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 collaborations 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.

Practice Behavior & Possible Tasks/Learning Activities/Strategies:

- I will evaluate various interventions across all levels of practice (micro, mezzo, macro) in considering the best response to meet client needs and share my findings during staff meetings and/or in practicum seminar.
- I will discuss client progress on treatment goals and agency termination protocols during my ongoing supervision in the agency.

Please write ONE Agency-Specific Goal with stated objectives (how you will accomplish the goal) and your method of evaluation in the box below for each of the practice behaviors:

Competency 9 – Evaluate 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, individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand methods for evaluating outcomes and practice effectiveness

Practice Behavior

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.

Practice Behavior & Possible Tasks/Learning Activities/Strategie

- I will discuss with my supervisor how client interventions can change as client's situations shift.
- I will interview a staff member regarding agency history, how it has changed over the years, and why changes were made.
- I will discuss the demographics of who seeks services at our agency with my supervisor
- I will offer suggestions to my supervisor as to how the agency could better reach populations or develop more sustainable services.

Please write ONE Agency-Specific Goal with stated objectives (how you will accomplish the goal) and your method of evaluation in the box below for each of the practice behaviors:

Signatures

Student:

Agency Field Instructor/Supervisor:

Faculty Supervisor/Liaison:



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Advanced Learning Contract (SW 6900/SW 6950)

The learning contract is the foundation for the supervision relationship and as such should be explicitly discussed and reviewed during formal supervision meetings at the agency; during your program supervision meetings each semester; as a part of your reflective journaling; and during discussions in the integrative professional seminar.

Listed below are the 9 competencies and associated practice behaviors that should be incorporated into the Learning Contract. Practice Behaviors are *italicized* -- possible tasks, learning activities, and/or strategies follow each practice behavior. Students need to think about agency specific tasks that are assigned directly by the agency and how those fit into increasing competencies and their associated practice behaviors. Students should review the competency and practice behaviors, and in collaboration with their Field Instructor and Faculty Supervisor/Liaison, choose or create at least one (1) task/strategy/activity which identifies your assignments and activities in your agency for each of the competencies as based on practice behaviors.

Competency 1 – 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 affect practice. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice settings. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their subjective experiences and emotional 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 emerging forms of technology and the ethical use of technology in social work practice.

Practice Behaviors

- Demonstrate a clear commitment to ethical practice, professional use of self, self-improvement and self-care commensurate with advanced practice at all levels.
- Articulate a personal conceptual framework of practice to integrate and differentially apply theories to guide practice at all levels.

Examples of Possible Tasks/Learning Strategies/Activities:

- Attend workshop or a conference session on ethics/discuss what you learned with agency or faculty supervisor at monthly meeting and apply to situations such as dual relationships that arise in advanced practice contexts; Research laws governing service provision to understand how they impact client population and discuss in monthly supervision meeting; Interview three practicing MSWs and discuss ethical dilemma situations they have experienced/reflect on what you have learned with your supervisor or in a journal and apply to advanced practice.
- Articulate your personal practice philosophy to your supervisor during monthly meeting; discuss the application of your personal practice philosophy to a particular case during monthly supervisory meeting; Articulate how your personal practice philosophy might be applied differently depending on which practice level you are working with during monthly meeting with field supervisor.

Please write ONE Agency-Specific Goal with stated objectives (how you will accomplish the goal) and your method of evaluation in the box below for each of the practice behaviors:

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Competency 2 – Diversity and Difference

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, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion/spirituality, sex, and sexual orientation. 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 Behavior

Work competently with diverse populations using culturally-relevant, strengths-based and empowering methods, programs, policies and services.

Practice Behavior & Possible Tasks/Learning Activities/Strategies:

- Student utilizes weekly supervision to identify, discuss, and appropriately manage personal values, beliefs, and biases.
- Student maintains a reflective journal to record observations of practice and

personal reactions related to issues of client diversity and difference, and incorporates into ongoing discussion with supervisor.

- Student identifies local resources for diverse clientele (or that specialize in working with diverse groups) and exhibits competence in linking clients with these services.
- Student attends training and other educational opportunities related to working with clients of diverse populations

Please write ONE Agency-Specific Goal with stated objectives (how you will accomplish the goal) and your method of evaluation in the box below for each of the practice behaviors:

Competency 3 – Social Justice and Human Rights

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 justice and strategies to promote social justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that fundamental human rights are distributed equitably and without prejudice.

Practice Behavior

Demonstrate commitment to social, economic, and environmental justice through leadership within agencies, communities, and state, national and international forums.

Practice Behavior & Possible Tasks/Learning Activities/Strategies:

- Student exhibits awareness of contemporary social/legislative issues that impact vulnerable populations and contribute to injustice (e.g., student follows a bill promoting civil rights for a marginalized group).
- Student incorporates knowledge and awareness of issues related to injustice in practice in agency- and client-based activities (e.g., student works with agency staff to increase sensitivity to injustice experienced by clients and intervenes, such as advocating for and/or developing language-based services for non-English speakers).

Please write ONE Agency-Specific Goal with stated objectives (how you will accomplish the goal) and your method of evaluation in the box below for each of the practice behaviors:

Competency 4 – Practice-Informed Research and Research-Informed Practice

Social workers understand quantitative and qualitative research methods. Social workers know the principles of logic, scientific inquiry, and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources. They also understand the processes for translating research findings into effective practice.

Practice Behavior

Utilize critical thinking to monitor and evaluate interventions at all levels of practice through the application of research and practice/program evaluation knowledge and skills.

Practice Behavior & Possible Tasks/Learning Activities/Strategies:

- Student demonstrates ability and commitment to researching specific interventions and treatment modalities in order to improve service to client systems (e.g., student conducts an extensive review of the literature on assessing and treating Generalized Anxiety Disorder, and integrates knowledge gained into practice).
- Student utilizes a relevant practice/program evaluation design to measure intervention effectiveness and improve practice (e.g., student collects ongoing data on client anxiety using standardized measurements and incorporates results into treatment planning).

Please write ONE Agency-Specific Goal with stated objectives (how you will accomplish the goal) and your method of evaluation in the box below for each of the practice behaviors:

Competency 5 – 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 recognize and understand the social, economic, organizational, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, and implementation.

Practice Behavior

Use policy as a leadership and practice method for effecting change at all levels of practice.

Practice Behavior & Possible Tasks/Learning Activities/Strategies:

- Student articulates awareness and understanding of how client systems are impacted by issues of difference and diversity (e.g., in supervision student discusses

how lack of housing for homeless GLBTQ youth places them at increased risk of victimization).

- Student engages in activities to specifically address policy-related obstacles and/or gaps that negatively impact client systems (e.g., student works with community leaders to develop support services specific to the needs of GLBTQ homeless youth).
- Student engages in agency efforts to explore and expand resources and support opportunities (e.g., student contributes to a grant application or other fundraising efforts).

Please write ONE Agency-Specific Goal with stated objectives (how you will accomplish the goal) and your method of evaluation in the box below for each of the practice behaviors:

Competency 6 – Engagement

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, 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 their utility to facilitate engagement with client systems, including groups, families, communities, and organizations. Social workers understand strategies to engage diverse client systems to advance practice effectiveness. Social workers understand how their subjective experiences and emotional reactions may affect their ability to effectively engage with diverse client systems.

Practice Behavior

Engage client systems autonomously through a well-developed, professional use of self as well as application of integrated theoretical knowledge and skills.

Practice Behavior & Possible Tasks/Learning Activities/Strategies:

- Select one interpersonal skill for improvement to become more effective in building rapport with a client system and monitor through formal real-time feedback from clients regarding the process and outcome of therapy. Utilizing tools such as Outcome Rating Scale (ORS) and Session Rating Scale (SRS)
- Maintain a journal to reflect on engagement skills and strategies used with clients, making note of client responses, then discussing in supervision.
- Role play a challenging situation with supervisor or colleague to solicit constructive feedback around specific engagement approaches.

Please write ONE Agency-Specific Goal with stated objectives (how you will accomplish the goal) and your method of evaluation in the box below for each of the practice behaviors:

Competency 7 – Assessment

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment and the implications of those theories for the assessment of diverse client systems. Social workers understand methods of assessment with diverse client systems to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process. Social workers understand how their subjective experiences and emotional reactions may affect their assessment and decision-making.

Practice Behavior

Assess client systems autonomously through a well-developed, professional use of self as well as application of integrated theoretical knowledge and skills.

Practice Behavior & Possible Tasks/Learning Activities/Strategies:

- Independently present in a staff or supervisory meeting a complete multi-dimensional assessment, including DSM diagnostic criteria, with a discussion to justify conclusions and potential implications for the client.
- Research and select two specific and relevant assessment instruments based on a presenting issue. Discuss with supervisor the advantages and disadvantages of each instrument.
- Create and maintain a file of effective assessment tools for client systems at all levels of intervention and make arrangement to share the file with other practitioners in the agency.
- Conduct a strengths-based assessment with a client system and then collaborate with client to identify strategies to achieve goals and share results during supervision.

Please write ONE Agency-Specific Goal with stated objectives (how you will accomplish the goal) and your method of evaluation in the box below for each of the practice behaviors:

Competency 8 – Intervention

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve client system goals. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client system goals. Social workers recognize that a beneficial practice outcome may require collaboration with professionals from other disciplines.

Practice Behavior

Intervene with, and on behalf of, client systems autonomously through a well-developed, professional use of self as well as application of integrated theoretical knowledge and skills.

Practice Behavior & Possible Tasks/Learning Activities/Strategies:

- Student can determine the theory behind the complexity of client situations, articulate appropriate interventions in the treatment plan, and collaborate with the supervisor and in treatment meetings (how would you measure this?)
- Student applies research-based interventions with client systems and collaborates with supervisor regarding the efficacy of chosen interventions
- Student demonstrates skills to link client assessment to intervention as reflected in written treatment plan as reviewed by his/her supervisor (very vague- not sure this is measurable)

Please write ONE Agency-Specific Goal with stated objectives (how you will accomplish the goal) and your method of evaluation in the box below for each of the practice behaviors:

Competency 9 – Evaluation

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand methods for evaluating outcomes and practice effectiveness

Practice Behavior

Monitor and evaluate interventions at all levels of practice through the autonomous application of research and program evaluation knowledge and skills.

Practice Behavior & Possible Tasks/Learning Activities/Strategies:

- Student autonomously implements agency protocols for ongoing evaluating client outcomes as demonstrated through conducting case reviews, audit of client records, goal attainment scales, pre/post test, client satisfactions surveys, and standardized instruments.
- Student independently contributes ideas for program improvement during staff meetings, supervision meetings, etc. based on his/her own observations from his/her work with clients at a micro, mezzo, macro level. (might need more concrete examples to enable measurement).

Please write ONE Agency-Specific Goal with stated objectives (how you will accomplish the goal) and your method of evaluation in the box below for each of the practice behaviors:

Signatures

Student:

Agency Field Instructor/Supervisor:

Faculty Supervisor/Liaison:



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MSW AGENCY SUPERVISORY CONFERENCE

Planning on the part of both the student, Practicum Instructor, and Practicum Director is important in supervisory conferences. This form is to help you plan for your supervisory conference meeting and document the accomplishments of your learning contract goals as related to the development of core competencies.

NAME: _____

DATE: _____

These are the topics or themes I want to discuss in the meeting:

Discussion of learning contract goals and documentation of accomplishment:

Feedback received during conference:

These are the tasks I want to prepare/or accomplish for my next supervisory conference:

Next supervisory conference will be:

Date: _____ Time: _____

Student Signature: _____

Practicum Instructor Signature: _____

Faculty Liaison Signature: _____



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MSW SOCIAL WORK FACULTY CONFERENCE

NAME: _____

DATE: _____

Themes to discuss in the meeting (practicum experience, integration/relationships in the agency, assigned activities and how they relate to social work practice, learning goals, concerns, etc.)

Discussion of Learning Contract Goals and Accomplishments:

Feedback received during conference:

Student Signature: _____

Faculty Supervisor Signature: _____



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MSW MONTHLY SUMMARY TIME SHEET

Student Name: _____

Agency Name: _____

Month and Year: _____

TOTAL HOURS

(Record the total of your weekly hours for the month and attach weekly time sheets)

I certify that the student did work the above hours:

Signature: _____

Agency Practicum Instructor: _____



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MSW AGENCY WEEKLY TIME SHEET

Student Name: _____

Agency Name: _____

Date	Hours Worked	Description of Work Activities

Total Hours for Week:

Student Signature



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FOUNDATION MSW PROGRAM INSTRUCTOR EVALUATION OF STUDENT INSTRUMENT (PIESI)

MSW Student Name (Last, First) _____

Practicum Instructor (your) Name (Last, First) _____

Practicum Agency Name _____

Listed below are the 10 competencies and practice behaviors expected of foundation MSW Social Work students in performance of their agency practicum responsibilities. Please rate your student's competency level related to each practice behavior on a continuum from "not yet competent" to "highly competent".

Foundation Competency 1. Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth (In rating each of the following think about how the student displayed professional behavior specific to the agency).

	Not yet competent	Competent	Highly competent
Advocates for client access to the services of social work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practices personal reflection and self-correction to assure continual professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attends to professional roles and boundaries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates professional demeanor in behavior, appearance, and communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engages in career-long learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses supervision and consultation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please make a comment explaining your ratings.

Foundation Competency 2. Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law (In rating each of the following think about how the student practiced within the agency laws, policies, and procedures).

	Not yet competent	Competent	Highly competent
Recognizes and manages personal values in a way that allows professional values to guide practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Makes ethical decisions by applying standards of the National Association of Social Workers Code of Ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tolerates ambiguity in resolving ethical conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applies strategies of ethical reasoning to arrive at principled decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please make a comment explaining your ratings.

--

Foundation Competency 3. Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information (In rating each of the following think about how the student used reasoned discernment as they performed their responsibilities in the agency).

	Not yet competent	Competent	Highly competent
Distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzes models of assessment, prevention, intervention, and evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please make a comment explaining your ratings.

--

Foundation Competency 4. Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim (In rating each of the following think about how the student demonstrated an understanding of diversity in their assigned work with clients).

	Not yet competent	Competent	Highly competent
Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognizes and communicates their understanding of the importance of difference in shaping life experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Views her/himself as a learner and engages those with whom she/he work as informants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please make a comment explaining your ratings.

--

Foundation Competency 5. Advance human rights and social and economic justice.

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

prejudice (In rating each of the following think about how the student demonstrates an attitude for advancing human rights and social/economic justice in their work with clients).

	Not yet competent	Competent	Highly competent
Understands the forms and mechanisms of oppression and discrimination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocates for human rights and social and economic justice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engages in practices that advance social and economic justice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please make a comment explaining your ratings.

Foundation Competency 6. Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge (In rating each of the following think about how the student utilized research to inform their practice with clients).

	Not yet competent	Competent	Highly competent
Uses practice experience to inform scientific inquiry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses research evidence to inform practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please make a comment explaining your ratings.

Foundation Competency 7. Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development (In rating each of the following think about how the student actually applied theory of human behavior in their work with clients)

	Not yet competent	Competent	Highly competent
Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critiques and applies knowledge to understand person and environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please make a comment explaining your ratings.

Foundation Competency 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development (In rating each of the following think about how the student demonstrates an understanding and acts within agency policy and procedure).

	Not yet competent	Competent	Highly competent
Analyzes, formulates, and advocates for policies that	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

advance social well-being			
Collaborates with colleagues and clients for effective policy action	○	○	○

Please make a comment explaining your ratings.

Foundation Competency 9. Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively (In rating each of the following think about how the student contributed ideas and was involved in supervision, staff meeting, and agency services).

	Not yet competent	Competent	Highly competent
Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	○	○	○
Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	○	○	○

Please make a comment explaining your ratings.

Foundation Competency 10.A. Engage with individuals, families, groups, organizations, and communities.

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

	Not yet competent	Competent	Highly competent
Substantively and affectionately prepares for action with individuals, families, groups, organizations, and communities	○	○	○
Uses empathy and other interpersonal skills	○	○	○
Develops a mutually agreed-on focus of work and desired outcomes	○	○	○

Please make a comment explaining your ratings.

Foundation Competency 10.B. Assess individuals, families, groups, organizations, and communities.

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

	Not yet competent	Competent	Highly competent
Collects, organizes, and interprets client data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assesses client strengths and limitations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops mutually agreed-on intervention goals and objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selects appropriate intervention strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please make a comment explaining your ratings.

Foundation Competency 10.C. Intervenes with individuals, families, groups, organizations, and communities.

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

	Not yet competent	Competent	Highly competent
Initiates actions to achieve organizational goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implements prevention interventions that enhance client capacities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helps clients resolve problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negotiates, mediates, and advocates for clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitates transitions and endings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please make a comment explaining your ratings.

Foundation Competency 2.1.10.D. Evaluates interventions with individuals, families, groups, organizations, and communities.

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

	Not yet competent	Competent	Highly competent
Social workers critically analyze, monitor, and evaluate interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please make a comment explaining your ratings.

What grade would you give this student this semester (A, A-, B+, B, B-, etc.)?

Please make a comment explaining your recommended grade.

Date Evaluation Complete: _____



Master of Social Work Program
 Department of Sociology, Social Work & Anthropology
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ADVANCED MSW PROGRAM INSTRUCTOR EVALUATION OF STUDENT INSTRUMENT (PIESI)

MSW Student Name (Last, First) _____

Practicum Instructor (your) Name (Last, First) _____

Practicum Agency Name _____

Listed below are the 10 competencies and practice behaviors expected of advanced MSW Social Work students in performance of their agency practicum responsibilities. Please rate your student's competency level related to each practice behavior on a continuum from "not yet competent" to "highly competent".

Advanced Competency 1. Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth (In rating each of the following think about how the student displayed professional behavior specific to the agency).

Practice Behavior	Not yet competent	Competent	Highly competent
Student demonstrates a clear commitment to professional self-improvement and self-care commensurate with advanced practice at all levels (micro, mezzo, macro)	○	○	○

Please make a comment explaining your ratings.

Advanced Competency 2. Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law (In rating each of the following think about how the student practiced within the agency laws, policies, and procedures).

Practice Behavior	Not yet competent	Competent	Highly competent
Student understands how to research relevant laws, professional standards and ethical guidelines and demonstrate consistent application of such to increasingly complex advanced practice situations	○	○	○

Please make a comment explaining your ratings.

Advanced Competency 3. Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information (In rating each of the following

think about how the student used reasoned discernment as they performed their responsibilities in the agency).

Practice Behavior	Not yet competent	Competent	Highly competent
Student effectively applies critical thinking in increasingly independent practice, leadership, supervisory, and administrative roles and contexts	○	○	○

Please make a comment explaining your ratings.

Advanced Competency 4. Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim (In rating each of the following think about how the student demonstrated an understanding of diversity in their assigned work with clients).

Practice Behavior	Not yet competent	Competent	Highly competent
Student works competently with diverse populations using culturally-relevant, strengths-based and empowering methods, programs, policies, and services	○	○	○

Please make a comment explaining your ratings.

Advanced Competency 5. Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice (In rating each of the following think about how the student demonstrates an attitude for advancing human rights and social/economic justice in their work with clients).

Practice Behavior	Not yet competent	Competent	Highly competent
Student demonstrates commitment to social and economic justice through leadership within agencies, communities, and state, national and international forums	○	○	○

Please make a comment explaining your ratings.

Advanced Competency 6. Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge (In rating each of the following think about how the student utilized research to inform their practice with clients).

Practice Behavior	Not yet competent	Competent	Highly competent
Student monitors and evaluates interventions at all levels of practice through the application of research and program evaluation knowledge and skills	○	○	○

Please make a comment explaining your ratings.

Advanced Competency 7. Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development (In rating each of the following think about how the student actually applied theory of human behavior in their work with clients)

Practice Behavior	Not yet competent	Competent	Highly competent
Student articulates a personal conceptual framework of practice to integrate and differentially apply theories of HBSE to guide practice at all levels	○	○	○

Please make a comment explaining your ratings.

Advanced Competency 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development (In rating each of the following think about how the student demonstrates an understanding and acts within agency policy and procedure).

Practice Behavior	Not yet competent	Competent	Highly competent
Student uses policy as a leadership and practice method for effecting change at all levels of practice	○	○	○

Please make a comment explaining your ratings.

Advanced Competency 9. Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively (In rating each of the following think about how the student contributed ideas and was involved in supervision, staff meeting, and agency services).

Practice Behavior	Not yet competent	Competent	Highly competent
Student engages in leadership and administrative activities to evaluate key contextual issues and to respond to changing practice conditions	○	○	○

Please make a comment explaining your ratings.

Advanced Competency 10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

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

Practice Behaviors	Not yet competent	Competent	Highly competent
Student engages, assesses and intervenes in integrated, autonomous, evidence-based and ethical practice with all client systems through a well-developed professional use of self	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student monitors and evaluates interventions at all levels of practice through the application of research and program evaluation knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please make a comment explaining your ratings.

What grade would you give this student this semester (A, A-, B+, B, B-, etc.)?

Please make a comment explaining your recommended grade.

Date Evaluation Complete _____



Master of Social Work Program
 Department of Sociology, Social Work & Anthropology
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Foundation MSW Student Evaluation of Practicum Agency, Practicum Supervisor, and Faculty Liaison (SEPAF)

MSW Student Name (Last, First): _____

Practicum Agency Supervisor Name (Last, First): _____

Practicum Agency Name: _____

USU Faculty Liaison's name: _____

Listed below are several areas that facilitate student growth in the training process. Please evaluate your agency experience during the year using the following rating system:

- 1: Below Expectations
Agency provided adequate experience but was not always consistent.
- 2: Met Expectations
Agency provided experience in a satisfactory way.
- 3: Exceeded Expectations
Agency was exceptional in providing a well-rounded experience.

Agency provided sufficient opportunities for the development of professional competencies and practice behaviors (e.g., provided training related to competency development). 2: Met Expectations 3: Exceeded Expectations

1: Below Expectations

Professional Atmosphere. Demonstrated adherence to NASW Code of Ethics; showed respect for clients and professionals working in the agency; provided opportunities for professional development.

1: Far Below Expectations 2: Below Expectations 3: Met Expectations 4: Exceeded Expectations 5: Far Exceeded Expectations

Supervision. Provided orientation to the Agency; provided opportunities to participate in staff meetings; provided weekly formal supervision; demonstrated support and availability when needed; exhibited knowledge of theory and practice; facilitated a variety of opportunities for development of professional competencies and practice behaviors.

1: Far Below Expectations 2: Below Expectations 3: Met Expectations 4: Exceeded Expectations 5: Far Exceeded Expectations

Facilities. Provided adequate workspace for accomplishment of assigned tasks; access to computers and other necessary materials were provided.

1: Far Below Expectations 2: Below Expectations 3: Met Expectations 4: Exceeded Expectations 5: Far Exceeded Expectations

Social Work Opportunities. Provided opportunities for intake and assessment; allowed sufficient opportunity for contact with clients, client groups, and the community; allowed for both breadth and depth of experience; provided opportunities to learn documentation and record-keeping procedures.

- | | | | | |
|--|--|--|---|---|
| <input type="radio"/> 1: Far Below
Expectations | <input type="radio"/> 2: Below
Expectations | <input type="radio"/> 3: Met
Expectations | <input type="radio"/> 4: Exceeded
Expectations | <input type="radio"/> 5: Far Exceeded
Expectations |
|--|--|--|---|---|

OVERALL RATING OF AGENCY EXPERIENCE

- | | | | | |
|--|--|--|---|---|
| <input type="radio"/> 1: Far Below
Expectations | <input type="radio"/> 2: Below
Expectations | <input type="radio"/> 3: Met
Expectations | <input type="radio"/> 4: Exceeded
Expectations | <input type="radio"/> 5: Far Exceeded
Expectations |
|--|--|--|---|---|

OVERALL RATING OF PRACTICUM INSTRUCTOR/SUPERVISOR

- | | | | | |
|--|--|--|---|---|
| <input type="radio"/> 1: Far Below
Expectations | <input type="radio"/> 2: Below
Expectations | <input type="radio"/> 3: Met
Expectations | <input type="radio"/> 4: Exceeded
Expectations | <input type="radio"/> 5: Far Exceeded
Expectations |
|--|--|--|---|---|

The Field Liaison (USU Faculty Member) provided sufficient support throughout the semester.

- | | | | | |
|--|--|--|---|---|
| <input type="radio"/> 1: Far Below
Expectations | <input type="radio"/> 2: Below
Expectations | <input type="radio"/> 3: Met
Expectations | <input type="radio"/> 4: Exceeded
Expectations | <input type="radio"/> 5: Far Exceeded
Expectations |
|--|--|--|---|---|

The Field Liaison (USU Faculty Member) contributed to my professional development as a social worker (e.g., addressing professional competencies and practice behaviors during program supervision meetings and professional integrative seminar).

- | | | | | |
|--|--|--|---|---|
| <input type="radio"/> 1: Far Below
Expectations | <input type="radio"/> 2: Below
Expectations | <input type="radio"/> 3: Met
Expectations | <input type="radio"/> 4: Exceeded
Expectations | <input type="radio"/> 5: Far Exceeded
Expectations |
|--|--|--|---|---|

Date Evaluation Was Completed: _____



Master of Social Work Program
 Department of Sociology, Social Work & Anthropology
<http://socialwork.usu.edu>

MSW Advanced Student Evaluation of Practicum Agency, Practicum Supervisor, and Faculty Liaison (SEPAF)

MSW Student Name (Last, First): _____

Practicum Agency Supervisor Name (Last, First): _____

Practicum Agency Name: _____

USU Faculty Liaison's name: _____

Listed below are several areas that facilitate student growth in the training process. Please evaluate your agency experience during the year using the following rating system:

- 1: Below Expectations
Agency provided adequate experience but was not always consistent.
- 2: Met Expectations
Agency provided experience in a satisfactory way.
- 3: Exceeded Expectations
Agency was exceptional in providing a well-rounded experience.

Agency provided sufficient opportunities for the development of professional competencies and practice behaviors (e.g., provided training related to competency development).

- 1: Below Expectations 2: Met Expectations 3: Exceeded Expectations

Professional Atmosphere. Demonstrated adherence to NASW Code of Ethics; showed respect for clients and professionals working in the agency; provided opportunities for professional development.

- 1: Far Below Expectations 2: Below Expectations 3: Met Expectations 4: Exceeded Expectations 5: Far Exceeded Expectations

Supervision. Provided orientation to the Agency; provided opportunities to participate in staff meetings; provided weekly formal supervision; demonstrated support and availability when needed; exhibited knowledge of theory and practice; facilitated a variety of opportunities for development of professional competencies and practice behaviors.

- 1: Far Below Expectations 2: Below Expectations 3: Met Expectations 4: Exceeded Expectations 5: Far Exceeded Expectations

Facilities. Provided adequate workspace for accomplishment of assigned tasks; access to computers and other necessary materials were provided.

- 1: Far Below Expectations 2: Below Expectations 3: Met Expectations 4: Exceeded Expectations 5: Far Exceeded Expectations

Social Work Opportunities: Provided opportunities for intake and assessment; allowed sufficient opportunity for contact with clients, client groups, and the community; allowed for both breadth and depth of experience; provided opportunities to learn documentation and record-keeping procedures.

- 1: Far Below Expectations
- 2: Below Expectations
- 3: Met Expectations
- 4: Exceeded Expectations
- 5: Far Exceeded Expectations

OVERALL RATING OF AGENCY EXPERIENCE

- 1: Far Below Expectations
- 2: Below Expectations
- 3: Met Expectations
- 4: Exceeded Expectations
- 5: Far Exceeded Expectations

OVERALL RATING OF PRACTICUM INSTRUCTOR/SUPERVISOR

- 1: Far Below Expectations
- 2: Below Expectations
- 3: Met Expectations
- 4: Exceeded Expectations
- 5: Far Exceeded Expectations

The Field Liaison (USU Faculty Member) provided sufficient support throughout the semester.

- 1: Far Below Expectations
- 2: Below Expectations
- 3: Met Expectations
- 4: Exceeded Expectations
- 5: Far Exceeded Expectations

The Field Liaison (USU Faculty Member) contributed to my professional development as a social worker (e.g., addressing professional competencies and practice behaviors during program supervision meetings and professional integrative seminar).

- 1: Far Below Expectations
- 2: Below Expectations
- 3: Met Expectations
- 4: Exceeded Expectations
- 5: Far Exceeded Expectations

Date Evaluation Was Completed:



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MSW Foundation Competency Self-Efficacy Survey (SSEA-F)

MSW Student Name: _____

Listed below are the 10 competencies and associated practice behaviors MSW students are expected to achieve during the foundation component (first 30 semester hours) of the program. Please rate your competency level related to each practice behavior on a continuum from "not yet competent" to "highly competent". Circle your rating

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

- | | Not yet competent | Competent | Highly competent |
|--|-------------------|-----------|------------------|
| a. Advocate for client access to the services of social work | Not yet competent | Competent | Highly competent |
| b. Practice personal reflection and self-correction to assure continual professional development Attend to professional roles and boundaries | Not yet competent | Competent | Highly competent |
| c. Demonstrate professional demeanor in behavior, appearance, and communication | Not yet competent | Competent | Highly competent |
| d. Engage in career-long learning | Not yet competent | Competent | Highly competent |
| e. Use of supervision and consultation | Not yet competent | Competent | Highly competent |

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

- | | Not yet competent | Competent | Highly competent |
|--|-------------------|-----------|------------------|
| a. Recognize and manage personal values in a way that allows professional values to guide practice | Not yet competent | Competent | Highly competent |
| b. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics | Not yet competent | Competent | Highly competent |
| c. Tolerate ambiguity in resolving ethical conflicts | Not yet competent | Competent | Highly competent |

- d. Apply strategies of ethical reasoning to arrive at principled decisions
- | | | |
|-------------------|-----------|------------------|
| Not yet competent | Competent | Highly competent |
|-------------------|-----------|------------------|

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

- | | | |
|-------------------|-----------|------------------|
| Not yet competent | Competent | Highly competent |
|-------------------|-----------|------------------|
- a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom
- | | | |
|-------------------|-----------|------------------|
| Not yet competent | Competent | Highly competent |
|-------------------|-----------|------------------|
- b. Analyze models of assessment, prevention, intervention, and evaluation
- | | | |
|-------------------|-----------|------------------|
| Not yet competent | Competent | Highly competent |
|-------------------|-----------|------------------|
- c. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues
- | | | |
|-------------------|-----------|------------------|
| Not yet competent | Competent | Highly competent |
|-------------------|-----------|------------------|

Competency 4. Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

- | | | |
|-------------------|-----------|------------------|
| Not yet competent | Competent | Highly competent |
|-------------------|-----------|------------------|
- a. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
- | | | |
|-------------------|-----------|------------------|
| Not yet competent | Competent | Highly competent |
|-------------------|-----------|------------------|
- b. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- | | | |
|-------------------|-----------|------------------|
| Not yet competent | Competent | Highly competent |
|-------------------|-----------|------------------|
- c. Recognize and communicate their understanding of the importance of difference in shaping life experiences
- | | | |
|-------------------|-----------|------------------|
| Not yet competent | Competent | Highly competent |
|-------------------|-----------|------------------|
- d. View themselves as learners and engage those with whom they work as informants
- | | | |
|-------------------|-----------|------------------|
| Not yet competent | Competent | Highly competent |
|-------------------|-----------|------------------|

Competency 5. Advance human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

- | | | |
|-------------------|-----------|------------------|
| Not yet competent | Competent | Highly competent |
|-------------------|-----------|------------------|
- a. Understand the forms and mechanisms of oppression and discrimination
- | | | |
|-------------------|-----------|------------------|
| Not yet competent | Competent | Highly competent |
|-------------------|-----------|------------------|
- b. Advocate for human rights and social and economic justice
- | | | |
|-------------------|-----------|------------------|
| Not yet competent | Competent | Highly competent |
|-------------------|-----------|------------------|

- c. Engage in practices that advance social and economic justice

Not yet competent	Competent	Highly competent
-------------------	-----------	------------------

Competency 6. Engage in research-informed practice and practice-informed research.

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

- | | | |
|-------------------|-----------|------------------|
| Not yet competent | Competent | Highly competent |
|-------------------|-----------|------------------|
- a. Use practice experience to inform scientific inquiry

Not yet competent	Competent	Highly competent
-------------------	-----------	------------------
 - b. use research evidence to inform practice

Not yet competent	Competent	Highly competent
-------------------	-----------	------------------

Competency 7. Apply knowledge of human behavior and the social environment.

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

- | | | |
|-------------------|-----------|------------------|
| Not yet competent | Competent | Highly competent |
|-------------------|-----------|------------------|
- a. Use conceptual frameworks to guide the processes of assessment, intervention, and evaluation

Not yet competent	Competent	Highly competent
-------------------	-----------	------------------
 - b. Critique and apply knowledge to understand person and environment

Not yet competent	Competent	Highly competent
-------------------	-----------	------------------

Competency 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

- | | | |
|-------------------|-----------|------------------|
| Not yet competent | Competent | Highly competent |
|-------------------|-----------|------------------|
- a. Analyze, formulate, and advocate for policies that advance social well-being

Not yet competent	Competent	Highly competent
-------------------	-----------	------------------
 - b. Collaborate with colleagues and clients for effective policy action

Not yet competent	Competent	Highly competent
-------------------	-----------	------------------

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

- | | | |
|-------------------|-----------|------------------|
| Not yet competent | Competent | Highly competent |
|-------------------|-----------|------------------|
- a. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

Not yet competent	Competent	Highly competent
-------------------	-----------	------------------

- b. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

Not yet competent Competent Highly competent

Competency 10. Engage with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Not yet competent Competent Highly competent

ENGAGE

- a. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.

Not yet competent Competent Highly competent

- b. Use empathy and other interpersonal skills.

Not yet competent Competent Highly competent

- c. Develop a mutually agreed-on focus of work and desired outcomes

Not yet competent Competent Highly competent

ASSESS

- a. Collect, organize, and interpret client data.

Not yet competent Competent Highly competent

- b. Assess client strengths and limitations.

Not yet competent Competent Highly competent

- c. Develop mutually agreed-on intervention goals and objectives.

Not yet competent Competent Highly competent

- d. Select appropriate intervention strategies

Not yet competent Competent Highly competent

INTERVENE

- a. Initiate actions to achieve organizational goals.

Not yet competent Competent Highly competent

- b. Implement prevention interventions that enhance client capacities.

Not yet competent Competent Highly competent

- c. Help clients resolve problems.

Not yet competent Competent Highly competent

- d. Negotiate, mediate, and advocate for clients.

Not yet competent Competent Highly competent

- e. Facilitate transitions and endings

Not yet competent Competent Highly competent

EVALUATE

- a. Critically analyze, monitor, and evaluate interventions; Analyze and evaluate outcomes of interventions and facilitates terminations and endings

Not yet competent

Competent

Highly competent



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MSW Advanced Competency Self-Efficacy Survey (SSEA-A)

MSW Student Name: _____

Listed below are the 10 competencies and associated practice behaviors MSW students are expected to achieve during the advanced component of the program. Please rate your competency level related to each practice behavior on a continuum from "not yet competent" to "highly competent". Circle your rating

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

Not yet competent Competent Highly competent

Practice Behavior: Student demonstrates a clear commitment to professional self-improvement and self-care commensurate with advanced practice at all levels (micro, mezzo, macro)

Not yet competent Competent Highly competent

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

Not yet competent Competent Highly competent

Practice Behavior: Student understands how to research relevant laws, professional standards and ethical guidelines and demonstrate consistent application of such to increasingly complex advanced practice situations.

Not yet competent Competent Highly competent

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

Not yet competent Competent Highly competent

Practice Behavior: Student effectively applies critical thinking in increasingly independent practice, leadership, supervisory, and administrative roles and contexts.

Not yet competent Competent Highly competent

Advanced Competency 4. Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Not yet competent Competent Highly competent

Practice Behavior: Student works competently with diverse populations using culturally-relevant, strengths-based and empowering methods, programs, policies, and services.

Not yet competent Competent Highly competent

Advanced Competency 5. Advance human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Not yet competent Competent Highly competent

Practice Behavior: Student demonstrates commitment to social and economic justice through leadership within agencies, communities, and state, national and international forums.

Not yet competent Competent Highly competent

Advanced Competency 6. Engage in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Not yet competent Competent Highly competent

Practice Behavior: Student monitors and evaluates interventions at all levels of practice through the application of research and program evaluation knowledge and skills.

Not yet competent Competent Highly competent

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

Not yet competent Competent Highly competent

Practice Behavior: Student articulates a personal conceptual framework of practice to integrate and differentially apply theories of HBSE to guide practice at all levels.

Not yet competent Competent Highly competent

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

Not yet competent Competent Highly competent

Practice Behavior: Student uses policy as a leadership and practice method for effecting change at all levels of practice.

Not yet competent Competent Highly competent

Advanced Competency 9. Respond to the contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of

practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

Not yet competent Competent Highly competent

Practice Behavior: Student engages in leadership and administrative activities to evaluate key contextual issues and to respond to changing practice conditions.

Not yet competent Competent Highly competent

Advanced Competency 10. Engage with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Not yet competent Competent Highly competent

ENGAGE, ASSESS, AND INTERVENE

Practice Behavior: Student engages, assesses and intervenes in integrated, autonomous, evidence-based and ethical practice with all client systems through a well-developed professional use of self.

Not yet competent Competent Highly competent

EVALUATE

Practice Behavior: Student monitors and evaluates interventions at all levels of practice through the application of research and program evaluation knowledge and skills.

Not yet competent Competent Highly competent