



MSW Field Manual



MOUNT ST. JOSEPH
UNIVERSITY®
School of Health Sciences

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Welcome

Welcome to the field experience! Field education offers supervised opportunities to apply and adapt classroom learning within community-based settings. The first step towards a successful field experience is planning. In order to do so, the student and field instructor collaboratively create learning experiences using the educational resources available in the manual. Additional policies, procedures, and practices include an overview of the MSW curriculum, roles and responsibilities of the field learning team, and the hours and competency requirements for completion of the field experience.

The MSW Field Manual does not replace or supersede the MSW Student Handbook and the Mount St. Joseph University Graduate Handbook; however, they complement each other. Students are responsible for choosing behaviors exemplifying the policies, procedures, and practices outlined in the manual and handbooks. The MSW Program and university regularly review their academic and non-academic guidelines. If revisions occur in the manual and handbooks, the learning team members receive notification from the MSW Program.

As with any policy manual or handbook, the MSW Field Manual offers guidance and does not address every field-related circumstance. In these situations, critical thinking, ethical decision-making, professional behavior choices, and the use of supervision are vital to field learning experiences. Therefore, field instructors, task supervisors, and students should refer to their MSW Field Manual early and often and as needed, reach out to the MSW Field Director for assistance. Since the MSW Program believes the field experience is essential to social work education, we are here to help you create the best possible learning environment. I look forward to collaboratively working with each one of you.

Angela Knighten, MSW, LISW
MSW Field Director

MSW Program at Mount St. Joseph University

Placing an emphasis on the core values of the social work profession and building upon the foundation of generalist practice, the mission of the MSW program at the Mount St. Joseph University is to equip students with the necessary tools to meet the escalating demand for advanced social work practitioners adept at serving individuals, families, groups, and communities in an ever-diversifying world. MSW graduates will emerge as proficient practitioners, possessing a shared foundation of social work knowledge, values, and skills, alongside specialized expertise tailored for client systems within advanced practice and behavioral health settings. They will be prepared to practice with integrity, guided by the ethical principles delineated in the NASW Code of Ethics, and equipped to provide advanced practice services to various human service settings and diverse demographic groups.

The Mount St. Joseph University Mission

Mount St. Joseph University is a Catholic academic community grounded in the spiritual values and vision of its founders, the Sisters of Charity. The University educates its students through interdisciplinary liberal arts, and professional curricula emphasizing values, integrity, and social responsibility.

Members of the MSJ Community embrace:

- Excellence in academic endeavors
- The integration of life and learning
- Respect and concern for all persons
- Diversity of cultures and beliefs
- Service to others.

MSW Program Mission

The mission of the Master of Social Work program at Mount St. Joseph University is to prepare students for advanced generalist practice with a strong emphasis on behavioral health. Our goal is to instill in graduates the knowledge, values, and skills necessary to accurately address the needs of diverse populations and to provide ethical and competent services to individuals, families, groups, organizations, and communities. Through a focus on interdisciplinary collaboration, excellence in education, and applied research, the program aims to develop leaders who are skilled in integrating behavioral health approaches within social work practice. We strive to cultivate a commitment to diversity and lifelong learning, ensuring our graduates are well-prepared to navigate the evolving landscapes of local, national, and global health contexts.

MSW Program Curriculum

In order to align the program's mission and goals with the curriculum, the program created definitions of generalist, advanced generalist social work practice, and behavioral health social work practice and developed corresponding behaviors based on CSWE competencies. This section defines generalist social work practice and lists the CSWE competencies with specific

behaviors for generalist practice. Likewise, a definition of advanced generalist social work practice and behavioral health social work practice, competencies, and behaviors follow.

Generalist Social Work Practice Definition

Generalist practice requires collaboration with individuals, families, groups, organizations, and communities. In order to help others, generalist social workers use a variety of practice roles. They may work as an advocate, broker/linker, case manager, community developer, educational trainer, fundraiser, grant writer, program planner, researcher, social change activist, or volunteer coordinator. To fulfill the professional responsibilities related to each role, generalist social workers use their skills to engage, assess, plan, intervene, and evaluate their practice with their clients. Therefore, generalist social workers use an intentional helping process with multiple roles.

The person-in-environment framework and a strengths-based practice model are foundational to generalist practice. Social workers assess the internal and external strengths, challenges, and needs of people and their social environments. In order to intervene, they apply evidence-informed knowledge while building on the strengths and resiliency of their clients and social systems. Hence, generalist social workers help people achieve their goals through the application of strengths-based, research-supported interventions.

The relationship between practice, research, policy, and ethics directs the decision-making processes of generalist practitioners. Research provides foundational knowledge, and practice produces new research questions. The NASW Code of Ethics (2017) presents guidelines for ethical, responsible social work practice. Organizational and social policies establish the parameters of practice. Therefore, generalist social workers value the process whereby research, policy, and ethics inform their practice.

Generalist social workers are professionals committed to helping people reach their fullest potential. They value service, social justice, the dignity and worth of all people, the importance of human relationships, integrity, and competence. Their practice demonstrates respect for all people regardless of differences, empowerment of human and social wellbeing, and advocacy for social, economic, and environmental justice.

Generalist Social Work Competencies & Behaviors

The generalist social work definition aligns with the competencies outlined in the 2022 Educational Policy and Accreditation Standards from CSWE. Based on these competencies, the MSW Program developed essential behaviors related to generalist knowledge, values, skills, and cognitive and affective processes. To complete the generalist curriculum, students must demonstrate the following:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by human rights principles and apply them to realizing social, racial, economic, and environmental justice in their practice. Social workers understand ethical decision-making frameworks and apply principles of critical thinking to those

frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social Workers:

- make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- demonstrate professional 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.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person, regardless of societal position, has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social Workers:

- advocate for human rights at the individual, family, group, organizational, and community system levels; and
- engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status.

Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, alienation, privilege, and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize how a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power, resulting in systemic oppression.

Social Workers:

- demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts in their lived experiences.

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision-making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analyze and interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to various clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social Workers:

- apply research findings to inform and improve practice, policy, and programs; and
- identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global levels that affect well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practices to effect change in those settings.

Social Workers:

3. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
4. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social Workers:

3. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
4. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

Social workers understand that assessment is an ongoing component of social work practice's dynamic and interactive process. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, personal values, and experiences may affect their assessment and decision-making.

Social Workers:

- apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies to develop a mutually agreed-upon plan.

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. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply

this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social Workers:

- engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase the effectiveness of practice, policy, and service delivery. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social Workers:

- select and use culturally responsive methods to evaluate outcomes; and
- critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Advanced Generalist Social Work Practice Definition

The Master of Social Work (MSW) program prepares students for Advanced Generalist Practice, which is characterized by a broad-based, flexible, and integrative approach to social work across systems, populations, and levels of intervention. Advanced Generalist practitioners are equipped with the knowledge, skills, and values to address complex social problems using critical thinking, evidence-informed interventions, and a systems perspective.

Advanced Generalist Practice is distinguished by the following features:

- **Multi-Level Intervention:** Engaging effectively with individuals, families, groups, organizations, and communities, while also influencing policy and systemic change.
- **Interdisciplinary Collaboration:** Working across disciplines to respond to diverse client needs in a variety of practice settings.
- **Contextual Responsiveness:** Applying theory and evidence with cultural humility and responsiveness to the unique needs of diverse populations, particularly those who are vulnerable, oppressed, or marginalized.

- **Leadership and Supervision:** Taking on leadership roles in practice, including supervision, program development, and evaluation.
- **Ethical and Reflective Practice:** Integrating social work values, ethics, and ongoing self-awareness in complex decision-making processes.
- **Policy and Advocacy Competence:** Understanding and influencing policies that impact social well-being at local, state, and national levels.
- **Evidence-Informed Practice:** Using research to guide practice decisions and evaluate outcomes across various client systems.

Graduates of the MSW program are prepared to function autonomously and collaboratively in diverse roles and settings, demonstrating a commitment to social justice, human rights, and professional excellence.

Advanced Generalist Social Work Competencies and Behaviors

Competency 1: Demonstrate Ethical and Professional Behaviors

Advanced generalist social workers exemplify a deep integration of ethical principles and professionalism across micro, mezzo, and macro levels of practice. They draw upon complex ethical decision-making models that are grounded in a rights-based, anti-oppressive, and trauma-informed lens. Their practice is informed by evolving ethical standards and human rights doctrines, and they maintain a high level of professional conduct in all forms of communication. Advanced generalists engage in continuous self-reflection and critical self-awareness to monitor the impact of personal experiences, values, and biases on their professional roles. They prioritize self-care as a foundational element of ethical practice, recognizing its centrality to long-term professional sustainability.

Advanced generalist social workers:

- Integrate multiple ethical frameworks and culturally informed codes of conduct in complex practice situations;
- Demonstrate excellence in written, oral, and digital professional communication and presentation;
- Employ advanced-level knowledge of digital ethics, including telehealth best practices;
- Use advanced supervision techniques, peer consultation, and interdisciplinary collaboration to inform decision-making and ethical dilemmas.
- Actively participate in professional social work associations/organizations; and
- Design and manage effective self-care strategies to reduce the likelihood of compassion fatigue and burnout.

Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice

Advanced generalist social workers actively confront systemic oppression and inequities through advocacy, coalition-building, and policy analysis. They are skilled at applying intersectional frameworks and human rights-based approaches to address structural barriers and promote justice at all levels of practice. Their work is informed by a global perspective and a historical understanding of systemic injustices, including the social work profession's own complicity. They lead initiatives to disrupt power imbalances and amplify marginalized voices.

Advanced generalist social workers:

- Critically analyze the intersections of social, racial, economic, and environmental justice contexts;
- Lead human rights-based advocacy initiatives across diverse practice contexts; and
- Design, implement, and evaluate social action strategies that address systemic injustice and structural inequality.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Advanced generalist practitioners embrace a lifelong commitment to anti-racist and anti-oppressive practice, understanding a wide range of diversity dimensions, including but not limited to age, caste, class, color, culture, disability, and ability, ethnicity, gender, gender identity and expressions, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion, and spirituality, sex, sexual orientation, and tribal sovereign status. They critically analyze the role of intersectionality in shaping individual and collective experiences. Through the application of cultural humility and intentional engagement, they create inclusive spaces that honor diverse lived experiences. They work across systems to dismantle White supremacy and institutionalized oppression while modeling reflective practice and self-regulation.

Advanced generalist social workers:

- Lead equity audits, anti-racism training, and organizational change efforts to promote inclusive systems thus demonstrating anti-racist and anti-oppressive social work practice at all systems levels;
- Utilize intentional & advanced self-reflection and cultural humility tools to address internalized bias and power dynamics in practice
- Promote accessible and inclusive practices by evaluating barriers related to language, disability, immigration status, and legal systems; and
- Apply intersectional frameworks to assess and disrupt power imbalances in service delivery, policy development, and community engagement.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Advanced generalist social workers integrate empirical knowledge with critical theories and experiential insights to inform ethical, culturally responsive practice. They lead or collaborate on research projects that address complex social issues and use findings to improve service delivery. With a strong grasp of both qualitative and quantitative methods, they are capable of designing, analyzing, and applying research that is anti-racist, anti-oppressive, and contextually relevant. They approach research through a critical lens, recognizing historical and systemic biases in traditional methodologies. Advanced generalists advocate for and use participatory and community-based research approaches that center the voices of marginalized populations. They demonstrate advanced skills in synthesizing literature, formulating research questions that reflect real-world concerns, and disseminating findings to diverse stakeholders in accessible, inclusive formats.

Advanced generalist social workers:

- Design and implement original research or program evaluations that improve practice and policy;

- Evaluate and critique research methods and findings through a lens of equity, cultural relevance, and power dynamics;
- Employ advanced qualitative, quantitative, and mixed-methods approaches tailored to diverse populations and complex social issues;
- Synthesize research literature to identify gaps, formulate questions, and generate hypotheses grounded in anti-oppressive frameworks;
- Lead or collaborate on interprofessional and community-based research projects that are responsive to culturally specific needs; and
- Translate and present research findings in formats accessible to clients, community stakeholders, and practitioners.

Competency 5: Engage in Policy Practice

Advanced generalists influence policy across multiple systems and scales by applying analytic and strategic thinking skills. They have deep knowledge of social policy processes, understand systemic inequality in policy design, and advocate for policy reforms that center marginalized communities. Their practice involves mobilizing coalitions, drafting legislation, and evaluating policy implementation with an emphasis on justice and equity.

Advanced generalist social workers:

- Analyze the impact of local, state, and federal policies on specific populations and develop advocacy plans to mitigate disparities;
- Collaborate with community partners and decision-makers to shape and evaluate anti-oppressive policies by utilizing policy mapping and power analysis to identify structural barriers and leverage points for advocacy;
- Draft policy briefs, public testimony, and/or legislative proposals that elevate lived experiences and reflect anti-oppressive values; and
- Evaluate the equity and effectiveness of social policies using frameworks that highlight racial, economic, and environmental justice.

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

Advanced generalist social workers build and sustain authentic, empowering, and reciprocal relationships with clients and stakeholders across diverse social, cultural, and organizational settings. Their engagement strategies reflect a deep commitment to cultural humility, trauma-informed care, intersectionality, and anti-oppressive principles. They understand that engagement is not a one-time activity but a continual process rooted in transparency, trust, respect, and mutual learning. These practitioners skillfully navigate complex power dynamics and institutional barriers to establish meaningful connections and foster shared decision-making. They create inclusive spaces where individuals and communities feel seen, heard, and valued, regardless of background or status.

Advanced generalists demonstrate leadership in interdisciplinary teams and community networks, understanding the critical role of relational practice in promoting healing, social justice, and sustainable change. They are also proficient in leveraging engagement as a strategic tool for mobilizing collective action, enhancing service accessibility, and strengthening community capacity. With an awareness of historical trauma and marginalization, they strive to restore trust where systems have failed. Whether

engaging one-on-one or at the systems level, advanced generalists prioritize dignity, empowerment, and collaboration as essential elements of ethical and effective practice.

Advanced generalist social workers:

- Demonstrate expert-level communication strategies that prioritize active listening, emotional intelligence, and responsiveness to verbal and nonverbal cues across cultural and linguistic differences;
- Facilitate co-created engagement processes that center client voice and foster shared power in planning and decision-making;
- Engage in trauma-informed relational practices that are attuned to the impacts of systemic violence, intergenerational trauma, and community disinvestment;
- Build and maintain interdisciplinary and interprofessional partnerships that promote holistic, coordinated support systems for clients and communities;
- Adapt engagement strategies to suit digital platforms, organizations' hybrid service environments, and evolving technologies, while maintaining ethical and culturally competent standards; and
- Serve as facilitators or conveners in community dialogue processes that promote healing, inclusion, and collaborative problem-solving.

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

Advanced generalist social workers approach assessment as a dynamic, collaborative, and justice-oriented process rooted in the strengths, histories, and voices of those they serve. Their assessments move beyond surface-level data collection to include deep inquiry into social, structural, cultural, ecological, psychological, and systemic dimensions of human experience. They employ critical, intersectional, trauma-informed, and anti-oppressive frameworks to understand the full context of individuals' and communities' lives. Rather than positioning themselves as experts over clients, advanced generalists adopt a co-constructive stance, viewing those they assess as experts in their own lives. They incorporate clients' lived experiences, cultural identities, historical traumas, and collective wisdom alongside evidence-informed theories and tools. Their assessments acknowledge and address institutional and systemic barriers, such as racism, poverty, gender-based violence, and ableism, as central to understanding needs and capacities. Advanced generalist practitioners integrate interprofessional and community-based insights when appropriate and use both formal and informal assessment methods, adapting to the needs of the setting and population. They continuously reflect on the ethical implications of assessment, including the potential for harm, cultural misattunement, or unacknowledged bias, and take deliberate steps to ensure that their processes are affirming, inclusive, and empowering.

Advanced generalist social workers:

- Conduct multidimensional assessments that integrate ecological, cultural, psychological, historical, and systemic factors influencing client and community well-being, utilizing critical and anti-oppressive tools that acknowledge the impact of intersectionality, power, and marginalization on client functioning and system interaction;
- Co-create assessment processes with individuals, families, and communities that honor their narratives, strengths, values, and self-identified goals, integrating formal assessment

instruments with informal, culturally relevant methods (e.g., storytelling, genograms, community mapping, culturally specific wellness indicators);

- Apply trauma-informed, resilience-oriented, and healing-centered engagement strategies during assessment to reduce retraumatization and foster trust;
- Evaluate organizational, policy, or community systems as part of macro-level assessments to inform systems change or community development initiatives;
- Collaborate with interdisciplinary teams to share and interpret assessment data in ways that reflect cultural humility and professional ethics;
- Engage in reflective practices to identify and address implicit bias and assumptions that may shape assessment conclusions or decision-making; and
- As applicable, use digital and technological platforms to conduct equitable and accessible assessments, while safeguarding privacy, consent, and data ethics.

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

Advanced generalist social workers integrate a wide range of culturally grounded, evidence-informed, and justice-oriented intervention models to address the complex and evolving needs of individuals, families, groups, organizations, and communities. Their interventions are deeply responsive to the socio-cultural, political, and systemic contexts that shape human experience. These practitioners are skilled at tailoring interventions to align with the unique identities, lived experiences, and expressed goals of those they serve, ensuring that services promote autonomy, self-determination, and equity. Advanced generalists apply critical thinking, community engagement, and systems knowledge to select and adapt practice models that address not only individual symptoms or presenting issues but also the root causes of injustice and structural oppression. They work collaboratively with clients, community stakeholders, and interdisciplinary partners to foster healing, resilience, and sustainable change. Their interventions span direct practice, organizational change, community development, and policy implementation, and they maintain a trauma-informed, anti-oppressive, and culturally humble lens throughout. They intervene across ecological levels and remain grounded in ethical practice, client-centered collaboration, and the principles of liberation, social justice, and collective well-being.

Advanced generalist social workers:

- Select, adapt, and apply advanced intervention strategies that integrate cultural, systemic, and trauma-informed knowledge with evidence-based and community-driven models;
- Collaborate with clients to co-design intervention plans that reflect their strengths, cultural identities, priorities, and definitions of well-being;
- Implement interventions across ecological systems (individual, family, group, organizational, community) that address both immediate needs and structural barriers;
- Facilitate group interventions that promote collective empowerment, peer support, and shared resilience;
- Apply organizational and community-level interventions to promote equity, leadership development, and systems transformation, including but not limited to, advocacy, mediation, negotiation, and coalition-building as strategic intervention tools within systems and institutions; and
- Utilize technology, telehealth, and digital tools to provide accessible and ethically sound interventions in diverse practice settings.

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

Advanced generalist social workers view evaluation as an essential, ongoing, and justice-oriented element of professional practice. They approach evaluation not simply as a measurement tool but as a transformative and participatory process that deepens understanding, improves practice, promotes equity, and amplifies the voices of those most impacted by social services and systems. They actively engage clients, stakeholders, and communities as collaborators in designing, implementing, and interpreting evaluations, ensuring that the methods and outcomes reflect lived realities and culturally relevant definitions of success.

These practitioners employ a wide range of advanced qualitative, quantitative, and mixed-methods approaches that are informed by anti-oppressive, anti-racist, and trauma-informed principles. They understand the historical misuse of evaluation tools in marginalized communities and work to decolonize evaluative practice by integrating Indigenous, Afrocentric, feminist, and community-based participatory research (CBPR) frameworks. Their evaluations aim to challenge dominant narratives, redistribute power, and foster learning and accountability at individual, organizational, and systemic levels. Advanced generalists use evaluation data to guide critical reflection, enhance service delivery, strengthen partnerships, and advocate for equitable policies and funding. They are also skilled in translating data into accessible, meaningful insights that inform ethical decision-making, program design, and systems change efforts across practice contexts.

Advanced generalist social workers:

- Engage in ongoing evaluation and reflective supervision to monitor intervention effectiveness and adapt strategies in real time, evaluating personal effectiveness in upholding cultural humility, equity, and accountability in practice.
- Design and implement comprehensive evaluation plans that are participatory, culturally responsive, and rooted in anti-oppressive and decolonizing methodologies by collaboratively engaging clients, communities, and stakeholders in defining success indicators, designing data collection tools, and interpreting findings;
- Use evaluation to examine power dynamics, structural barriers, and inequities within programs, policies, and systems of care;
- Integrate critical reflection and feedback loops into ongoing practice, using evaluation results to inform service refinement and innovation;
- Translate evaluation findings into accessible formats (e.g., infographics, community briefs, storytelling, policy memos) for diverse audiences; and
- Apply ethical decision-making frameworks to ensure transparency, confidentiality, and consent throughout the evaluation process.

Behavioral Health Social Work Practice

Behavioral Health Social Work Practice is a specialized area of professional social work focused on promoting mental health and well-being, preventing and treating mental illness and substance use disorders, and supporting individuals and families in achieving recovery and wellness. Social workers in this field draw on a person-in-environment perspective and systems theory to address the biological, psychological, social, and spiritual factors that influence behavioral health.

Behavioral Health Social Work Practice includes:

- **Comprehensive Assessment and Intervention:** Conducting biopsychosocial assessments, developing treatment plans, and providing evidence-informed interventions tailored to individual, family, and community needs
- **Mental Health and Substance Use Treatment:** Delivering therapeutic services including individual, group, and family therapy, crisis intervention, psychoeducation, and case management for individuals across the lifespan.
- **Integrated Care:** Collaborating with interdisciplinary teams to deliver coordinated, holistic care across medical, mental health, and substance use service systems.
- **Trauma-Informed and Culturally Responsive Practice:** Recognizing the impact of trauma and addressing behavioral health within diverse cultural and contextual frameworks.
- **Recovery-Oriented and Strengths-Based Approaches:** Supporting client self-determination and resilience while promoting empowerment, dignity, and hope throughout the recovery process.
- **Policy and Advocacy:** Engaging in systems change, policy development, and advocacy to improve access to behavioral health services and reduce stigma.
- **Ethical, Reflective, and Professional Practice:** Upholding NASW ethical standards while navigating complex clinical, systemic, and ethical challenges in behavioral health settings.

Behavioral health social workers serve in a variety of roles and settings, including community mental health centers, hospitals, schools, substance use treatment programs, integrated care clinics, crisis response teams, and private practice. Their work contributes to individual recovery, community well-being, and the advancement of behavioral health systems.

Behavioral Health Social Work Competencies & Behaviors

The clinical social work definition aligns with the competencies outlined in the 2022 Educational Policy and Accreditation Standards (EPAS) from the Council on Social Work Education (CSWE). Based on these competencies, the MSW Program developed essential behaviors related to clinical social work knowledge, values, skills, and cognitive and affective processes. In order to complete the clinical social work curriculum, students must demonstrate the following:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers specializing in behavioral health understand the profound ethical responsibilities inherent in integrating social work values within healthcare and behavioral health systems. Grounded in the NASW Code of Ethics and relevant legal and professional guidelines (e.g., HIPAA, informed consent), they uphold the principles of client self-determination, confidentiality, and culturally responsive care, particularly within systems that have historically marginalized vulnerable populations.

They critically examine ethical dilemmas arising from systemic inequities, dual relationships, interprofessional disagreements, and the use of technology in service delivery. Through reflective practice and cultural humility, they explore how their own identities, beliefs, and biases influence professional decision-making. Advanced practitioners recognize that ethical practice is not neutral but must be informed by anti-racist and anti-oppressive lenses that challenge the status quo and center equity. These practitioners demonstrate leadership in modeling ethical integrity, maintaining professional boundaries, engaging in continuous learning, and fostering ethical climates within

interdisciplinary teams. They utilize technology ethically and effectively to expand access to care, while ensuring client privacy, informed consent, and digital equity.

Social workers specializing in behavioral health:

- Apply ethical decision-making frameworks to navigate complex behavioral health dilemmas involving competing values, systemic constraints and interdisciplinary tensions, ensuring adherence to the NASW Code of Ethics and relevant healthcare regulations (e.g., HIPAA);
- Engage in ongoing reflective practice to examine the influence of personal values, social identities, and biases on professional judgment and client engagement;
- Maintain strong professional boundaries across settings—including in-person, virtual, and hybrid environments—while building trust and rapport in ethically sound ways, ensuring ethical and inclusive use of technology (i.e., telehealth platforms, electronic health records, digital communication, data integrity);
- Demonstrate fluency in federal and state healthcare regulations, including HIPAA, 42 CFR Part 2, informed consent laws, and ethical standards in integrated care settings;
- Educate clients on their rights, including privacy, autonomy, and informed participation in behavioral health treatment and care decisions; and
- Prioritize practitioner well-being through self-care, ethical workload management, and boundary-setting to promote sustainability and reduce compassion fatigue or moral injury.

Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers specializing in behavioral health champion the right to health and well-being as a core human right and a fundamental element of social justice. They understand that systemic inequities—rooted in racism, classism, colonialism, ableism, and other forms of oppression—directly shape behavioral health outcomes. These practitioners are critically aware of the ways historical trauma, intergenerational marginalization, environmental degradation, and discriminatory healthcare policies have limited access to equitable and responsive care for many communities. Grounded in anti-racist, anti-oppressive, and rights-based approaches, behavioral health social workers advocate for structural changes that dismantle barriers to care, advance culturally grounded and community-driven services, and uplift the dignity and autonomy of those most affected by injustice. They identify and disrupt the institutional mechanisms—such as biased diagnostic practices, discriminatory policies, and profit-driven models of care—that perpetuate disparities in behavioral health.

Social workers specializing in behavioral health also recognize that the health of individuals and communities is shaped by broader social, economic, and environmental conditions. As such, they address social determinants of health (e.g., housing, food access, environmental safety, employment, education) through interdisciplinary collaboration, policy advocacy, and systems change strategies. By integrating micro and macro practice strategies, these practitioners work across clinical, organizational, and policy landscapes to advance equity, uphold human rights, and create conditions where individuals and communities can thrive.

Social workers specializing in behavioral health:

- Recognize and address the impact of systemic health disparities on diverse populations accessing behavioral health services;

- Apply social determinants of health frameworks in assessment, intervention, and advocacy to address the root causes of behavioral health disparities;
- Use intersectional analysis to understand and respond to how overlapping identities (e.g., race, gender identity, disability, immigration status) shape experiences of oppression and access to behavioral health care;
- Promote environmental justice by recognizing and addressing the mental health impacts of environmental degradation, displacement, and climate change on vulnerable populations;
- Incorporate human rights principles (e.g., autonomy, dignity, participation) into all levels of practice, from clinical interventions to systems-level change;
- Adapt behavioral interventions to meet clients' cultural, spiritual, and linguistic needs; and
- Advocate for inclusive policies and practices within healthcare systems to improve access and outcomes for underrepresented populations.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers in behavioral health practice with a deep awareness of how systems of power, privilege, and oppression intersect to produce and perpetuate health inequities. They understand that behavioral health outcomes are not solely individual or biological but are profoundly shaped by structural racism, cultural erasure, xenophobia, ableism, colonialism, heteropatriarchy, and other forms of systemic injustice. These practitioners actively interrogate their own positionality and implicit biases, acknowledging how their social identities and institutional affiliations influence their practice and relationships with clients. Behavioral health social workers view cultural identity and lived experience as essential sources of knowledge, and they work to build practice environments where clients' whole selves—including their race, ethnicity, language, spirituality, sexual orientation, gender identity, dis/ability, class, and immigration status—are acknowledged, affirmed, and centered. They understand that healing is not culturally neutral, and they critically evaluate dominant clinical models that may pathologize or exclude marginalized ways of knowing, coping, and surviving.

Social workers specializing in behavioral health:

- Identify and address barriers to equitable access to behavioral health care, including those related to insurance coverage, systemic discrimination, and geographic constraints.
- Critically reflect on and challenge personal biases, assumptions, and privileges that impact clinical decision-making and therapeutic relationships;
- Integrate intersectionality frameworks to assess and understand the complex, overlapping identities that shape clients' behavioral health experiences;
- Create inclusive and affirming therapeutic spaces where clients' racial, gender, spiritual, and cultural identities are recognized and supported as central to healing;
- Engage in continuous learning about the historical and present-day impacts of racism, colonization, and systemic violence on behavioral health outcomes;
- Collaborate with culturally specific organizations and leaders to co-design interventions and programs that reflect community needs and knowledge;
- Ensure accessibility and inclusion in services by addressing barriers related to language, immigration status, disability, literacy, and digital access; and
- Collaborate with clients and communities to challenge and transform policies that perpetuate health inequities.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Behavioral health social workers recognize that research and practice are inextricably linked and that each informs and improves the other. They understand that behavioral health research has historically excluded or harmed marginalized populations through biased methodologies, pathologizing narratives, and culturally inappropriate frameworks. As a result, these practitioners approach the research process with cultural humility, ethical responsibility, and a critical awareness of historical and systemic injustices.

Social workers specializing in behavioral health prioritize inclusive, participatory, and decolonizing research approaches that elevate the voices, lived experiences, and cultural knowledge of clients and communities. They scrutinize traditional evidence hierarchies and advocate for an expanded definition of evidence that includes community wisdom, narrative data, and holistic models of healing. These social workers are committed to producing and applying knowledge that is grounded in equity, client empowerment, and contextual relevance. They are adept at evaluating the appropriateness of research for diverse populations and using findings to shape interventions, policies, and organizational practices. Behavioral health social workers not only use existing evidence to guide ethical, culturally responsive care—they also engage in the co-creation of new knowledge through community-based participatory research (CBPR), practice-based evidence, and equity-focused program evaluation.

Social workers specializing in behavioral health:

- Critically evaluate behavioral health interventions for evidence-based efficacy and cultural appropriateness;
- Critically appraise behavioral health research for cultural relevance, methodological bias, and alignment with anti-oppressive values;
- Apply mixed-methods and narrative-based approaches to capture the complexity of client experiences and systems of care;
- Promote and apply practice-based evidence models, especially in underrepresented communities where traditional research may be limited or misaligned;
- Collaborate across disciplines and sectors to develop, adapt, and evaluate interventions that promote mental health equity and social justice;
- Stay current with developments in behavioral health research, prioritizing literature and frameworks that reflect diverse epistemologies and community-defined success; and
- Contribute to interdisciplinary research initiatives aimed at improving outcomes in behavioral medicine.

Competency 5: Engage in Policy Practice

Social workers in behavioral health view policy practice as a core dimension of ethical, client-centered, and justice-oriented care. They recognize that policy is a primary determinant of access, quality, and equity in behavioral health services and that clinical outcomes are deeply influenced by laws, regulations, and institutional practices. These social workers understand that systemic inequities—such as structural racism, ableism, heteronormativity, and economic injustice—are often embedded in policy frameworks that govern behavioral health systems.

Social workers specializing in behavioral health analyze and address how policies impact marginalized communities differently, perpetuating disparities in mental health care, substance use treatment, and access to integrated services. They actively participate in shaping local, state, and federal behavioral health policies through research, coalition building, stakeholder engagement, legislative testimony, and

strategic advocacy. They promote policies that integrate behavioral and primary health care, increase culturally and linguistically responsive services, expand parity and reimbursement protections, and ensure that care systems uphold the dignity and self-determination of individuals and communities. They understand policy not only as a tool for reform but also as a mechanism for reimagining systems of care that are equitable, inclusive, and rooted in justice.

Social workers specializing in behavioral health:

- Analyze the implications of health policies through anti-racist, anti-oppressive and intersectional frameworks (such as the Affordable Care Act and Medicaid expansions), on the delivery of behavioral health services, identifying disparities and systemic injustices;
- Advocate for parity in behavioral health insurance coverage, access to integrated care, and removal of barriers to services for historically marginalized populations;
- Draft policy briefs, position statements, or legislative testimony that reflect the priorities of clients and underrepresented communities by using data and storytelling efforts, combining quantitative analysis with client narratives to humanize policy impacts;
- Monitor emerging behavioral health legislation and regulatory changes, interpreting their implications for service delivery, ethics, and social justice;
- Advocate for policies that promote integrated care models combining behavioral and physical health care; and
- Collaborate with stakeholders to influence public health initiatives addressing behavioral health issues, such as substance use or chronic illness management.

Competency 6: Engage with Individuals, Families, and Groups

Social workers specializing in behavioral health recognize the profound influence of social, cultural, and historical contexts on individuals, families, groups, organizations, and communities. They understand that engagement in behavioral health settings must be rooted in an appreciation for these contexts, including the effects of systemic inequities and collective trauma on clients' experiences and trust in care systems. These social workers approach engagement with a deep respect for the lived experiences and resilience of the people and communities they serve.

They critically reflect on their own positionality—acknowledging how their identities, biases, and privilege may shape their interactions with clients and communities—and actively work to foster trust, authenticity, and mutual understanding. Social workers specializing in behavioral health are attuned to the ways that systemic oppression, cultural displacement, and intergenerational trauma may influence clients' willingness and ability to engage in behavioral health services. These practitioners prioritize the strengths and wisdom embedded within families, groups, and communities, recognizing these as vital resources for healing and growth. They tailor engagement strategies to honor clients' cultural and social identities, employing approaches that integrate rather than separate clients from their familial and societal networks. Social workers actively seek alternatives to standard engagement practices that may disregard or undermine these connections, ensuring that their methods align with clients' values, preferences, and broader social contexts.

By fostering meaningful, respectful engagement with individuals, families, groups, organizations, and communities, social workers specializing in behavioral health create collaborative partnerships that promote empowerment, healing, and systemic change. Through these efforts, they advance equitable and inclusive care, building relationships that honor the dignity and humanity of all clients and communities.

Social workers specializing in behavioral health:

- Build therapeutic alliances with clients by demonstrating empathy and understanding of their unique behavioral health challenges, acknowledging and responding to intergenerational, collective, & historical trauma that may influence clients' trust in behavioral health systems;
- Establish culturally responsive and trauma-informed engagement strategies that honor clients' lived experiences, community histories, and cultural identities, demonstrating relational attunement and cultural humility and validating potential client resistance, survival strategies, and resilience in the face of systemic oppression;
- Critically reflect on and address their own positionality, biases, and assumptions to promote trust and authenticity in therapeutic and community relationships;
- Incorporate individual and family-centered engagement models that strengthen connections to social supports and affirm cultural traditions and reflect clients' social realities, resisting deficit-based approaches and institutional norms that marginalize or pathologize;
- Use participatory and narrative methods to elevate client voice and choice in shaping behavioral health care goals and approaches;
- Anticipate and address institutional barriers to engagement, including language access, stigma, mistrust of systems, and socioeconomic constraints; and
- Partner with community organizations to improve behavioral health services and outreach efforts.

Competency 7: Assess Individuals, Families, and Groups

Social workers in behavioral health conduct comprehensive, ethical assessments that center client dignity, cultural identity, and the broader sociopolitical contexts that influence well-being. They recognize that assessments are not neutral but are shaped by dominant cultural norms, historical injustices, and systemic inequities that have often pathologized marginalized communities. As such, they approach assessment as a collaborative, relational, and justice-oriented process that affirms the lived experience and expertise of the client system. Behavioral health social workers critically evaluate the appropriateness of standardized tools and diagnostic frameworks, challenging practices that perpetuate bias, medicalization, or deficit-based assumptions. They give equal weight to cultural knowledge, community wisdom, and clients' own narratives of health, healing, and resilience. These practitioners actively seek alternatives to assessment approaches that fail to reflect the complexity of identity, trauma, and systemic oppression. By embedding assessments in anti-oppressive, trauma-informed, and strengths-based frameworks, social workers generate a nuanced understanding of clients' challenges and capacities. These assessments not only guide culturally responsive intervention strategies but also uncover systemic and institutional barriers that affect access to care and long-term recovery.

Social workers specializing in behavioral health:

- Conduct biopsychosocial and cultural assessments to identify clients' strengths, health challenges, and systemic influences in behavioral medicine contexts;
- Utilize evidence-based screening tools to assess behavioral health conditions (e.g., PHQ-9, GAD-7); and
- Integrate input from interdisciplinary teams into comprehensive treatment planning for clients with co-occurring behavioral and physical health conditions.

Competency 8: Intervene with Individuals, Families, and Groups

Social workers specializing in behavioral health embrace the principles of healing-centered practice when designing and implementing intervention strategies with individuals, families, and groups. They approach intervention with intentionality and accountability, recognizing their role in fostering meaningful change within the client system while remaining attuned to the broader structural forces that influence clients' lives. These social workers critically examine the assumptions underlying various intervention theories and frameworks, interrogating how dynamics of power, privilege, and oppression shape their application. They understand that interventions are not neutral but are embedded within social, cultural, and systemic contexts. By recognizing these dynamics, they work to ensure that their approaches are anti-oppressive, culturally responsive, and aligned with the values and strengths of the clients they serve.

Behavioral health social workers view interventions as multidimensional, recognizing that healing and change must often occur across multiple system levels. They address individual needs while also engaging across systems. They understand that interventions extend beyond traditional clinical practices to include advocacy, policy reform, and community empowerment efforts that address the root causes of health inequities.

These practitioners reconceptualize what it means to intervene, shifting away from deficit-focused approaches to embrace strategies that center clients' strengths, resilience, and agency. By doing so, they create collaborative and transformative processes that honor the dignity and humanity of every client. Through their work, social workers specializing in behavioral health actively contribute to the creation of more equitable, inclusive, and healing systems of care.

Social workers specializing in behavioral health:

- Implement evidence-based behavioral health interventions (e.g., cognitive-behavioral therapy for chronic illness management);
- Apply healing-centered and culturally affirming intervention models that integrate clients' lived experiences, cultural identities, and community knowledge as central to the change process by co-creating intervention plans in partnership with individuals, families, and groups that reflect clients' goals, strengths, and definitions of healing, rather than imposing prescriptive or deficit-based strategies;
- Integrate systemic and structural analyses into intervention design, addressing social determinants of health, racism, poverty, and stigma as core components of behavioral health treatment;
- Facilitate group interventions focused on health behavior change (e.g., smoking cessation, weight management);
- Implement multi-level interventions that include clinical care, resource navigation, systems advocacy, and community mobilization to holistically address behavioral health needs;
- Engage in critical use of evidence-based practices, such as motivational interviewing to support clients in making health-promoting behavioral changes, recognizing limitations and adapting models to ensure relevance, accessibility, and cultural fit for marginalized and historically excluded populations; and
- Utilize narrative, relational, and creative modalities (e.g., storytelling, expressive arts, somatic practices) to support trauma healing and enhance client engagement, particularly in communities where traditional talk therapy may be less culturally aligned, as well as employing trauma-informed and resilience-focused strategies that avoid pathologizing

client behavior, while supporting autonomy, safety, and empowerment in the intervention process.

Competency 9: Evaluate Practice with Individuals, Families, and Groups

Social workers specializing in behavioral health view evaluation as an essential tool for advancing equitable, evidence-informed, and person-centered practice. They integrate evaluation throughout all stages of clinical intervention to assess impact, support continuous improvement, and promote accountability to those served. Evaluation is viewed not only as a technical process, but as a justice-driven, ethical practice that reflects social work values of inclusion, empowerment, and respect for human dignity.

Applying anti-racist and anti-oppressive perspectives, they critically assess evaluation tools for systemic biases and ensure inclusivity. Integrating evaluation throughout their work fosters continuous improvement, refining interventions, advocating for systemic change, and developing evidence-informed practices that advance health equity and social justice.

Social workers specializing in behavioral health approach evaluation with cultural humility, honoring the lived experiences, strengths, and needs of individuals and communities navigating behavioral health challenges. Drawing on theories of human behavior, trauma-informed care, and systems thinking, they evaluate the alignment of behavioral health services with the biopsychosocial-spiritual realities of diverse populations. These practitioners are fluent in both qualitative and quantitative methodologies and recognize the value of participatory, community-based, and interdisciplinary approaches to evaluation. They actively collaborate with healthcare professionals, educators, policy makers, and community leaders to examine service effectiveness and drive improvements in behavioral health delivery systems.

Social workers specializing in behavioral health:

- Use client feedback and outcome measures to evaluate the effectiveness of behavioral health interventions;
- Design and implement behavioral health evaluations that integrate anti-oppressive, anti-racist, trauma-informed, and culturally affirming approaches;
- Apply advanced qualitative and quantitative methods to evaluate behavioral health interventions across micro and mezzo levels;
- Integrate theories of human behavior, trauma, resilience, and ecological systems to guide evaluation design and interpretation in behavioral health settings;
- Evaluate and strengthen interprofessional collaborations that support behavioral health goals, including coordination of care, continuity of services, and integrated treatment approaches;
- Collaborate with interdisciplinary teams to monitor and adjust treatment plans based on client progress; and
- Apply program evaluation methods to assess the impact of behavioral health initiatives on population health outcomes.

MSW Program Accreditation

Accreditation is a system for recognizing professional degree programs as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve. The Board of Accreditation (BOA) of the Council of Social Work Education (CSWE) is authorized to accredit baccalaureate and master's degree programs in social work.

Reference

Council on Social Work Education (CSWE). (2022). *Accreditation*. Retrieved from <https://cswe.org/Accreditation>

Field Education

Social work educators recognize the need for students to apply their knowledge and practice their skills prior to graduating with a degree. As such, the MSW Program integrates field courses into the academic curriculum. The field experiences take place in agency settings under the supervision of a field instructor. In addition, the field activities offer opportunities for students to demonstrate competency of social work knowledge, values, and skills. This section describes the philosophy of our field education program, outlines the required field hours, and gives an overview of the learning competencies expected for graduation from the program.

Field Education Philosophy

The field experience is the signature pedagogy of social work education; therefore, the classroom and field learning have equal importance within the curriculum design. Field education provides agency-based learning opportunities for the application of theoretical concepts taught in the classroom. During the field experience, the agency provides the learning environment, and the field instructor becomes the educator.

Field learning occurs through two interrelated processes. First, students apply and adapt classroom learning while completing field tasks. Second, field instructors actively teach students through role modeling, dialogue, and co-facilitating. Therefore, supervised field learning in community-based agencies connects and integrates social work theory and practice. In the end, the goal of field education is to transition the students into the role of a competent social work practitioner by bridging the classroom learning with social work practice in an agency setting.

Required Hours for Field Education

Field learning occurs over time; therefore, the MSW Program requires students to complete their field hours over the course of several academic semesters. Since the field experience is a supervised experience, the field hours generally occur during the business hours of the agency. Evening and weekend hours are typically not available. Thus, the MSW Program is under no obligation to provide evening and weekend field placements regardless of personal circumstances.

Since the MSW Program accepts students in either traditional or advanced standing programs, the time requirements for field experiences vary. However, the MSW Program adheres to the minimum field hours as outlined in the accreditation standards from the Council on Social Work

Education. The subsequent sections offer an overview of the traditional and advanced standing programs with a special focus on the required field hours and weeks.

The minimum hours required for universities by CSWE are 900 for MSW students (300 generalist/600 specialized).

MSW Tracks	Minimum Hours Required
Traditional/Generalist – Summer	300
Advanced Generalist - Fall/Spring	600 (300 per semester)
Behavioral Health – Fall/Spring	600 (300 per semester)

Field Hours for the Traditional MSW Program Plan

Students on the traditional program plan complete two field experiences. The first focuses on generalist social work practice. During the second year, students engage in specialized practice either in the advanced generalist or behavioral health area of specialization. In order to graduate with an MSW degree, the traditional program requires 60 credit hours of coursework and a minimum of 900 clock hours of field experience. Both field experiences require students to spend a minimum of 50% of their field time engaging with clients and constituencies, such as supervisors, other professionals, colleagues, and community members.

The first field experience is in generalist social work practice. The field course, SWK 500 *Foundational Social Work Field and Seminar I* (3 credit hours), occurs as a block placement during the summer session following the first year of course work. Students accrue a minimum of 300 clock hours over a minimum of 12 weeks, which is approximately 25 hours a week in the field agency.

The following table shows the placement of the field courses in the generalist course sequence. For additional information about the sequence and descriptions of the courses, see Appendix C.1.

Fall Semester (15 weeks)	Spring Semester (15 weeks)
Generalist Social Work Courses– Year 1 Summer Year 1 SWK 500 – Foundational Field SWK 538 Clinical Skills – Assessment & Treatment (Completion of generalist courses occurs before entering the field experience in the summer and occur concurrently in the summer when student takes SWK 500.)	

Field Hours for the Advanced Standing MSW Program Plan

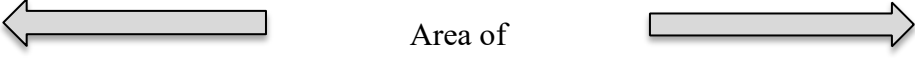
Students in the advanced standing program complete their field experience in one of two specialized practice areas: 1) Advanced Generalist or 2) Behavioral Health. In order to graduate with an MSW

degree, the advanced standing program requires 30 credit hours of coursework and a minimum of 600 clock hours of field experience. The field experience requires students to spend a minimum of 50% of their time engaging with clients and constituencies, such as supervisors, other professionals, colleagues, and community members.

The second field experience is in an area of specialized social work practice. The field courses, *SWK 600 Advanced Social Work Field & Seminar II (3 credit hours)* and *SWK 700 Advanced Social Work Field & Seminar III (3 credit hours)* happen concurrently with advanced social work courses during the fall and spring semesters. Students accumulate 600 clock hours over both semesters and must be in the agency a minimum of 14 weeks each semester. Therefore, students spend 21-22 hours a week in the field agency.

The following table shows the placement of the field courses in the area of specialization of the social work curriculum.

For additional information about the sequence and descriptions of the courses, see Appendix C.1.

Fall Semester (15 weeks)	Spring Semester (15 weeks)
SWK 600 (21-22 clock hours in a field agency with a minimum of 14 weeks)	SWK 700 (21-22 clock hours in a field agency with a minimum of 14 weeks)
 Area of Specialization/Advanced Social Work Courses (Courses are concurrent with field experience.)	

During Winter Break (the time between Fall and Spring semesters) guidelines:

Winter break is just that, a break for the students between semesters. The only time they should complete hours during winter break is for "client continuity of care" and that should be arranged prior to the end of the semester. Student, please email the MSW Field Director the dates you will need to be at your internship during Winter Break, as the University is closed but the MSW Field Director is required to be available if a student needs to be at their internship. Examples of "client continuity of care" are when a student has a regular client or group that they lead, and another employee is unable to fulfill that role. Examples of what it's not: new assessments or intakes, staff meetings, trainings, etc.

If hours are accrued during Winter Break, students will add those to their Spring Time log and then adjust weekly hours for the Spring Semester accordingly.

Required Competency in Field Education

In addition to fulfilling the required number of clock hours and the number of weeks, students must demonstrate competency in each behavior/competency. Students show proficiency in behaviors based on their evaluation of the Field Learning Plan and grades from the assignments for the field seminar. Information about the Field Learning Plan & Evaluation Form is in Appendix A.3 *Field Learning Plan & Evaluation Form* for the generalist social work field experience and Appendix A.4 *Field Learning Plan & Evaluation Form* for the advanced generalist and clinical social work field experience.

Field Learning Team

The field learning team consists of the field instructor, student, field seminar professor (if applicable), and MSW Field Director. Sometimes, a task supervisor and an off-site field instructor may become team members. The team is responsible for creating learning tasks whereby the student applies and adapts social work knowledge, values, and skills to the agency setting. The field instructor fulfills the roles of educator, administrative supervisor, mentor, and evaluator. The MSW Field Director oversees the field experience. The field seminar professor will tend to your specific seminar and field needs while you are in their course. The student is responsible for creating learning experiences from every behavior related to the social work competencies. Together, the field learning team creates the learning environment bridging classroom learning to social work practice in a community-based setting.

In order to ensure the learning team is able to provide educational opportunities, the MSW Field Director approves the field instructors, task supervisors, field agencies, and off-site field instructors. The following section identifies the selection criteria for becoming a field agency, field instructor, task supervisor, and off-site field instructor. It also outlines the procedure for the approval process.

Field Agency Selection Criteria & Process

Field Agency Selection Criteria

The MSW Field Director approves the field agencies. Approval occurs on two levels. One is for approving generalist social work agencies; the other is for approving social work agencies for advanced generalist and behavioral health practice. An agency must meet the following criteria for approval as a generalist social work, advanced generalist, and/or behavioral health social work agency. The agency:

1. Serves and employs diverse populations while complying with Title IV of the Civil Rights Act of 1964, such that no person, on the basis of race, color, sex, age, disability, sexual orientation, or national origin, is excluded from participation in or denied benefits, or is otherwise subjected to discrimination under any program or activity of that agency.
2. Provides a qualified field instructor.
3. Agrees to allow the field instructor to attend field orientation, evaluation, and training sessions, participate in weekly, one-hour field education supervision with the student, and

provide oversight regarding the assignment, observation, and co-facilitation of field learning activities.

4. Has sufficient social work staff to maintain and develop agency programs without reliance on students to fill volunteer or paid employee positions.
5. Has good standing within the community and, as applicable, maintains local, state, or national accreditation.
6. Demonstrates congruence between the mission and services of the agency, the mission of the MSW Program, and social work values and ethics.
7. Offers a variety of field learning tasks, which teach the student to apply and adapt academic knowledge, values, skills, and cognitive and affective processing needed for culturally competent social work practice. These activities may include, but not be limited to, direct practice with individuals, families, and groups, case planning meetings, staff meetings, in-service trainings, and other organizational, community, and professional meetings. However, at least 50% of the student's field learning activities must be in direct practice with clients and constituencies, such as supervisors, other professionals, colleagues, and relevant community members
8. Identifies specific generalist social work field activities useful for developing student proficiency of the nine social work competencies and generalist behaviors and/or identifies specific advanced generalist and/or behavioral health social work activities useful for developing student proficiency of the nine social work competencies and area of specialization social work behaviors.
9. Provides the student with adequate physical space, equipment, and supervision for access to confidential and privileged information necessary for the development of professional experience. Meeting space provides a safe place for the exchange of confidential information. Work materials and a phone and/or computer offers the equipment needed to complete the learning activities.
10. Agrees to allow the student to include case examples in class assignments without screening or censoring information as long as the student is not violating agency policies or the NASW Code of Ethics specifically related to privacy and confidentiality.
11. Informs the student of health screenings and background checks required by the agency, provides the student with an orientation to the agency, and explains agency policy related to mileage and other reimbursement expenses.
12. Signs an Affiliation Agreement between the agency and Mount St. Joseph University. The university sends a fully executed copy of the Affiliation Agreement to the field agency.

Field Agency Approval Process – Initial Approval

The MSW Field Director uses the following process to approve field agencies.

1. The MSW Field Director accepts the names and contact information for interested field agencies and instructors.
2. The MSW Field Director visits or has a virtual conferencing session with the prospective agencies to meet with potential field instructor(s) and, when appropriate, agency administrators.
3. During the meeting, the Field Director discusses the approval process and selection criteria for MSW field agencies and field instructors. In addition, the MSW Field Director shares the MSW Field Manual specifically the requirements of the generalist and specialization social work placements, the academic expectations related to the social work competencies and performance indicators, and the educational expectations of supervision with the social work field students.
4. If the MSW Field Director believes the organization meets the MSW selection criteria, then the agency becomes an approved MSW field agency. The MSW Field Director

indicates if the agency is appropriate for generalist and/or specialization social work field placements.

5. The MSW Field Director sends the Affiliation Agreement to the approved field agency representative, who returns the signed Affiliation Agreement.

Field Agency Approval Process – Renewal of Approval

Once a field agency achieves approval as an MSW field site, the agency is eligible for annual renewal of its approved status. At the end of each academic year, the MSW Field Director evaluates each field agency using the selection criteria for approved agencies. If the field agency continues to demonstrate compliance with the criteria, the approval of the field agency is renewed.

Field Agency Approval - Discontinued

If a field agency experiences changes whereby the agency no longer meets the selection criteria for approval, then the agency representative must immediately notify the MSW Field Director. The MSW Field Director consults with the agency representative and/or field instructor to determine the approval status of the agency. If the decision is to discontinue the approval status, then the MSW Field Director notifies the appropriate agency personnel and makes decisions in the best interest of any MSW field student placed within the agency.

In the future, the agency may make changes in order to meet the selection criteria for a field agency. If so, the agency may contact the MSW Field Director to reapply for approved field agency status. The MSW Field Director uses the initial process and selection criteria for field agency approval (see above).

Field Instructor Selection Criteria & Approval Process

Field Instructor Selection Criteria

The field instructor is vital to the student's learning process. Through observation, co-facilitation, teaching, role modeling, mentoring, and supervision, the field instructor provides structured and monitored learning opportunities whereby the student applies, expands, and adapts social work practice theories and concepts to a practice setting.

The MSW Field Director approves the field instructors. A social work practitioner must meet the following selection criteria for approval as an MSW field instructor.

1. Has a Master of Social Work degree from a CSWE-accredited program with at least two years of post-Master of Social Work degree experience.
2. Continues own professional development as demonstrated through continuing education, competence, and expertise in a particular area of service as related to generalist social work and/or clinical social work practice. A resume and/or curriculum vitae shows evidence of professional development.
3. Demonstrates the ability to teach the knowledge, values, skills, and cognitive and affective processes required for generalist social work and/or clinical social work practice. In addition, demonstrates the ability to supervise MSW field students. A resume and/or curriculum vita shows evidence of teaching and supervision abilities.
4. Articulates availability to fulfill responsibilities of a field instructor including, but not limited to, the following activities:

- a. Attending field orientation, evaluation, and training sessions,
 - b. Participating in weekly, one-hour field education supervision with the student,
 - c. Designating field learning activities appropriate to the ability and learning needs of the student,
 - d. Regularly signing the student's online time log,
 - e. Providing oversight regarding the observation and co-facilitation of field learning activities, and
 - f. Providing a written evaluation regarding field student performance.
5. Commits to serving as a field instructor for the duration of the student's placement.

Field Instructor Approval Process – Initial Approval

1. The MSW Field Director accepts the contact information of social work practitioners who are interested in being field instructors.
2. The MSW Field Director visits or holds an online conferencing session with a potential field instructor in a prospective or previously approved MSW field agency.
3. At the meeting, the MSW Field Director discusses the approval process and criteria for MSW field instructors. In addition, the Field Director shares the MSW Field Manual specifically the requirements of the generalist and clinical social work placements, the academic expectations related to the social work competencies and performance indicators, and the educational expectations of supervision with social work field students.
4. If the MSW Field Director believes the social work practitioner meets the MSW field criteria, then the social worker becomes an approved MSW field instructor. The Field Director indicates if the Field Instructor is appropriate for generalist, advanced generalist and/or behavioral health social work field students.
5. In order to complete the approval process, the field instructor submits a resume or curriculum vita.

Field Instructor Approval Process – Renewal of Approval

Once a social work practitioner attains approval as a field instructor, the instructor is eligible for the annual renewal of his or her approved status. At the end of each academic year, the MSW Field Director evaluates each field instructor using the selection criteria for approved field instructors. If the instructor continues to demonstrate compliance with the criteria, the approval of the field instructor is renewed.

Field Instructor Approval - Discontinued

If a field instructor is no longer able to meet the selection criteria for approval or fulfill the field instructor's responsibilities, then the field instructor must immediately notify the MSW Field Director. The MSW Field Director consults with the field instructor to determine approval status. If the decision is to discontinue the approval, then the MSW Field Director notifies the field instructor, and appropriate field agency representative, and makes decisions in the best interest of any MSW field student placed with the field instructor.

In the future, the social work practitioner may wish to return as a field instructor. If so, the social work practitioner contacts the MSW Field Director to reapply for approved field instructor status. The MSW Field Director uses the initial process and selection criteria for field instructor approval (see above).

Task Supervisor Selection Criteria & Approval Process

Task Supervisor Selection Criteria

Occasionally, the field instructor works in an administrative position and has limited daily contact with the student. However, the field instructor does provide the student with weekly, one-hour supervision. In this instance, the field instructor may assign the student to work with another professional whose employment is by the field agency and who demonstrates professional training and work experience in generalist, advanced generalist, and/or behavioral health social work practice. The designation for this professional is the task supervisor.

Task Supervisor Approval Process

The approval of a task supervisor is the responsibility of the field instructor who reports the use of a task supervisor to the MSW Field Director.

Off-Site Field Instructor

Off-Site Field Instructor Selection Criteria

If an approved field agency does not employ a professional with a Master of Social Work degree from a CSWE-accredited program and two years of post-Master of Social Work degree experience, then the MSW Program may elect to use an off-site field instructor. Typically, the offsite field instructor is a full-time social work faculty member or community social work practitioner. The selection criteria for the off-site field instructor is the same as for the field instructor.

Off-Site Field Instructor Approval Process

The process for approving an off-site field instructor is as follows.

1. The field agency would provide valuable learning experiences commensurate with the generalist, advanced generalist, and/or behavioral health social work competencies and performance indicators.
2. With the approval of the MSW Program Director and MSW Field Director, a social work faculty member or an approved field instructor assumes the responsibility for reinforcing a generalist, advanced generalist, and/or behavioral health social work perspective. In order to do so, the off-site field instructor meets with the student for a minimum of one hour a week.

Field Placement Process

Field education requires students to accrue a specified number of field hours (noted above) and demonstrate competency in behaviors related to generalist, advanced generalist, and/or behavioral health social work practice. In order to do so, the MSW Field Director approves field agencies and instructors who are qualified to provide the best possible learning environments. Next, the MSW Field Director evaluates student eligibility for entry into a field education course. If the student is eligible

for a field placement, the MSW Field Director begins the process of securing a field agency and instructor. The following section describes the criteria and process for evaluating student eligibility and outlines the field placement process.

Student Eligibility Criteria for Field Education

Eligibility for SWK 500

For a student to be eligible for enrollment in *SWK 500 Foundational Social Work Field & Seminar I*, the student must have:

1. An overall grade point average of 3.0 or better in graduate social work courses
2. A grade of a B or better in all graduate social work courses
3. Completed the graduate social work courses in the sequence described by the MSW Program (see Appendix C.1)

Eligibility for SWK 600 & SWK 700

For a student in the traditional program, their eligibility for enrollment in *SWK 600 Advanced Social Work Field & Seminar II* and *SWK 700 Advanced Social Work Field Instruction & Seminar III* is:

1. An overall grade point average of 3.0 or better in graduate social work courses
2. A grade of a B or better in all graduate social work courses
3. Completed graduate social work courses in the sequence described by the MSW Program (see Appendix C.1)

For a student in the advanced standing program, their eligibility for enrollment in *SWK 600 Advanced Social Work Field Instruction & Seminar II* is:

1. An overall grade point average of 2.5 or better in the last 60 credit hours of their undergraduate social work program
2. A grade of a C or better in all undergraduate social work practice and field courses
3. An undergraduate degree in social work from a CSWE-accredited program

For a social work student, regardless of enrollment in the traditional or advanced standing program, to be eligible for enrollment in *SWK 700 Advanced Social Work Field Instruction & Seminar III*, the student must have:

1. An overall grade point average of 3.0E or better in graduate social work courses
2. A grade of a B or better in all graduate social work courses including *SWK 600 Advanced Social Work Field & Seminar II*
3. Completed social work courses in the advanced standing sequence described by the MSW Program (see Appendices C.1 & C.2)

Process for Evaluating Student Eligibility

Each student submits an online field application (see Appendix 1.A) in the online system. Using the information on the application and the eligibility criteria for field education, the MSW Field Director evaluates the admissibility of the student to field courses. If the student meets the eligibility criteria, then the MSW Field Director and the student begin the field placement process. If the student does not meet the field eligibility criteria, the MSW Field Director refers the student to the MSW Program Director for further action.

Assignment of field placements occurs in the order the applications are received. The timelier the application submission, the sooner the field placement process begins. The MSW Field Director processes the applications in the order received.

Field Placement Process

If the student meets the eligibility criteria for field education, then the MSW Field Director and the student begin the field placement process. The steps in the field placement process are as follows:

1. The MSW Field Director and student meet in person or via virtual video conferencing. They discuss potential field agencies intending to find a good fit between the student, an approved field agency, and an approved field instructor. If the student desires a field placement in an unapproved agency or with an unapproved field instructor, the student provides contact information to the MSW Field Director. The Director corresponds with the field agency and the instructor then uses the selection criteria and approval processes to either grant or deny approval. **Students may not find their placements.**
2. The MSW Field Director identifies an approved field agency, and the instructor then shares the field instructor's contact information with the student. Note: The MSW Field Director selects a field agency based on the field application and interview along with the availability of field placements in approved agencies. Considerations of student requests include transportation needs, physical access, out-of-town placements, work schedules, and the possibility of an employment-based field placement. The MSW Field Director strives to meet as many requests as possible; however, the fulfillment of all requests may not be possible.
3. The student communicates with the field instructor within 48 hours of receiving the contact information. The purpose of the contact is to schedule an interview. The student should allow the field instructor approximately two weeks to schedule an interview. In addition, the student is responsible for obtaining directions to the interview office and asking about parking.
4. The field instructor and student complete the interview. The purpose of the interview is to evaluate the goodness of fit between the field agency, field instructor, and student. Since the interview is professional, the student should arrive early, dress professionally, communicate with professional language, prepare several questions about the agency, and have a resume, copy of the field application, and the Field Placement Confirmation form (see Appendix A.2). If the field instructor indicates he or she would accept the student for a field placement, then the field instructor and student complete the Field Placement Confirmation form. At this point, the student should ask about pre-field health screenings, immunizations, background checks, paperwork, orientation sessions, training, and potential start date. If no Field Placement Confirmation form is completed, the student contacts the MSW Field Director to discuss the next steps.
5. When the interview is completed, the student notifies the MSW Field Director. The student shares his or her insights about the interview. More specifically, the student describes his or her thoughts about a field placement with the agency and field instructor. If a Field Placement Confirmation form was completed, the student submits the form online. If a Field Placement Confirmation form was not completed, the MSW Field Director and student discuss the next steps.
6. The MSW Field Director and field instructor discuss the interview. If the field instructor indicates acceptance of the student for a field placement, then the MSW Field Director

finalizes the placement. The MSW Field Director has the ultimate authority to make final decisions regarding field placements.

7. After the MSW Field Director notifies the student of the final approval, the student completes the pre-field health screenings, immunizations, background checks, paperwork, orientation sessions, and training. The due date for completion of all pre-field tasks is at least two weeks before the beginning of the field experience. The student is responsible for submitting all papers for the pre-field tasks to the appropriate people.
8. The student purchases student liability insurance and submits the coverage face sheet in IPT online at least two weeks before beginning the field experience.
9. At least two weeks before the beginning of the field experience, the student contacts the field instructor to make sure the field agency has received all documentation related to pre-field tasks and to confirm a field experience start date.
10. The student attends a field orientation meeting presented by the MSW Field Director.
11. The field experience and accrual of field hours do not begin until all of the preceding steps are completed.

Missed Opportunities

The MSW Program works with a student to find a suitable field placement, but it does not guarantee a placement. There are limits on the number of “missed opportunities” a student can have in order to obtain a field placement. ***The maximum number of “missed opportunities” is three for the program (Traditional & Advanced Standing).*** A “missed opportunity” includes, but is not limited to, each occurrence of the following:

- A student not accepting an offer for an interview at an agency
- A student not accepted by an agency following an interview
- A student not accepted by an agency following the completion of additional screening criteria
- A student not accepting a field placement offer with an agency
- A student has a change of situation where they become unemployed at an employment-based placement
- An agency requesting a student be removed from placement for any of the following reasons:
 - Unsatisfactory performance
 - Poor attendance
 - Failure to adhere to agency policies
 - Unprofessional, unethical behavior

If a student has one or two “missed opportunities,” the student may be placed on a Student Success and Development Plan. Any “missed opportunity” for securing a timely field placement may delay the progression through the MSW course sequence (see Appendices C.1 & C.2) and result in a delayed graduation date.

After the third “missed opportunity,” and after the unsuccessful completion of the Student Success and Development plan, one of the following may occur:

- A current student may be immediately dismissed from the social work program
- An incoming student may be denied admission into the program

Employment-based MSW Field Placements

To ensure the role of the student as a learner, the field tasks and field education supervision must be offered and directly connect to the required learning competencies. In other words, the academic learning tasks related to the field experience must align with the nine competencies and associated behaviors from employment activities as stated in a job description. If tasks cannot be assigned to all competencies, students in an approved employment-based placement may have to invest additional time outside of work hours to demonstrate competency of social work knowledge, values, and skills.

Employment-based MSW Field Placement Criteria

An approved employment-based field placement must meet the following criteria.

1. Educational Learning Focus: The focus of the field experience must be educational in addition to meeting the needs of the agency and the current job description of the student.
2. Field Agency: The employing agency must meet the same requirements as an approved MSW field agency.
3. Field Instructor: The current employment supervisor and the MSW field instructor may be the same person; however, they must meet field instructor selection criteria which include: having an MSW from a CSWE-accredited institution, having at least two years post-MSW practice experience, and have completed the Field Instructor Orientation.
4. Employment vs. Field Tasks: The field learning tasks may include employment activities as long as the field tasks provide an opportunity for the student to demonstrate competency of the behaviors in the appropriate curriculum, either generalist, advanced generalist, and/or behavioral health social work practice, as identified in the Field Learning Plan & Evaluation Form.
5. Professional Behavior: A student must demonstrate commendable academic and professional behavior as noted in the Student Excellence Standards (see Appendix C.3).

Employment-based Application Process

The process of seeking approval for an employment-based MSW field placement is as follows.

1. The student communicates with the MSW Field Director about the intention to seek an employment-based field placement and sets up a meeting.
2. The MSW Field Director sends the student an Employment-Based MSW Field Placement Agreement & Proposal form (see Appendix A.3.a).
3. The student submits a completed Employment-Based MSW Field Placement Agreement & Proposal form to the MSW Field Director no later than 30 days before the start of the semester. Proposals submitted less than 30 days before the beginning of the semester are generally not accepted. Submission of an application for an employment-based field experience does not constitute automatic approval of the placement.
4. In some circumstances, the MSW Field Director may ask to meet with the student, employment supervisor, and potential field instructor. After which, the MSW Field Director approves or denies the proposal, and then notifies the MSW field instructor and student as soon as possible.

New Employment of Student by Field Agency during Field Placement

If a student considers employment with a field agency after the start of and before the completion of the field placement, the same employment-based policies and procedures apply. The student is

responsible for notifying the MSW Field Director and completing the Employment-based Field Placement Agreement and Proposal.

Change in Circumstances/ Field Education Continuation

If a student's employment status changes from employed to unemployed, the change in situation falls under the Missed Opportunities policy. Please refer to the policy previously noted. Students are asked to inform the MSW Field Director immediately, so a Student Success and Development plan may be put in place and re-placement options explored.

Field Stipends

A student may receive a stipend during field placement. In these situations, the field agency offers the student a paid field internship with payment commencing at the beginning of the field experience and ending when the field experience stops. The agency provides the MSW Field Director and student with a written description of the learning tasks and specifically acknowledges the academic nature of the field internship. The field tasks must be new learning experiences for the student and help the student demonstrate competency of the behaviors in the Field Learning Plan. The field instructor and agency supervisor may be the same individual; however, the MSW Field Director must approve the field instructor and agency based on requirements outlined in this MSW Field Manual and submitted on the MSW Field Placement Stipend Agreement form (see Appendix A.3.a).

Previous Work or Life Experience

The MSW Program does not grant social work courses or field credit for life experiences or previous work experiences.

Beginning the Field Placement

Beginning the field experience may be very overwhelming. Preparation helps to reduce anxiety and is the key to a successful transition from the classroom to the field. This section contains information about the efforts of the MSW Program to provide a field orientation to prepare the field instructors and students for the field experience. The orientation includes, but is not limited to, the responsibilities of the field learning team and field policies, specifically those involving risk management.

Field Orientation

Field Instructor Orientation & Training

The field orientation begins when the MSW Field Director initially visits with a potential field instructor. At this time, the MSW Field Director shares the MSW Field Manual and explains the field requirements. First-time field instructors must attend field training before supervising MSW field students. The training occurs through a face-to-face or virtual workshop or an online training. Returning MSW field instructors receive a copy of the most recent MSW Field Manual and are encouraged to complete the field training for first-time field instructors. Task supervisors and off-site field instructors who are social work faculty members may attend the field training.

Students

The field students receive two orientations. The first is an orientation to the field requirements and policies in the MSW Field Manual; the second is an orientation from the field instructor or designated agency personnel. Both orientations are important for a successful field experience.

Student Orientation to the Field Experience

The MSW Field Seminar Professor orients the students to the field experience during the first field seminar class. This orientation focuses on the academic expectations of the field experience and the policies in the MSW Field Manual. The orientation covers the use of the Field Learning Plan & Evaluation Form and the time log. Discussion includes how to use supervision to create meaningful learning experiences.

Student Orientation in the Field Agency

During the first week of the field experience, the student should receive an orientation to the field agency. The field instructor or other designated agency employee provides the orientation. An Orientation Worksheet offers guidance on the important need-to-know policies, procedures, and agency-related functions (see Appendix B.1).

During the Field Experience

Each member of the field learning team is responsible for creating a learning environment. In order to guide this learning process, the MSW Program requires the use of two documentation tools. One tool is the Field Learning Plan & Evaluation Form; the other is the time log. Both tools are useful for starting discussions during supervision.

Other resources for guiding the field experience include field policies, risk management practices, and problem-resolution procedures. The field instructor and student should consult these policies, practices, and procedures often. In doing so, field learning occurs by clearly understanding the professional expectations of social work practice.

Therefore, this section contains information about the responsibilities of the field learning team members, the documentation tools, field policies, risk management practices, and problem resolution procedures.

Field Learning Team Responsibilities

The field learning team consists of the field instructor, student, Field Seminar Professor, and MSW Field Director. If applicable, a task supervisor and an off-site field instructor may become team members. The team is responsible for creating learning tasks whereby the student applies and adapts social work knowledge, values, and skills to the agency setting. The field instructor fulfills the roles of educator, administrative supervisor, mentor, and evaluator. The MSW Field Director oversees the field experience. The Field Seminar Professor will tend to the student's specific seminar & field needs while you are in their course. The student is responsible for creating learning experiences from every field task. Together, the field learning team creates the

learning environment bridging classroom learning to social work practice in a community-based setting.

In order to ensure the learning team is able to provide educational opportunities, each team member must uphold their responsibilities. The following information describes the responsibilities of the field agency, field instructor, task supervisor, off-site field instructor, university, MSW Field Director, and student.

Field Agency Responsibilities

The field agency is responsible for maintaining the criteria for approval status in the MSW Program. Once the field experience begins, the agency must:

1. Allow the field instructor to attend field orientation, evaluation, and training sessions, participate in weekly, one-hour field education supervision with the student, and provide oversight regarding the assignment, observation, and co-facilitation of field learning activities.
2. Maintain sufficient social work staff to operate and develop agency programs without reliance on students to fill volunteer or paid employee positions.
3. Offer students a variety of field learning tasks, which teach the student to apply and adapt academic knowledge, values, skills, and cognitive and affective processing needed for culturally competent social work practice with individuals, families, groups, organizations, and communities.
4. Provide students with adequate physical space, equipment, and supervision for access to confidential and privileged information necessary for the development of professional experience.
5. Notify the MSW Field Director **immediately** of agency changes impacting the field placement

Field Instructor Responsibilities

The field instructor is responsible for maintaining the criteria for approval status in the MSW Program and creating a learning environment bridging the student's academic learning to the field experiences. In other words, the field instructor assists the student in integrating knowledge, theory, concepts, ethics, values, and skills into the field experience. Therefore, supervision is an essential learning task for the field experience. Once the field experience begins, the instructor must:

1. Oversee the student orientation to the field agency (see Appendices B.1)
2. Provide weekly one-hour field education supervision with the student. Supervision may occur individually, in a group, or both. Clearly describe your role and expectations of the student (see Appendix C.4)
3. Designate field tasks appropriate to the ability and learning needs of the student. Assigned tasks should be meaningful, contribute to agency and client well-being, enhance student learning, and/or encourage professional growth. In addition, assigned tasks must relate to the competencies and behaviors in the Field Learning Plan (see Appendices A.4, A.5 & A.6). At the beginning of the field experience, the student may need an explanation about the purpose of the field task and clear instructions about how to complete the activity
4. Regularly sign the student time log in the online system. Monitor student field hours to ensure a minimum of 50% of the hours include direct contact with clients and constituencies

5. Provide a written evaluation of student performance based on observation and cofacilitation of field tasks. Additional information about student performance may come from speaking with the task supervisor. Present the evaluation on the mid-term and final evaluation form during field site visits. See Appendices A.4, A.5, & A.6 for additional information about the evaluation process.
6. Provide a written evaluation regarding field student performance and attend the field site visits
7. Notify the MSW Field Director **immediately** if the student's performance is unsatisfactory and/or changes in employment occur

Task Supervisor Responsibilities

The task supervisor is responsible for working with the student under the direction of the field instructor. Once the field experience begins, the task supervisor should:

1. Provide day-to-day supervision by observing or co-facilitating with the student and then processing the experience related to the professional development of the student
2. Offer evaluative feedback regarding student performance to the field instructor
3. Notify the field instructor immediately if the student's performance is unsatisfactory. If the field instructor is not available, immediately notify the MSW Field Director

Off-Site Field Instructor Responsibilities

The off-site field instructor is responsible for maintaining the criteria for approval status in the MSW Program and creating a learning environment bridging the student's academic learning to the field experiences. In other words, the off-site field instructor assists the student in integrating knowledge, theory, concepts, ethics, values, and skills into the field experience. Therefore, supervision is an essential learning task for the field experience. Once field experience begins, the off-site field instructor is responsible for all the same tasks as the field instructor.

University Responsibilities

The university enters an affiliation agreement with the field agency. The agreement articulates the roles and responsibilities of all the participating parties. In addition, the university provides an MSW Field Director.

MSW Field Seminar Professor Responsibilities

The MSW Field Seminar Professor is responsible for providing field advising to all MSW students in their Field Seminar Course. The MSW Field Seminar Professor should:

1. Orient the students to the field experience
2. Collaborate with students and field instructors to develop learning tasks for the Field Learning Plan & Evaluation Form (see Appendices A.4, A.5, & A.6)
3. Monitor the student performance and provide consultation, mediation, and negotiation when challenges arise during the field experience
4. Complete site and/or virtual visits for the mid-evaluation and final evaluation.

MSW Field Director Responsibilities

The MSW Field Director is responsible for planning, implementing, and evaluating the field program and providing field advising to all MSW students. The MSW Field Director should:

1. Advise students and give final approval of field placements

2. Approve field agencies, field instructors, and off-site field instructors
3. Oversee and evaluate all field learning team members and the policies, practices, and academic activities of the field experience including the field manual and field seminar courses
4. Maintain compliance of the field program with the *2022 Education Policy and Accreditation Standards* from the Council on Social Work Education
5. Revise, as needed, all components of the field program

Student Responsibilities

Students must accept responsibility for their learning and professional behavior. With the guidance of the field instructor, Field Seminar Professor, and MSW Field Director, students should be active participants in the learning processes of the field experience. Students are responsible to:

1. Engage in professional relationships demonstrating culturally competent, respectful, and ethical behaviors. These behaviors exemplify the *NASW Code of Ethics*, field agency policies, and the Student Excellence Standards (see Appendix C.6).
2. Demonstrate openness and preparedness to learn. Behaviors indicative of a self-directed learner include being curious about new ideas, independently seeking new learning opportunities, entertaining multiple viewpoints as a means to finding new solutions, independently completing field tasks within one's level of competence, working on multidisciplinary teams, assessing own performance and implement self-correction, and accepting critical feedback as part of professional growth.
3. Complete the required field tasks while demonstrating professional behavior by:
 - Being in attendance with prompt arrival
 - Demonstrating professional dress and demeanor in line with agency policy
 - Assertively asking for clarification when not knowing or expressing unmet learning needs
 - Using written, verbal, and electronic communication respectfully toward all people
 - Applying ethical standards of confidentiality, informed consent, culturally competent practice, and professional boundaries
 - Purchasing student liability insurance
 - Engaging in field tasks and not coursework or personal activities during field hours
 - Abiding by transportation guidelines
 - Accruing field hours during agency business hours
 - Punctually completing time logs
 - Use problem-solving skills to find solutions
4. In collaboration with the field instructor, identify learning tasks for the Field Learning Plan (see Field Learning Plan & Evaluation Form in Appendices A.4, A.5, & A.6)
5. Prepare for professional supervision by creating an agenda, asking questions, and sharing new ideas
6. Participate in the mid and final evaluations by completing the Evaluation Form (see Field Learning Plans & Evaluation Forms in Appendices A.4, A.5, & A.6) and attend site visits
7. Register with Student Accessibility Services at the university, if they have a diagnosed disability. Each student who has a documented disability is responsible for discussing accommodations with the field instructor.

Field Documentation Tools

The MSW Field Program uses two documentation tools. The first tool is the Field Learning Plan & Evaluation Form. The second is the Time Log. Students and field instructors complete both tools online.

Field Learning Plan & Evaluation Form

The Field Learning Plan is a written agreement or contract, which guides the learning process. The Field Learning Plan serves four functions. It is:

- A structured system used to identify field learning tasks for each competency and behavior
- An educational tool connecting field learning tasks with academic learning from the classroom
- An evaluation tool to evaluate student competence of the behaviors/competencies
- A catalyst for discussions during weekly supervision meetings

Field learning tasks should be commensurate with the purpose of the field experience. In other words, *SWK 500 Foundational Social Work Field & Seminar I* should have field learning activities exemplifying generalist social work practice. *SWK 600 Advanced Social Work Field Instruction & Seminar II* and *SWK 700 Advanced Social Work Field & Seminar III* should focus on learning activities related to either advanced generalist social work practice or behavioral health social work practice. Students and field instructors should review the definitions, competencies, and behaviors for each area of social work practice.

The Field Learning Plan offers students and field instructors the opportunity to select suggested field tasks or to develop additional field activities (see Appendices A.4, A.5, & A.6). Since each field agency has a unique mission, offers different programs, and serves diverse client populations, the learning tasks will vary. If needed, the MSW Field Director is available to assist with the development of field learning activities.

When extenuating circumstances limit access to the field agency and work with clients, students may participate in alternative field learning tasks. The learning activities must support the development of student competency related to the behaviors on the Field Learning Plan. The field instructor and MSW Field Director must approve the alternative learning activities.

Additional instructions for completing the Field Learning Plan are on the Field Learning Plan & Evaluation Form. The Field Learning Plan & Evaluation Form for *SWK 500 Foundational Social Work Field & Seminar I* (the generalist field experience) is in Appendix A.4 and for *SWK 600 Advanced Social Work Field & Seminar II* and *SWK 700 Advanced Social Work Field & Seminar III* (the advanced social work field experience) is in Appendix A.5 (advanced generalist) and Appendix A.6 (behavioral health).

Time Logs

Students log their field hours on the time log online system. Field instructors review the log and initial the student hours weekly. The MSW Field Director weekly checks the log throughout the field placement.

Several specific time requirements for all field experiences include the following.

- The student must follow the attendance policy.
- Students spend at least 50% of their time in face-to-face contact with clients and constituencies such as supervisors, other professionals, colleagues, and community members.
- Field instructors and students meet for a minimum of one hour a week for face-to-face supervision.

Attendance Policy

Students are to arrive at the agency on the agreed-upon days and times and adhere to the attendance policies and procedures of the agency. In the event of an absence or tardy, a student must notify the field instructor in advance. Acceptable absences include illness, family crisis, or agency closure for holidays, religious observances, or inclement weather. Upon return from the absence, a student creates a plan for making up the missed hours, presents the plan to the field instructors, and asks the field instructors for approval of the plan.

In the case of an extended absence of more than 3 days or 16 consecutive hours, the student must inform their field instructor and the MSW Field Director. The Director consults with the field instructor and student to develop a Student Development Plan. The plan considers the educational integrity of the field experience and ensures the completion of the required field hours.

Failure to be in a field placement without proper notification to the field instructor and MSW Field Director or repeated, unacceptable absences or tardies may result in immediate dismissal from the field placement and the MSW Program. If the occasion warrants, the MSW Field Director may offer a remediation period by requiring a Student Development Plan (see MSW Student Handbook). At any point, the MSW Field Director may consult with the MSW Program Director.

If a student does not complete the Student Development Plan, then a student may be at risk for removal from the field placement, removal from the MSW Program, and receiving a failing grade in the field experience and seminar course.

Tracking Time Online

Students are responsible for tracking their field hours. The following information identifies the hour and week time requirements for the generalist and area of specialization(s) social work field experiences.

Online Tracking System

The online system is a web-based software system designed to increase communication between the student, field instructor, and MSW Field Director. The MSW Program uses the online system for the student application to the field experience, student resumes, the coverage face sheet for professional liability insurance, time logs, and the Field Learning Plan and Evaluation Form. The MSW Field Director may answer questions about this process.

Risk Management in Field Education

The field agency is responsible for orienting the student to agency policies and procedures regarding crisis intervention, universal precautions, health care precautions, and ethical practice related to, but not limited to, informed consent, confidentiality, conflicts of interests, and respectful interactions with clients and colleagues. Risk management and safety trainings should occur during the orientation to the field agency and continue, as needed, throughout the field placement. If a formal, agency-based training is not available, the field instructor is responsible for providing risk management training.

Students are responsible for asking about their roles and responsibilities related to risk management and safety. Students should read agency policies related to risk management and ask their field instructors specific questions about what they should do to remain safe and engage in ethical practice. Before beginning field experience, students must submit a signed Acknowledgement of Risks in the Field Experience (see Appendix A.7).

If students feel threatened or experience harm at any time during their field experience, they **must immediately report** to the MSW Field Seminar Professor and their field instructor.

Student Liability Insurance

Students purchase their professional liability insurance for students and submit a copy of the proof of insurance. Because of the time required for processing membership applications, the student should allow ample time to receive the proof of insurance. Once the students receive their coverage sheet showing proof of insurance, they upload the document online.

Sexual Harassment Statement

The MSW Program follows the Mount St. Joseph University Title IX statement related to sexual harassment. The university statement says:

Mount St. Joseph University (the “University”) is committed to providing an educational environment free from discrimination and harassment on the basis of race, color, national origin, religion, age, disability, sex, pregnancy, sexual orientation, gender identity, or any other legally protected status. This policy focuses on incidents of sex discrimination (including sexual harassment and sexual misconduct), domestic violence, dating violence, and stalking. For incidents of discrimination, harassment, or retaliation related to race, color, national origin, religion, age, disability, veteran status or other legally protected statuses (including sex discrimination outside the scope of Title IX), please see the University’s [Equal Opportunity and Non-Discrimination Policy](#).

This policy applies to all University community members, including students, prospective students, employees, professors, administrators, visitors, or other third-parties. This policy applies to all of the University’s education programs and activities, which includes but is not limited to, admissions and employment. This policy applies not only to conduct occurring within the typical classroom or campus settings, but also to any location owned or operated by the University, owned or controlled by a student organization that is officially recognized by the University, as well as locations, events or

circumstances over which the University exerts substantial control even if taking place outside of those typical settings.

Off-campus conduct that has an actual or potential adverse impact on another's working or learning environment may also be within the scope of Title IX. The University will consider the effects of off-campus conduct—including conduct that did not occur in the context of an education program or activity—when evaluating whether there is a violation of Title IX of the Education Amendments of 1972. If the University determines, in its discretion, that such conduct is within the scope of Title IX, the University may address such conduct under this policy. The University expects that all members of its community will help promote a learning environment free from the conduct prohibited under this policy.

Title IX reads:

“No person in the United States, shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance...” Title IX of the Education Amendments of 1972, and its implementing regulation at 34 C.F.R. Part 106 (Title IX).

For MSJ's full Sexual Misconduct Policy, please see <https://www.msj.edu/about/title-ix/index.html>.

Vehicle & Transportation

The following vehicle and transportation policies cover students' activities related to the field experience.

1. Students are responsible for providing their own transportation to and from the field agency.
2. At times, students may use their personal vehicles for agency-related activities not involving clients; however, students should inquire about whether and how the agency compensates them for using their personal vehicles for agency-related business.
3. Students should not use their personal vehicle to transport clients until they:
 - a. Ask for an agency vehicle or if other staff members are available to transport clients. This solution is preferable to a student transporting clients in their personal vehicles.
 - b. If the field agency insists a student transports clients in a personal vehicle, then a student must immediately notify the MSW Field Director, check with their insurance carrier for coverage to transport clients, and submit a completed Exception to Client Transport form (see Appendix A.8) to the Director. Note: Students who are transporting clients are legally responsible, and insurance carriers may deny accident claims when they discover the student is acting as a "conveyance" for a business.
 - c. If the field agency insists that a student transport clients in a personal vehicle and a student does not wish to do so, the student must immediately notify the MSW Field Director and submit a completed Exception to Client Transport form (see Appendix A.8) to the Director.

Problem Resolution Process

Every field placement has challenges. Very few, if any, areas of social work practice are void of problems. When tensions emerge, the field instructor and student need to have an honest discussion about solutions. The goal is to seek solutions through a respectful problem-solving process. The following protocol may be helpful.

1. Schedule a private meeting to discuss the situation.
2. Both sides should identify the problem using behavior-specific language. Asking questions to clarify the problem is also important.
3. Identify personal strengths and resources available to resolve the problem.
4. Collaboratively generate possible solutions that build on current strengths.
5. Agree on a solution that will be tried by all parties and establish another meeting date to discuss progress.
6. Document your discussion.
7. Implement the solution.
8. Meet to discuss progress. If the solution is working, continue. If the solution is not working, discuss another alternative, and try it.
9. Document your discussion.

If this process does not resolve the problem, the student and/or field instructor informs the MSW Field Seminar Professor about the efforts to resolve the problem. The MSW Seminar Professor will work with all parties in order to mediate the conflict. If the situation does not improve, then the MSW Field Seminar Professor will consult with the MSW Field Director to decide on the next steps.

Since each situation is unique, the MSW Field Director decides on the next steps based on a case-by-case basis. However, the resulting actions may vary from remediation with a Student Development Plan to dismissal from the program. The MSW Program Director is available to work with the MSW Director of Field to make and implement decisions.

Field Educational Resources, Supports & Trainings

The MSW Field Director offers educational support to field instructors. This guidance occurs during the field orientation and training, continued dialogue throughout the semester, and site visits. In addition, the Director shares teaching techniques and tools.

Continued Dialog

The MSW Field Director is accessible by phone or email, and the MSW Field Seminar Professors are accessible by email. If the MSW Field Director is not available, field instructors and students may contact the MSW Program Director.

In order to stay connected with the field instructors, the MSW Field Director sends monthly emails. The shared information includes course assignments, supervision suggestions, teaching techniques, and general field reminders. The Director invites field instructors to contact them if they have any questions or problems.

Field Orientation

The MSW Field Director orients field instructors to the MSW Program during the initial agency onboarding. These visits occur when the Director is seeking to approve field agencies and instructors. During the visit, the Director shares the MSW Field Manual highlighting the requirements of the generalist, advanced generalist, and behavioral health social work placements.

Field Training

The MSW Field Director offers a Field Instructor Orientation/Training at the beginning of the generalist, advanced generalist, and behavioral health social work field experiences. The annual Field Instructor Orientation/Training is held in August of each year, normally two to three weeks before the fall semester begins. The Field Instructor Training is offered both in person and with a hybrid Zoom option for those who cannot attend in person. For any field instructor or agency affiliation added after the annual Field Instructor Training, they may participate in an individualized orientation with the MSW Field Director.

Site and/or Virtual Conferencing

During the mid-evaluation meeting, the MSW Field Seminar Professor offers educational ideas about how to help students demonstrate proficiency in the social work competencies and behaviors. If necessary, the Professor makes the additional site and/or virtual conferencing with the agency and provides support to the field instructors and students.

Teaching and Learning Tools

Teaching and learning tools are available in Appendix C of the MSW Field Manual.

Ending Field

Endings are just as important as beginnings. The orientation to the field experience sets the framework for successful learning experiences. In turn, the ending of the field experience should have an intentional plan with an evaluation of student performance and the field agency, instructor, MSW Field Program, MSW Field Seminar Professor, and MSW Field Director. The following section discusses four types of terminations from the field experience and describes the field evaluations.

Termination

The following sections define the four types of endings to field experiences. Those are planned completion, extended completion, unplanned termination nonstudent-related, and unplanned termination student-related, including missed opportunities.

Planned Completion

A planned completion occurs when a student successfully completes the field experience by demonstrating competency of the social work behaviors and accumulating the required minimum number of hours. In this case, the student receives a passing grade for the course and continues to move through the curriculum toward graduation.

Extended Completion

An extended completion means the student needs to complete additional fieldwork because the student is experiencing problems related to one or more of the following. The student does not demonstrate:

- Behaviors required by the Student Excellence Standards
- Competency of the social work behaviors
- The required number of field hours
- Consistent attendance due to a documented serious illness or emergency

If a field instructor or student believes one or more of the above conditions are present, please ***immediately*** notify the MSW Field Seminar Professor. In these cases, the MSW Field Seminar Professor, field instructor, and student can create a Student Development Plan. The plan may include, but not be limited to, requiring the student to complete extra field hours, supplemental field tasks, or additional academic work related to the field placement. If the MSW Field Seminar Professor chooses, the MSW Field Director and MSW Program Director are available to assist if a formal Student Development Plan is required.

If a student completes the Student Success and Development Plan, the student proceeds with the field experience until meeting all the requirements for a planned completion (see Ending Field, Planned Completion.)

If a student does not successfully complete the Student Success and Development Plan, the MSW Field Director decides on the next steps based on a case-by-case basis. However, the resulting actions may vary from remediation with another Student Success and Development Plan to dismissal from the program. The MSW Program Director is available to work with the MSW Field Director to make and implement decisions.

Unplanned Termination: Nonstudent-Related

An unplanned termination, which is nonstudent-related, happens when an unexpected situation occurs in the field agency. For example, a field agency may close a program due to lost funding, the field instructor may accept a new position, or a natural disaster disrupts the provision of agency services. Regardless of the precipitating event, the student has the right to complete the field experience without repercussion.

In these situations, the MSW Field Director talks with the field instructor, other agency representatives, and/or the student, then decides on the next steps based on a case-by-case basis. The ultimate choice is to reassign the student to a different program or field instructor within the agency. When this reassignment is not possible, the MSW Field Director terminates the current placement and finds a new field agency and instructor for the student. The goal is to create a smooth transition whereby the student continues to progress through the field experience. The

MSW Program Director is available to work with the MSW Field Director to make and implement decisions.

Unplanned Termination: Student-Related

An unplanned student-related termination occurs when the student displays one or more of the following:

- Continues with unsatisfactory performance even though a Student Development Plan attempted to help the student remediate the problems.
- Displays grossly disruptive, unethical, or unprofessional behavior violating the *NASW Code of Ethics*, agency policies, and/or the Student Excellence Standards as noted in the MSW Student Handbook.
- Earns three missed opportunities during the field placement process or throughout the field experience

Unsatisfactory, grossly disruptive, unethical, or unprofessional behavior:

The MSW Field Director in consultation with the MSW Program Director decides whether to attempt further remediation through Student Development Plans and/or proceed with the removal of the student from the field placement. The outcome of removal from the placement is a failing grade for the field course and dismissal from the program.

Missed opportunities:

Missed opportunities may be earned during the field placement process or while the field experience is occurring. A missed opportunity occurs when a student:

- Turns down an offer for an interview at an agency
- Is turned down by an agency following an interview
- Is turned down by an agency following the completion of additional screening criteria
- Refuses to accept a placement offer with an agency
- A student has a change of situation where they become unemployed at an employment-based placement
- Engages in unprofessional behavior whereby the agency requests a student be removed from placement for any of the following reasons:
 - Unsatisfactory performance
 - Poor attendance
 - Failure to adhere to agency policies
 - Unprofessional, unethical behavior

If a student has one or two “missed opportunities,” the student may be placed on a Student Success and Development Plan. Any “missed opportunity” for securing a timely field placement may delay the progression through the MSW course sequence and result in a delayed graduation date. Likewise, a missed opportunity during the field experience may result in a delay in graduation. ***The maximum number of “missed opportunities” permitted is three for the entire MSW program (traditional & Advanced Standing).*** After the third “missed opportunity,” one of the following may occur:

- A current student may be immediately removed from the field placement and dismissed from the social work program
- An incoming student may be denied admission into the program

Evaluation

Evaluation serves two purposes. First, it offers an assessment of student mastery of the social work competencies and behaviors. Second, it offers data for program evaluation. In turn, evaluation data based on student learning and program outcomes enable the program to make curricular revisions. This section describes the assessment of student learning and gives an overview of the program evaluation plan.

Evaluation of Student Learning

Evaluation of student learning is necessary for the professional development of the student and program renewal. This section describes the evaluation tool and process used for the assessment of student learning and provides an overview of how student grades are given.

Evaluation Tool

The Field Learning Plan & Evaluation Form contains a place for students to self-assess their mastery of the social work behaviors and for field instructors to assess student proficiency of the same behaviors, and in turn, the competencies. The Field Learning Plan & Evaluation Form for *SWK 500 Foundational Social Work Field & Seminar I* (the generalist field experience) is in Appendix A.4 and for *SWK 600 Advanced Social Work Field & Seminar II* and *SWK 700 Advanced Social Work Field & Seminar III* (the specialized social work field experience) is in Appendix A.5 (for advanced generalist) and A.6 (for behavioral health). Additional instructions for completing the Field Learning Plan are on the Field Learning Plan & Evaluation Form, and the evaluation process is below.

Site or Virtual Conferencing

The purpose of the site or virtual conferencing is for the MSW Field Seminar Professor, field instructor, student, and task supervisor (if applicable) to review the evaluation of student learning. The discussion also focuses on the ability of the field agency to offer appropriate field learning tasks. A site visit may be a face-to-face meeting with the field agency, a phone conference, or an online virtual conferencing session.

The MSW Field Seminar Professor completes one site visit during the generalist social work field experience (SWK 500 – at midpoint of summer session). Likewise, the MSW Field Seminar Professor completes one site visit during the specialized social work field experience (SWK 600 and SWK 700). Since both placements occur during the fall and spring semesters, the mid-evaluation site visit for specialized field typically occurs during Weeks 7 through 10 of each semester. The final evaluation of student learning may occur via a face-to-face visit, phone call, online video conferencing, or email. In some circumstances, the MSW Field Seminar Professor or the MSW Field Director may believe additional site visits are necessary. The field instructor or student may also request supplementary site visits. The purpose of these visits is to offer support for the professional development of the student.

Evaluation Process

Before site visits by the MSW Field Seminar Professor, the students complete a self-assessment of their learning, and field instructors evaluate student performance. They use a 1 – 5 scale to rate student mastery of social work behaviors. An assessment rubric defines each number on the scale as:

- A “1” represents insufficient competency of a behavior.
- A “2” represents the developing competency of a behavior.
- A “3” represents the standard competency of a behavior.
- A “4” represents the advanced competency of a behavior.
- A “5” represents the mastered competency of a behavior.

The field instructors and/or task supervisors and students record their assessment scores on the Field Learning Plan & Evaluation Form online. In addition, students and field instructors and/or task supervisors should note the overall progress, strengths, and areas for professional growth. During the site visit, the MSW Field Seminar Professor reviews student progress by listening to the field instructors and students report on their scores and observations. Specific instructions for completing the evaluation form and a detailed assessment rubric are in the Field Learning Plan & Evaluation Forms in Appendices A.4, A.5, & A.6.

Grades

The final grade is the average for all the assignments in the field & seminar class. However, in order to pass the class, the student must be in good standing in their field experience, have completed the required hours for that seminar, and show standard competency by the end of each field class for each behavior in order to pass the class.

If students are in an extended field placement, they will receive an incomplete grade. The students have six weeks after the end of the semester to complete the extended field experience. When it is complete, the MSW Field Seminar Professor submits the course grade to the Registrar's Office.

Evaluation of Field Learning Team

The MSW Program gathers program evaluation data based on the survey data collected from the members of the field learning team. In turn, evaluation data enables the program to engage in program renewal by making data-based curriculum revisions. This section describes the evaluation of the field agency, field instructors, MSW Field Director, and MSW field program.

Evaluation of Field Agency, Field Instructor & Task Supervisor

At the completion of the generalist and specialized social work field experience, the students complete a survey of the field agency, field instructor, and, if applicable, the task supervisor. Likert-scaled items and open-ended questions seek student feedback about their experience in the field program. The aggregated data from the surveys serves two purposes. First, the data informs the future revisions to the MSW Field Program. Second, the MSW Field Director uses the data along with observations during field site visits to renew or discontinue approval of the field agencies and instructors.

Evaluation of MSW Field Director & MSW Field Program

At the completion of the generalist and specialized social work field experience, the students complete a survey of the field program and MSW Field Director. Likert-scaled items and open-ended questions seek student feedback about their experience in the field program. Aggregated data from the surveys informs the MSW Field Program renewal process. In other words, the MSW Field Director reviews the results and considers changes to the MSW Field Program.

Appendix A – Field Forms

Note: Appendix A contains the field forms used throughout the field experience.

Appendix A.1 - Field Application

MSW Field Experience: General Information

Note to Applicant: Completion of the MSW Field Application occurs in the online system. Please read the general information about your field experience before completing the field application online.

The field application assists the Field Director in matching students to field placement sites. Although the application asks for detailed information about your field placement preferences, we cannot guarantee meeting all of your requests. Since students work in the field agencies during their hours of operation, evening and weekend field hours are typically not available. In the end, the Field Director places each student based on the best fit between educational needs, professional interests, field agency and instructor availability.

In preparation for your placement in a field agency, the application asks for information related to the following commitments to practice:

- Within the guidelines of the National Association of Social Workers (NASW) *Code of Ethics*.
- With professional behaviors when interacting with your peers, faculty, university staff, field instructors, field agency employees, and clients.
- The *Student Excellence Standards* as noted in the MSW Student Handbook and Appendix C.6 in the MSW Field Manual.

Our social work programs require ethical social work practice guided by the NASW *Code of Ethics*. Students are responsible for applying the ethical standards during their field placements, in classroom settings, and through all online, in-person, and written communications. In addition, students must demonstrate professional behaviors outlined in the *Student Excellence Standards* of the social work student handbook. Therefore, ethical and professional behaviors must be present in all interactions with students, faculty, university staff, field instructors, field agency employees, and clients.

Most field agencies require students to complete background checks, such as law enforcement fingerprinting, driving records, and criminal record checks. Some agencies may also require screenings, such as medical exams, substance use testing, TB screening, and other health care prerequisites. Students are responsible for making appointments to complete any required background checks and screenings. In most situations, the expense of the background checks and screenings is the responsibility of the student.

If at least one concern appears on your background checks or screenings, it may hinder your ability to obtain a field placement. Concerns appearing on the background checks may include, but not be limited to, adjudication or conviction of a crime, court orders to register as a sex offender, or suspension or revocation of a government-issued license or certificate. Concerns related to the health screenings may include but not be limited to a failed TB or substance use test. If one or more of these concerns may appear on your background checks or screenings, immediately discuss the situation with your Field Director. To help the Field Director find the best possible field placement, students may also self-disclose concerns on the field application.

Advanced planning is necessary for a successful field learning experience. In order to log the required number of hours over the entire semester, students are responsible for balancing their schedules. Additionally, students complete at least 50% of their field hours including direct contact with clients.

The Council on Social Work Education (CSWE) sets the minimum number of field hours required for each type of social work field experience. The following table offers an **estimate** of the number of

hours per week in the MSW generalist field placement and MSW specialized social work field placement.

Field Education Experience	Semesters	Total # of Hours in Field Agency	Approximate # of Hours per Week	Total # of Weeks in Field Agency
MSW Generalist Year	Summer Session	300	21-22 hours a week	14 weeks
MSW Specialization Year	Fall & Spring	600 (300 each semester)	21-22 hours a week	14 weeks each semester

I certify the information given in this application is accurate and complete to the best of my knowledge. I understand that falsification or withholding of information will be sufficient grounds for a refusal to consider my field application and/or may cause a delay in the field placement process. The MSW Program at Mount St. Joseph University cannot guarantee a field placement or subsequent degree completion for students who do not pass background checks or other required screenings.

Applicant Name (Print): _____

Date: _____

Applicant Signature: _____

MSW Field Application Process

In order to begin your field placement process, you must complete an MSW field application. In order to do so, complete the following steps.

1. Contact the MSW Field Director who will give you information about how to set up your online account. Their contact information is:
Angela Knighten, MSW, LISW angela.knighten@msj.edu 513-244-4693
2. Complete your online **field application** online.
3. Upload a current **resume** online. Resumes should include paid work experience, volunteer experience, previous field placements, internships, and other pertinent training or skills. Include your MSJ email on the resume.
4. Complete the **Acknowledgement and Release Statements** online.
5. Complete the **Field Application Agreement** online.
6. Complete the **Signed Statement of Understanding** online.
7. If you would like to request an Employed Field Placement, complete the **Request for an Employed Field Placement** form. If you are not requesting an employment field placement,

you may skip this step.

8. Save a copy of your application for your files.
9. Upon submission of the above documents, the MSW Field Director will contact you regarding a field meeting with them.

For additional assistance or questions, please contact the administrative coordinator or MSW Field Director.

MSW Field Application

Name (Last, First) _____

MSJ ID# _____

Field Education Placement (Check the field experience you will be completing.)

_____ MSW Generalist Social Work (Field in Summer)

_____ MSW Advanced Generalist Specialization in Social Work (Field in Fall and Spring)

_____ MSW Behavioral Health Specialization in Social Work (Field in Fall and Spring)

Personal Information

Address: _____

City, State, Zip: _____

Mount St. Joseph University email: _____

Phone Number: _____ Date of Birth: _____

Name of Person to Contact in Case of Emergency (Preferably closest relative or friend)

Name: _____ Relationship: _____

Address: _____

City, State, Zip: _____

Emergency Phone Number: _____

Education History

Undergraduate institution: _____

Year of graduation _____ Major _____ Minor _____

Medical Data

Are you covered by a health insurance policy? ☐ Yes ☐ No

Are you physically and mentally capable of safely performing and fulfilling the requirements of the Field Program for which you are applying, with or without accommodation? ☐ Yes ☐ No

If you are a person with a disability, please identify any accommodations needed to enable you to perform course and fieldwork. The Director of Field will contact you to discuss further if necessary.

Background History

The MSW Program cannot guarantee a field placement or subsequent degree completion for students who do not pass background checks or screenings. Alternatively, answering an affirmative response to the following questions does not prohibit a student from securing a field placement. If you answer yes, the Director of Field will contact you to discuss further.

Have you ever been arrested or convicted of a misdemeanor or a felony? ☐ Yes ☐ No

Have you ever had an adjudication withheld on a misdemeanor or a felony charge? ☐ Yes ☐ No

Transportation

Students are responsible for providing their travel to and from field placement.

Do you have a car to drive to your placement? ☐ Yes ☐ No

Do you have a valid driver's license? ☐ Yes ☐ No

Do you have current automobile liability insurance? ☐ Yes ☐ No

If you do not have a car, what arrangements will you make to ensure that you can report to your field agency on a consistent, professional basis?

Language Skills

Note languages spoken other than English.

Language spoken	Rate verbal and written fluency on a scale of 1-5	Can you conduct interviews and assessments?	Can you write reports?
	Verbal ____ Written ____	Yes ☐ No ☐	Yes ☐ No ☐
	Verbal ____ Written ____	Yes ☐ No ☐	Yes ☐ No ☐

Current Employment and/or Employment during the Field Placement

Note: Evening (after 5 pm) and weekend placements are extremely limited; therefore, evening and weekend field placements are rarely available. The MSW Program is under no obligation to provide employed placements.

Are you employed? ☐ Yes ☐ No

If so, who is your employer? _____

What is your current position title? _____

When do you work in an average workweek? _____

Considering your regular workweek (M- F, 9-5), describe how you plan to schedule your field hours each week. Please estimate the approximate start and stop times each day. The MSW Generalist Social

Work placement requires about 21-22 hours per week. The MSW Specialized Social Work placement requires about 21-22 hours per week.

Mon. _____
 Tues. _____
 Wed. _____
 Thur. _____
 Fri. _____

Professional Experience

List human or social service experience. Start with the most recent experience, including volunteer, work, previous field placements, internships, and employment.

Organization or Agency	City, State, Country	Start and finish dates	Hours per week	Status: Volunteer, Field Student, Intern, Employee

Field Placement Interest: Identify the age/developmental stage of all client groups in which you are most interested:

☐	Infants/preschool	☐	Elementary age	☐	Adolescents/transitioning youth
☐	Young & middle-aged adults	☐	Aging adults	☐	

Identify settings of interest: List first, second, and third choices for types of social work that interest you most. If you are equally interested in two or more particular areas, it is acceptable to have them all identified equally. For example, you could have three areas that are the number one choices.

Note: Some agencies may only accept generalist or specialized MSW students. Depending on the availability of field agencies and instructors, a field placement in your priority areas may not be possible.

☐	Aging Services	☐	Child Welfare	☐	Community Action
☐	Corrections	☐	Developmental disabilities	☐	Domestic Violence
☐	HIV/AIDS	☐	Health care/Medical	☐	Hospice/Palliative Care
☐	Immigration/migrants	☐	Homelessness	☐	Mental Health
☐	Military/veterans	☐	Juvenile Justice	☐	School Social Work
☐	Substance Use/Addiction	☐	Other:	☐	

County(ies)/areas preferred: _____

Conflict of Interest

Examples may be you or a family member may receive services at an agency where MSJ places students or you personally know the owner of the group home, which is a field agency. Do you anticipate any conflicts of interest concerning field placements? Please explain.

Narrative Questions

In order to help make your learning experience in the field as meaningful and productive as possible, please provide a narrative concerning the items below. Please limit your answers to 4-5 meaningful sentences for each area.

Interest in Social Work

Discuss your interest in the profession of social work.

Social Work Career Goals

Describe the client population and type of agency in which you plan to work when you graduate from this program.

Self-Awareness

Discuss what you know about yourself, particularly areas of strength, as well as those needing growth and development.

Special Interests

Examples include: (a) Worked with the homeless; (b) Volunteered in rebuilding efforts after a natural disaster; (c) Participated in a Spanish language immersion program in Honduras. Describe any special interests, skills, or life experiences you have had that would contribute to your field experience.

Challenging Situations/Thriving Situations

Discuss client situations that you believe would be most challenging for you, possibly due to personal conflicts, past trauma, or differing work styles. Discuss agency/client situations in which you believe you would most thrive.

History or Special Circumstances

Please explain any personal, family, health/mental health issues of concern that might affect your ability to fulfill requirements at the agency or client population you will be serving. Describe any accommodations you may need.

Special Consideration

If there are any additional considerations, please indicate them here.

MSW Field Acknowledgement and Release Statements

Consent, Assumption of Risk, and Release

_____(Student's name) hereby applies to participate in the The Mount St. Joseph University MSW Field Program. I am acquainted with the various risks of serious personal injury or death to myself and others and the significant risk of personal property damage or destruction, and hereby assume all risks and consequences associated with or arising in connection with such participation. I hereby agree to indemnify and hold harmless Mount St. Joseph University (Cincinnati, OH) its employees and students, and all organizations involved in the coordination, hosting, staffing, and contribution of equipment and supplies to or from the MSW Field Education Program, and their agents, servants, and employees from and against any and all claims, damages, actions, liability, and expenses in connection with loss of life, personal injury and/or damage to property arising out of my participation in the above-referenced activity.

I have read this consent, assumption of risk, and release. I understand and fully agree with its contents.

Signature of Student

Date

OR

Signature of Parent, if
Student is Under the Age of 18

Date

Print Name

Approval of Field Placements

I, _____, understand all field placements must be approved by the MSW Field Director of my Social Work Program (MSW) prior to starting my field placement and accruing any hours toward the field education requirements. I also understand that students are prohibited from contacting any agency regarding a placement or the agency is automatically disqualified as a possible field site. I am aware that I must submit a signed Placement Confirmation Form to the MSW Field Director prior to starting my field placement and that hours will not be counted toward the field education requirements until this form is submitted. I further understand that the Field Director cannot guarantee that I complete my field education experience at any particular agency or site.

Signature of student

Date

Authorization for Release of Information

I authorize Mount St. Joseph University MSW Program to release information about me that is included on and as a part of this field education application to a potential field placement agency if necessary for the purpose of educational/field placement planning.

Signature of student

Date

MSW Field Orientation

I understand the MSW Field Orientation will be held prior to the semester that the student is to begin the field placement.

Attendance at the MSW Field Orientation is MANDATORY. I understand that MSW students *must* attend Field Orientation. I further understand that as an MSW student, if I am unable to attend MSW Field Orientation due to an excused absence (hospitalization, death in the family, etc.), I must contact the MSW Field Director in advance and schedule a meeting with them before I start my field placement. Any hours completed without attending the MSW Field Orientation will not be counted as field hours.

Signature of Student

Date

Disability/Special Needs

The MSJ MSW Program requests that students with special needs disclose their need for accommodations to field faculty and register with MSJ's Student Accessibility Services office so reasonable accommodations can be made. Students are advised that non-disclosure of conditions that may influence students' ability to meet academic and field education requirements may result in difficulty securing a field placement. Disclosure allows faculty to engage in an interactive process with the student to determine reasonable accommodations or modifications. Please review the Social Work Student Excellence Standards that establish the essential qualifications required for safe and competent performance of the duties and skills needed in the social work profession.

Signature of Student

Date

MSW Field Application Agreement

The following statements are in accordance with the Mount St. Joseph University MSW Program policies and procedures. For detailed information, please refer to the MSW Field Manual. *Please read the statement carefully and provide initials to acknowledge acceptance.* Students must read and acknowledge each statement below by initialing in the blank that follows each section.

I verify that the information provided in the application is, to the best of my knowledge, true and accurate. I acknowledge that any misrepresentations or omissions on my part may affect my eligibility for field placement in the upcoming academic year, and thus, the corresponding social work courses, or may result in a delay in graduation or termination from the program. I understand that failure to comply with field placement procedures may result in a delay in field assignment or unenrollment from field placement. _____

I understand that the MSW Program and the sites that accept students for field placements work closely together to provide me with an opportunity to meet the learning objectives of the field education courses in which I enroll and then evaluate my progress toward meeting them. To this end, field education staff, field instructors, and faculty may share information about my work at the field site and I authorize such exchange of information about my work and me. _____

I will inform the MSW Program if I have a potential dual relationship with the person(s) in any of the assigned agencies and agree to be placed in a new agency. Examples of dual relationships include a personal relationship with someone at the agency, whether a friend, relative, or client. _____

I acknowledge that I have read the National Association of Social Workers (NASW) Code of Ethics (www.socialworkers.org) and verify that I will abide by it in professional practice. This includes demonstrating competence; acknowledging dignity; displaying integrity; demonstrating the importance of human relationships; providing service and advocating for social justice. Failure to comply with these integral principles of the profession may result in non-eligibility for field placement and thus, the social work degree. _____

I agree that my responsibilities in my field student role as per the policies and procedures of the Mount St. Joseph University MSW Program and will maintain professional conduct at all times. I acknowledge that the MSW Program has a field placement termination policy and procedure. Among other reasons, a field agency has the right to terminate a field student if a situation occurs in which the client's well-being and safety are at risk because of a field student's actions. If termination occurs, I will professionally participate in termination procedures, as designated by the MSW Program and as expected by the agency. I understand that should I terminate or be terminated prematurely due to my actions, the MSW Program may not be able to locate another suitable field agency for me, therefore my field placement may be delayed at least one year. _____

Signature of student

Date

Signed Statement of Understanding of the Policies & Guidelines in the MSW Field Manual

I, _____ (print name) certify that I have read, understand, and agree to comply with the Mount St. Joseph University and MSW Program policies and guidelines in the MSW Field Manual and MSW Student Handbook:

Student Signature

Date

Appendix A.2 - Field Placement Confirmation Form

Note to Applicant: Completion of the Field Placement Confirmation Form occurs in the Internship online system.

Student Information

Name _____

MSJ Email _____

Phone Number _____

Status

_____ Generalist Field

_____ Advanced Generalist Field

_____ Behavioral Health Field

Agency information

Agency Name _____

Address _____

Phone Number _____

Field Instructor _____

Email Address _____ Phone Number _____

Task _____

Supervisor _____

Email Address _____ Phone Number _____

Pre-Placement Requirements

Field Instructor/Human Resource Representative will list all criteria that must be completed by the student prior to placement such as (drug screen, fingerprint, online training, etc.). Please include details such as locations, cost, and deadlines for the criteria required below (or you can attach a list of requirements that your office already uses).

Signatures

The signature below confirms that the student and field instructor agree upon a field placement at the above agency and that the field instructor can provide a minimum of one hour of supervision per week.

Student Signature

Date

Field Instructor Signature

Date

THIS FORM MUST BE SUBMITTED TO THE MSW FIELD DIRECTOR BEFORE THE BEGINNING OF THE FIELD PLACEMENT IN ORDER FOR ALL FIELD HOURS TO COUNT

FOR OFFICE USE ONLY: Date Received: _____ ☐ Signature of Field Coordinator: _____ _____ ONLINE COMPLETION _____

Appendix A.3.a - Employment-based MSW Field Placement Agreement & Proposal

Employment-based MSW Field Agreement

To ensure the role of the student as a learner, the field tasks and field education supervision must be offered and directly connect to the required learning competencies. In other words, the academic learning tasks related to the field experience must align with the nine competencies and associated behaviors from employment activities as stated in a job description. If tasks cannot be assigned to all competencies, students in an approved employment-based placement may have to invest additional time outside of work hours to demonstrate competency of social work knowledge, values, and skills.

The Council on Social Work Education (CSWE) requires accredited social work programs to ensure employment-based placements focus on the academic learning of field education. As such, the MSW Program, in accordance with CSWE accreditation standards, uses the following employment-based criteria and application process. These guidelines apply to new jobs, as well as to existing employment.

Employment-based MSW Field Placement Criteria

An approved employment-based field placement must meet the following criteria.

1. Educational Learning Focus: The focus of the field experience must be educational in addition to meeting the needs of the agency and the current job description of the student.
2. Field Agency: The employing agency must meet the same requirements as an approved MSW field agency.
3. Field Instructor: The current employment supervisor and the MSW field instructor may be the same person; however, they must meet field instructor selection criteria which include: having an MSW from a CSWE-accredited institution, having at least two years post-MSW practice experience, and have completed the Field Instructor Orientation.
4. Employment vs. Field Tasks: The field learning tasks may include employment activities as long as the field tasks provide an opportunity for the student to demonstrate competency of the behaviors in the appropriate curriculum, either generalist or clinical social work practice, as identified in the Field Learning Plan & Evaluation Form.
5. Professional Behavior: A student must demonstrate commendable academic and professional behavior as noted in the Student Excellence Standards (see Appendix C.6).

Employment-based Application Process

The process of seeking approval for an employment-based MSW field placement is as follows.

1. The student communicates with the MSW Field Director about the intention to seek an employment-based field placement and sets up a meeting.

2. The MSW Field Director sends the student an Employment-Based MSW Field Placement Agreement & Proposal form (see Appendix A.3.a).
3. The student submits a completed Employment-Based MSW Field Placement Agreement & Proposal form to the MSW Field Director no later than 30 days before the start of the semester. Proposals submitted less than 30 days before the beginning of the semester are generally not accepted. Submission of an application for an employment-based field experience does not constitute automatic approval of the placement.
4. In some circumstances, the MSW Field Director may ask to meet with the student, employment supervisor, and potential field instructor. After which, the MSW Field Director approves or denies the proposal, and then notifies your MSW field instructor and student as soon as possible.

New Employment of Student by Field Agency during Field Placement

If a student considers employment with a field agency after the start of and before the completion of the field placement, the same employment-based policies and procedures apply. The student is responsible for notifying the MSW Field Director and completing the Employment-based Field Placement Agreement and Proposal.

Change in Circumstances/ Field Education Continuation

If a student's employment status changes from employed to unemployed, the change in situation falls under the Missed Opportunities policy. Please refer to the policy previously noted. Students are asked to inform the MSW Field Director immediately, so a Student Success and Development plan may be put in place and re-placement options are explored.

~ The student completes this section. ~

Date _____
Student Name _____

Phone Email _____

Field Placement
 _____ Generalist Social Work Field
 _____ Advanced Social Work Field (Advanced Generalist)
 _____ Advanced Social Work Field (Behavioral Health)

Agency Name _____

Agency Address _____

Agency Phone _____

MSW Field Instructor Name _____

Field Instructor Phone _____

Field Instructor Email _____

Task Supervisor Name (if assigned) _____

Task Supervisor Phone & Email _____

Agency Hire Date and Positions Held _____

Current Position Title _____

Start Date in Current Position _____

Current Employment Supervisor Name _____
Current Position Responsibilities and Tasks (attach a copy of the job description to this form):

~ The employment supervisor, field instructor, and student collaboratively complete this section. ~

List both, employment and field learning roles and activities that capture the competencies and behaviors. The roles can differ in tasks, population, treatment methodology, or location.

It is at the discretion of the employment supervisor to approve when field placement hours will occur.

Tentative Schedule:						
M:	T:	W.	TH.	F:	Sat:	Sun:

~ Acknowledgement Section ~

Our signatures indicate an understanding of the criteria established for the employment- based MSW field placement. We also agree the learning tasks identified in the Field Learning Plan will guide the field practicum experience. We also acknowledge the submission of this employment-based field proposal does not guarantee approval of the proposed placement. The MSW Field Director has the right to approve or deny a proposal.

The student submits the completed form to the MSW Field Director.

_____ MSW Field Instructor Signature	_____ Date
_____ Task Supervisor Signature (if applicable)	_____ Date
_____ Employment Supervisor Signature	_____ Date
_____ Agency Director Signature (optional)	_____ Date
_____ Student Signature	_____ Date

Appendix A.3.b - MSW Field Placement Stipend Agreement

Student	Field Instructor	Agency

A student may receive a stipend during field placement. In these situations, the field agency offers the student a paid field internship with payment commencing at the beginning of the field experience and ending when the field experience stops. The agency provides the MSW Field Director and student with a written description of the learning tasks and specifically acknowledges the academic nature of the field internship. The field tasks must be new learning experiences for the student and help the student demonstrate competency of the behaviors in the Field Learning Plan. The field instructor and agency supervisor may be the same individual; however, the MSW Field Director must approve the field instructor and agency based on requirements outlined in this MSW Field Manual.

Criteria

1. Payment begins at the start of the field experience and ends when the field experience is finished.

Please provide that timeline in the box provided.

Beginning Date	Stop Date

2. Written description of the learning tasks. The field tasks MUST be new learning experiences for the student and help demonstrate the competency of the behaviors. **Please provide the learning tasks in the box below.**

Learning Tasks
Example: Field Learning Task #1: Complete bio-psycho-social-cultural assessments with birth mothers and families seeking to adopt. Assessments include the strengths and challenges of birth mothers and families seeking adoption. (Competencies 1, 2, 6 & 7)

3. The MSW field instructor is approved and has completed the Field Instructor Form and Training. Please provide the date you received the Field Instructor Training below:

Training Date:	
-----------------------	--

~ Acknowledgement Section ~

Our signatures indicate an understanding of the criteria established for the Stipend-based MSW field placement. We also agree the learning tasks identified in the Field Learning Plan will guide the field practicum experience. Moreover, the focus of the field experience must be educational rather than on the needs of the agency and the current job description of the student.

MSW Field Instructor Signature	Date
Task Supervisor Signature (if applicable)	Date
Employment Supervisor Signature	Date
Student Signature	Date

Appendix A.4 - Field Learning Plan & Evaluation Form – Generalist Social Work Field

Mount St. Joseph University – MSW Program
SWK 500 Foundational Social Work Field & Seminar I

MSW Field Learning Plan & Evaluation Form Generalist Social Work Curriculum

Responsible Parties

Student	_____	Field Agency	_____
Director of Field	_____	Field Faculty	_____
Field Instructor	_____	Task Instructor	_____

Beginning & Ending Dates, Field Hours

Note the beginning and end dates of the field course you are evaluating. Include the total number of hours accumulated at the end of each course.

SWK 500 – Field I: Beginning date _____ End date _____
Total # of hours _____

Purpose

The Field Learning Plan is a written agreement or contract, which guides the learning process. The Field Learning Plan serves four functions. It is:

- A structured system used to identify field learning tasks for each competency and behavior
- An educational tool connecting field learning tasks with academic learning from the classroom
- An evaluation tool to evaluate student competence of the behaviors
- A catalyst for discussions during weekly supervision meetings

Instructions for the Field Learning Plan

During the student orientation to the field experience and throughout the concurrent field seminar class, students review all the social work competencies and behaviors. They are the experts in articulating the meaning of the competencies and behaviors as they relate to generalist social work practice. Since the students have completed some of the required generalist social work classes before this field experience, they can define generalist social work practice.

In order to learn how to apply generalist social work practice in an agency setting, students assume the role of a directed learner. In other words, the expectation is for students to actively seek learning experiences and ask questions for clarification.

Students should do so by planning a supervision agenda based on their Field Learning Plan.

The MSW field instructors are the experts in generalist social work practice within their agencies. They contribute their practice knowledge by collaboratively helping students identify the learning tasks for their field experience. The role of the field instructor is an educator. Field teaching techniques include asking the student to observe generalist social work practice then co-facilitate and eventually engage in self-directed practice on their own. Supervision discussions are more beneficial after the field instructors have been able to observe the students in practice.

The MSW Field Director is available to assist throughout the entire process.

Specific instructions for the completion of the Field Learning Plan are as follows.

1. Students are responsible for completing the sections called Responsible Parties, Beginning & Ending Dates, and Field Hours.
2. Students, with the assistance of their field instructors, identify at least two field tasks for each competency (check two, check one, and add one, or add two).
3. Students and MSW field instructors submit the Field Learning Plan online by the due date in the syllabus.

Instructions for the Mid-Evaluation

Informal evaluation of student performance should occur throughout the field experience. Students benefit from observing professionals perform tasks and then applying what they have seen. Afterward, students continue their learning by receiving strengths-based feedback from field instructors and task supervisors. These informal discussions are more beneficial when used in conjunction with the Field Learning Plan.

The formal evaluation considers how the students are performing generalist social work tasks. The evaluation rubric defines levels of performance using numbers 1 – 5. A score of 1 means students are demonstrating insufficient competence in the behavior. A score of 2 equals developing competence, 3 represents standard competence, 4 is advanced competence, and 5 means mastered competence.

The process for completing the mid-evaluation is:

1. Field instructors complete their evaluations and enter their scores in the field instructor column of the mid-evaluation.
2. Field instructors share their evaluations with the students before the mid-evaluation site visit.
3. Field instructors and students share the mid-term evaluation with the Field Director at the mid-evaluation site visit.

If students receive a 1 or 2, then the student and field instructor must create a plan to engage in the appropriate field learning tasks before the final evaluation. If the

situation warrants, the Field Director may collaboratively work with the student and field instructor to create a Student Development Plan.

Since the mid-evaluation is a time to discuss the student's strengths and ways to improve, no grade assignment occurs at this time.

If students receive a 1 or 2, then the student and field instructor must create a plan to engage in appropriate field learning tasks before the final evaluation. If the situation warrants, the Field Director may collaboratively work with the student and Field Instructor to create a Student Development Plan.

Since the mid-evaluation is a time to discuss the student's strengths and ways to improve, no grade assignment occurs at this time.

Instructions for the Final Evaluation & Final Evaluation Grading Scale

Formal evaluation occurs by assessing student performance toward the end of each semester. The evaluation considers how the students are performing learning tasks as entry-level clinical social work practitioners. The evaluation rubric defines levels of performance using numbers 1 – 5. A score of 1 means students are demonstrating insufficient competence in the behavior. A score of 2 equals developing competence, 3 represents standard competence, 4 is advanced competence, and 5 means mastered competence.

The process for completing the final evaluation is:

1. Students complete their self-evaluation and enter their scores in the student column of the final evaluation.
2. Field Instructors complete their evaluation and enter their scores in the field instructor column of the final evaluation.
3. Field Instructors share their evaluation with the students before the final evaluation. The Field Director will approve the final evaluation using one of the following: face-to-face site visit, phone conference, online video conferencing, or email confirmation.

The expectation is for students to receive a majority of 3s and 4s on the final evaluation. If earned, a score of 5 may be given. If a 1 or 2 is given, the average score of all behaviors is lower than 3.0, or the number of required field hours is not met, then the Field Director meets with the Field Instructor and student to determine the next steps. Decisions may include, but not be limited to, a failing grade for the course or the implementation of a Student Development Plan.

Evaluation Rubric

The evaluation rubric used to evaluate student performance follows.

Scale	Performance Measure	Description	Definition
5	Mastered Competence	The student shows exceptional performance and innovative application of the knowledge, values, and skills related to the performance of generalist social work practice behavior.	Mastered: "somebody highly skilled at something." Mastered Competence is the demonstration of knowledge, values, and skills of the behaviors at high levels.
4	Advanced Competence	The student shows an advanced application of the knowledge, values, and skills related to the performance of generalist social work practice behavior.	Advanced: "surpasses competent in one or more ways." Advanced Competence is the demonstration of knowledge, values, and skills where all components of the behaviors are included.
3	Standard Competence	The student shows a competent application of the knowledge, values, and skills related to the performance of generalist social work practice behavior.	Standard Competence: "having enough skill or ability to do something well." Standard Competence is the demonstration of knowledge, values, and skills where all components of the behaviors are included, but at the beginning or rudimentary level.
2	Developing Competence	The student shows the beginning application of the knowledge, skills, or dispositions related to the performance of generalist social work practice behavior.	Developing: "failing to reach an expected or required level or standard." Developing Competence is a demonstration of knowledge, values, and skills where one or more of the components of the behaviors are missing.
1	Insufficient Competence	The student has not demonstrated the application of the knowledge, values, and skills related to the performance of generalist social work practice behavior.	Insufficient: "missing, not present or available." Insufficient Competence is the inability to demonstrate any of the components of the knowledge, values, or skills related to the behaviors.

Field Learning Plan & Evaluation Form

Competency 1: Demonstrate ethical and professional behavior				
Behaviors	Field Learning Tasks Required: Two tasks for each behavior	SWK 500 Mid-evaluation Scores	SWK 500 Final Evaluation Scores (Rating 1 – 5)	
		Field Instructor	Student	Field Instructor
1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to the context	___ Review the <i>NASW Code of Ethics</i> and discuss the relevance of several ethical standards to your field-setting ___ Apply ethical standards of the <i>NASW Code of Ethics</i> to client situations ___ Apply an ethical decision-making model to a case scenario from the field setting Additional Field Learning Tasks for SWK 500:			
1.2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	___ Journal about personal and professional values relevant to work with clients and colleagues then discuss how personal and professional values complement or create conflict with each other ___ Discuss the influence of personal and professional values on practice decisions then identify how to maintain professional values in your field placement Additional Field Learning Tasks for SWK 500:			

1.3. Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.	___ Review written guidelines (policies) of the field agency, which are relevant to professional demeanor, behavior, appearance, and communication ___ Monitor professional demeanor, behavior, appearance, and communication in a field setting and use self-regulation to make adjustments as necessary Additional Field Learning Tasks for SWK 500:			
1.4. Use technology ethically and appropriately to facilitate practice outcomes	___ Review written guidelines (policies) of the field setting that are relevant to the use of technology ___ Review <i>NASW Technology in Social Work Practice</i> and apply to a field experience involving technology Additional Field Learning Tasks for SWK 500:			
1.5. Use supervision and consultation to guide professional judgment and behavior	___ Create an agenda for weekly supervision ___ Prepare several questions to ask during weekly supervision ___ Seek consultation from peers or other professionals who are working with the same client Additional Field Learning Tasks for SWK 500:			

Mid-evaluation Plan for SWK 500: (Student and field instructor must create a written plan for all behaviors receiving a score of 1 or 2.)

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Behaviors	Field Learning Tasks Required: Two tasks for each behavior	SWK 500 Midevaluation Scores	SWK 500 Final Evaluation Scores (Rating 1 – 5)	
		Field Instructor	Student	Field Instructor
2.1 Advocate for human rights at the individual, family, group, & organization system levels.	__ Select a cultural group served by the field agency then read credible articles about the history and current life experiences of the group __ Read articles on oppression and discrimination of a specific cultural group served by the field agency then discuss how systemic oppression and discrimination creates barriers to wellbeing for the cultural group __ Journal about human rights issues relevant to the clients served by your field agency			
2.2 Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	__ Identify the strategies used by your field agency to eliminate oppressive structural or systemic barriers to human rights __ Identify advocacy strategies to raise awareness of human rights			
	__ Compile list of ombudsman offices & professional orgs who advocate for population groups you serve Additional Field Learning Tasks for SWK 500:			

Mid-evaluation Plan for SWK 500: (Student and field instructor must create a written plan for all behaviors receiving a score of 1 or 2)

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Behaviors	Field Learning Tasks Required: Two tasks for each behavior	SWK 500 Midevaluation Scores	SWK 500 Final Evaluation Scores (Rating 1 – 5)	
		Field Instructor	Student	Field Instructor
3.1. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.	__ Interview an individual, family, or group who are culturally different from you, & discuss how diversity and difference shaped their life experiences __ Research a credible source to learn more about a cultural group that is different from you then visit a museum, place of worship, cultural center, school, and/or restaurant. Discuss how life experiences shape groups and individual identities.			
3.2. Demonstrate cultural humility by applying crucial reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies acknowledging them as experts of their own lived experiences.	__ Present a professional training on how life experiences shape the identity of an individual, family, group, and community of a specific cultural group __ Interview a colleague or other professional who is different from you in order to learn about how their life experiences shape their identity __ Review NASW Standards and Indicators of Culturally Competent Social Work Practice and discuss the importance of being aware of own biases and values especially when working with diversity Additional field learning tasks for SWK 500:			

Mid-evaluation Plan for SWK 500: (Student and field instructor must create a written plan for all behaviors receiving a score of 1 or 2.)

Competency 4: Engage in practice-informed research and research-informed practice

Behaviors	Field Learning Tasks Required: Two tasks for each behavior	SWK 500 Midevaluation Scores	SWK 500 Final Evaluation Scores (Rating 1 – 5)	
		Field Instructor	Student	Field Instructor
4.1 Apply research findings to inform & improve practice, policy, & programs.	___ Based on a client situation, write a research question about how a developmental theory would lend support to additional research ___ Based on a client situation, write a research proposal regarding how further investigation of a client problem would fill a gap in current research			
4.2. Identify ethical, culturally informed, anti-racist, & anti-oppressive strategies that address inherent biases for use in quantitative & qualitative research methods to advance the purposes of social work.	___ Based on a strengths-perspective approach write a research question that would evaluate a client's problem ___ Analyze the findings from a quantitative and/or qualitative research article relevant to the clients served by your field agency then discuss how to apply the findings ___ Research credible sources to find evidence-informed, anti-racist, anti-oppressive programs or service delivery systems in your field setting & how to apply the findings Additional field learning tasks for SWK 500:			

Mid-evaluation Plan for SWK 500: (Student and field instructor must create a written plan for all behaviors receiving a score of 1 or 2.)

Competency 5: Engage in policy practice

Behaviors	Field Learning Tasks Required: Two tasks for each behavior	SWK 500 Midevaluation Scores	SWK 500 Final Evaluation Scores (Rating 1 – 5)	
		Field Instructor	Student	Field Instructor
5.1 Use social justice, anti-racist, & anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services. 5.2 Apply critical thinking to analyze, formulate, & advocate for policies that advance human rights & social, racial, economic, & environmental justice	___ Analyze a social problem experienced by the clients receiving services from your field agency then evaluate social policies (or absence thereof) attempting to address the social problem ___ Assess client unmet needs based on how state-level social policies are creating barriers to accessing services or programs ___ Analyze a federal policy aimed at reducing your client's unmet needs then assess the remaining barriers to accessing services or programs ___ Examine a social problem experienced by clients in your agency, then assess local, state, and federal policies in order to identify governmental assistance programs ___ Discuss how recent changes to a federal-level social policy and the resulting service delivery system prevent clients from meeting their basic needs ___ Identify a state policy creating barriers to your client's access to services then analyze the impact of the policy on human rights and justice ___ Evaluate the influence of a social policy on human rights and social, economic, and environmental justice then describe how to work with government officials to formulate and/or advocate for a policy Additional field learning tasks for SWK 500:			

Mid-evaluation Plan for SWK 500: (Student and field instructor must create a written plan for all behaviors receiving a score of 1 or 2.)

Competency 6: Engage with individuals, families, groups, organizations, and communities

Behaviors	Field Learning Tasks Required: Two tasks for each behavior	SWK 500 Midevaluation Scores	Final Evaluation Scores (Rating 1 – 5)	
		Field Instructor	Student	Field Instructor
6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies 6.2 Use empathy, reflection, and interpersonal skills to effectively engage in culturally responsive practice with clients and constituencies	___ Demonstrate how to apply the strengths perspective when engaging with clients in your field setting (micro, mezzo practice) ___ Demonstrate how to apply the strengths perspective when engaging with other professionals in and outside your field setting (macro practice) ___ Demonstrate how to apply the person-in-environment perspective when engaging with clients in your field setting (micro, mezzo practice) ___ Demonstrate how to apply the person-in-environment perspective when engaging with other professionals in and outside your field setting (macro practice) ___ Develop, rehearse, and implement a plan including all field agency requirements (paperwork) to engage with a client during the initial session (micro, mezzo practice) ___ Discuss interpersonal skills that portray respect, empathy, integrity, and/or genuineness necessary to engage clients and other professionals (micro, mezzo, macro practice) ___ Describe a strength and area of growth related to your interpersonal skills when engaging with clients then develop a plan to work on your area of growth ___ Describe a strength and area of growth related to contextual factors influencing your engagement with clients then develop a plan to work on your area of growth ___ Discuss progress in applying empathy and/or developing specific interviewing skills such as asking clarifying questions or using summaries Additional Field Learning Tasks for SWK 500:			

Mid-evaluation Plan for SWK 500: (Student and field instructor must create a written plan for all behaviors receiving a score of 1 or 2.)

Competency 7: Assess individuals, families, groups, organizations, and communities

Behaviors	Field Learning Tasks Required: Two tasks for each behavior	SWK 500 Midevaluation Scores	Final Evaluation Scores (Rating 1 – 5)	
		Field Instructor	Student	Field Instructor
7.1. Apply theories of human behavior and person-in-environment, as well as other culturally responsive & interprofessional conceptual frameworks when assessing clients & constituencies.	___ Demonstrate interviewing skills to collect client data required on agency assessment forms (micro, mezzo practice) ___ Critically evaluate assessment data to prioritize the client's problems and strengths (micro, mezzo practice) ___ Collect data from multiple, credible sources related to the needs and strengths of a program or community (macro practice) ___ Critically evaluate assessment data to prioritize the client's problems and strengths (micro, mezzo practice) ___ Write an action (treatment, participation) plan connecting the client's problems and strengths with the goals, objectives, intervention strategies, and evaluation plan (micro, mezzo practice) ___ Write measurable, behavior specific objectives (micro, mezzo practice) Additional field learning tasks for SWK 500:			
7.2 Demonstrate respect for client self-determination during the assessment process by collaborating with clients & constituencies in developing a mutually agreed upon plan.	___ Demonstrate how to apply the strengths or PIE perspective when gathering, organizing, and interpreting client data (micro, mezzo practice) ___ Demonstrate how to apply the strengths perspective when gathering, organizing, and interpreting data regarding programs, organizations, and communities (macro practice)			

	___ Demonstrate ability to work with other professionals from multidisciplinary settings regarding the collection, organization, and interpretation of assessment data (micro, mezzo, and macro practice) ___ Write an action (treatment, participation) plan connecting the client's problems and strengths with the goals, objectives, intervention strategies, and evaluation plan (micro, mezzo practice) ___ Write an action (treatment, participation) plan connecting the program or community problems and strengths with the goals, objectives, intervention strategies, and evaluation plan (macro practice) ___ Describe how the self-determination of the client was utilized to create the intervention (micro, mezzo practice) Additional Field Learning Tasks for SWK 500:			
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Mid-evaluation Plan for SWK 500: (Student and field instructor must create a written plan for all behaviors receiving a score of 1 or 2.)

Competency 8: Intervene individuals, families, groups, organizations, and communities

Behaviors	Field Learning Tasks Required: Two tasks (either checked, added, or a combination of both) for each behavior	SWK 500 Midevaluation Scores	SWK 500 Final Evaluation Scores (Rating 1 – 5)	
		Field Instructor	Student	Field Instructor
8.1 Engage with clients & constituencies to critically choose & implement culturally responsive evidence-informed interventions to achieve client & constituency goals.	___ Write an action (treatment, participation) plan connecting the client's problems and strengths with the goals, objectives, intervention strategies, and evaluation plan (micro, mezzo practice) ___ Write an action (treatment, participation) plan connecting the program or community problems and strengths with the goals, objectives, intervention strategies, and evaluation plan (macro practice) ___ Research credible sources to find articles supporting the use of the selected intervention (micro, mezzo, macro practice) ___ Describe how the self-determination of the client was utilized to create the intervention (micro, mezzo practice) ___ Describe how the self-determination of professionals and/or community members was utilized to create the program and/or community intervention (macro practice) Additional Field Learning Tasks for SWK 500:			
8.2 Incorporate culturally responsive methods to negotiate, mediate, & advocate with & on behalf of clients & constituencies	___ Describe how the person-in-environment perspective informed the intervention strategies (micro, mezzo, macro practice) ___ Describe how multidisciplinary theoretical frameworks informed intervention strategies (micro, mezzo, and macro practice)			

	___ Research best practices or evidence-based mediation and/or negotiation techniques then share in supervision (micro, mezzo, macro practice) ___ Discuss, rehearse, and/or demonstrate ways to mediate conflict between individuals (micro practice) ___ Discuss, rehearse, and/or demonstrate ways to mediate conflict between family and/or group members (mezzo practice) ___ Discuss, rehearse, and/or demonstrate ways to negotiate services for clients (micro, mezzo, macro practice) ___ Research best practices or evidence-based advocacy strategies to support case advocacy with or on behalf of clients (micro, mezzo, macro practice) ___ Demonstrate ability to work with multidisciplinary teams to create intervention strategies (micro, mezzo, and macro practice) ___ Evaluate the collaboration, cooperation, and communication of multidisciplinary team members during the implementation of intervention strategies (micro, mezzo, and macro practice) Additional Field Learning Tasks for SWK 500:			
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Mid-evaluation Plan for SWK 500: (Student and field instructor must create a written plan for all behaviors receiving a score of 1 or 2.)

Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities

Behaviors	Field Learning Tasks Required: Two tasks for each behavior	SWK 500 Midevaluation Scores	SWK 500 Final Evaluation Scores (Rating 1 – 5)	
		Field Instructor	Student	Field Instructor
9.1. Select and use culturally responsive methods for the evaluation of outcomes	___ Research credible sources to identify different methods for evaluating client progress (micro, mezzo practice) ___ Research credible sources to identify different methods for evaluating program interventions (macro practice) ___ Describe how the person-in-environment perspective informed the evaluation plan and was used to interpret findings (micro, mezzo, macro practice) ___ Describe how multidisciplinary theoretical frameworks informed the evaluation plan and was used to interpret findings (micro, mezzo, and macro practice) Additional Field Learning Tasks for SWK 500:			
9.2 Critically analyze outcomes & apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, & communities.	___ Analyze how the field agency evaluates client progress (micro, mezzo practice) ___ Research credible sources to identify different methods for evaluating client progress (micro, mezzo practice) ___ Evaluate the collaboration, cooperation, and communication of multidisciplinary team members as related to the evaluation of a client intervention (micro, mezzo practice)			

	___ Analyze how the field agency evaluates program interventions (macro practice) ___ Research credible sources to identify different methods for evaluating program interventions (macro practice) ___ Evaluate the collaboration, cooperation, and communication of multidisciplinary team members as related to the evaluation of a program outcome (macro practice) ___ Create a survey to assess client or employee perception of services delivered (macro practice) Additional Field Learning Tasks for SWK 500:			
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Mid-evaluation Plan for SWK 500: (Student and field instructor must create a written plan for all behaviors receiving a score of 1 or 2.)

SWK 500 *Field Instruction I*

Approval of Field Learning Plan for SWK 500 *Field Instruction I*

The Field Learning Plan should guide the selection and practice of your generalist social work learning tasks. It is imperative to use the learning plan to identify topics for supervision and your seminar classes. Your field instructor and Field Director need to understand your field activities and know how you are connecting the activities with the behaviors. By doing so, we are working together to help you make connections between the academic work occurring in the classroom and the practice of social work in agency settings.

On or before the due date in the syllabus, submit your Field Learning Plan online. Your field instructor and Field Director will take one of two actions. They will approve your plan or ask for revisions. Once revisions are acceptable, they will approve your plan. For students, check and date at the time of submission. For the field instructor and Field Director check and date approving the plan. For revisions, check the “revisions suggested” and then identify the needed revisions.

☐	The student submitted an acceptable plan.	Date _____
☐	The field instructor approves the plan.	Date _____
☐	The Field Director approves the plan.	Date _____
☐	The field instructor suggests revisions.	Date _____
☐	The Field Director approves the plan.	Date _____

Revisions suggested:

A signature indicates approval of the Field Learning Plan.

Student Signature _____

Field Instructor

Signature _____

Field Director

Signature _____

Mid-Evaluation for SWK 500 *Foundational Field & Seminar Field Instruction I*

The mid-evaluation occurs around Week 7-8 of each semester. The mid-evaluation requires the students to earn a number of field hours and receive scores of developing and standard performance. More specifically, students should have:

- Accumulated at least 150 hours during the first half of Summer in the field agency
- Worked with clients or constituencies at 50% of the time

- Earned a score of 3, 4, or 5 on the evaluation form from the field instructor
- If an evaluative score of 1 or 2 was given, then the student and field instructor create a written plan to remedy the situation. Write the plan in the box “mid-evaluation plan for SWK 500.”

At the mid-evaluation site visit, the field instructor, student, and Field Director complete the following information.

1. What strengths has the student shown? (Discuss student behaviors and connect with practice.)
2. What areas of personal and professional growth should be the focus of the next 7-8 weeks? (Connect the growth areas to specific practices. Collaboratively decide on field learning tasks and add to the Field Learning Plan.)

A signature indicates acceptance of the mid-evaluation including any additional plans.

Field Instructor Signature _____ Date _____
Field Director Signature _____ Date _____

The student must read and check one of the following.

☐	I have read the evaluation and am in agreement with it.
☐	I have read the evaluation and am attaching my written response.

Student Signature _____ Date _____

Final Evaluation & Grade for *SWK 500 Field Instruction I*

This evaluation occurs at the end of the semester. The final evaluation requires the students to earn a specific number of field hours and receive scores of standard performance or higher. More specifically, students should have:

- Accumulated at least 300 hours in the field agency during the Summer
- Worked with clients or constituencies at least 50% of the time
- Earned a score of 3, 4, or 5 on the evaluation form from the field instructor
- The average of all behavior scores is 3.0 or higher

At the final evaluation site visit, the field instructor, student, and Field Director complete the following information.

1. What strengths has the student shown? (Discuss student behaviors and connect with practice.)

2. What areas of personal and professional growth should be the focus of the student's clinical practicum? (Connect the growth areas to specific practices. Collaboratively decide on field learning tasks and add to the Field Learning Plan.)

Check if the evaluation criteria are present.

Yes	No
☐	☐
☐	☐
☐	☐
☐	☐

Earn at least 300 hours in field agency during Summer

Worked directly with clients and constituencies for at least 150 hours (50% of 300 hours)

Received scores of 3, 4, or 5 on evaluation from the field instructor

The average score of all behavior scores was 3.0 or higher

If a "no" response is present, check the applicable response.

☐
☐
☐

The student does not receive a passing grade in *SWK 500 Foundational Social Work Field & Seminar I*.

The student may continue with the field with a Student Development Plan.

Other (please specify):

A signature indicates acceptance of the final evaluation including any additional plans.

Field Instructor Signature _____ Date _____
Field Director Signature _____ Date _____

The student must read and check one of the following.

☐
☐

I have read the evaluation and am in agreement with it.

I have read the evaluation and am attaching my written response.

Student Signature _____ Date _____

Appendix A.5 - Field Learning Plan & Evaluation Form – Advanced Generalist Social Work Field

Mount St. Joseph University – MSW Program
SWK 600 Advanced Social Work Field & Seminar II
SWK 700 Advanced Social Work Field & Seminar III

MSW Field Learning Plan & Evaluation for Advanced Generalist Social Work Field

Responsible Parties

Course	Beginning Date	End Date	Total hours
SWK 600 Field II			
SWK 700 Field III			
Student			
Field Agency			
Director of Field			
Field Faculty			
Field Instructor			
Task Supervisor			

Beginning & Ending Dates, Field Hours

Note the beginning and ending dates of the field course you are evaluating. Include the total number of hours accumulated at the end of each course.

Purpose

The Field Learning Plan is a written agreement or contract, which guides the learning process.

The Field Learning Plan serves four functions. It is:

- A structured system used to identify field learning tasks for each competency and behavior
- An educational tool connecting field learning tasks with academic learning from the classroom
- An evaluation tool to evaluate student competence of the behaviors
- A catalyst for discussions during weekly supervision meetings

Instructions for the Field Learning Plan

During the student orientation to the field and throughout the concurrent field seminar class, students review all the social work competencies and behaviors. They

are the experts in articulating the meaning of the competencies and behaviors as they relate to advanced generalist social work practice.

In order to learn how to apply advanced generalist social work practice in an agency setting, students assume the role of a directed learner. In other words, the expectation is for students to actively seek learning experiences and ask questions for clarification. Students should do so by planning a supervision agenda based on their Field Learning Plan.

The MSW field instructors are the experts in advanced generalist social work practice within their agencies. They contribute their practice knowledge by collaboratively helping students identify the learning tasks for their field experience. The role of the field instructor is an educator. Field teaching techniques include asking the student to observe advanced generalist social work practice then co-facilitate and eventually engage in self-directed practice on their own. Supervision discussions are more beneficial after the field instructors have been able to observe the students in practice.

The Field Director is available to assist throughout the entire process.

Specific instructions for the completion of the Field Learning Plan are as follows.

1. Students are responsible for completing the sections called Responsible Parties, Beginning & Ending Dates, and Field Hours.
2. Students, with the assistance of their field instructors, identify at least two field tasks (check two, check one, and add one, or add two).
3. Students and MSW field instructors submit the Field Learning Plan online by the due date in the syllabus.

Instructions for the Mid-Evaluation

Informal evaluation of student performance should occur throughout the field experience. Students benefit from observing professionals perform tasks and then applying what they have seen. Afterward, students continue their learning by receiving strengths-based feedback from field instructors and task supervisors. These informal discussions are more beneficial when used in conjunction with the Field Learning Plan.

The formal evaluation considers how the students are performing advanced generalist social work tasks. The evaluation rubric defines levels of performance using numbers 1 – 5. A score of 1 means students are demonstrating insufficient competence in the behavior. A score of 2 equals developing competence, 3 represents standard competence, 4 is advanced competence, and 5 means mastered competence.

The process for completing the mid-evaluation is:

1. Students complete their self-evaluation by entering their scores in the column of the mid-evaluation.
2. Field instructors complete their evaluations and enter their scores in the field instructor column of the mid-evaluation.
3. Field instructors share their evaluations with the students before the mid-evaluation site visit.
4. Field instructors and students share the mid-term evaluation with the Field Director at the mid-evaluation site visit.

If students receive a 1 or 2, then the student and field instructor must create a plan to engage in the appropriate field learning tasks before the final evaluation. If the situation warrants, the MSW Field Director may collaboratively work with the student and field instructor to create a Student Development Plan.

Since the mid-evaluation is a time to discuss the student's strengths and ways to improve, no grade assignment occurs at this time.

Instructions for the Final Evaluation & Final Evaluation Grading Scale

Formal evaluation occurs by assessing student performance toward the end of each semester. The evaluation considers how the students are performing learning tasks as entry-level advanced generalist social work practitioners. The evaluation rubric defines levels of performance using numbers 1 – 5. A score of 1 means students are demonstrating insufficient competence in the behavior. A score of 2 equals developing competence, 3 represents standard competence, 4 is advanced competence, and 5 means mastered competence.

The process for completing the final evaluation is:

1. Students complete their self-evaluation and enter their scores in the student column of the final evaluation.
2. Field Instructors complete their evaluation and enter their scores in the field instructor column of the final evaluation.
3. Field Instructors share their evaluation with the students before the final evaluation. The Field Director will approve the final evaluation using one of the following: face-to-face site visit, phone conference, online video conferencing, or email confirmation.

The expectation is for students to receive a majority of 3s and 4s on the final evaluation. If earned, a score of 5 may be given. If a 1 or 2 is given, the average score of all behaviors is lower than 3.0, or the number of required field hours is not met, then the Field Director meets with the Field Instructor and student to determine the next steps. Decisions may include, but not be limited to, a failing grade for the course or the implementation of a Student Development Plan.

Evaluation Rubric

The evaluation rubric used to evaluate student performance follows.

Scale	Performance Measure	Description	Definition
5	Mastered Competence	The student shows exceptional performance and innovative application of the knowledge, values, and skills related to the performance of advanced generalist social work practice behavior.	Mastered: "somebody highly skilled at something." Mastered Competence is the demonstration of knowledge, values, and skills of the behaviors at high levels.
4	Advanced Competence	The student shows an advanced application of the knowledge, values, and skills related to the performance of advanced generalist social work practice behavior.	Advanced: "surpasses competent in one or more ways." Advanced Competence is the demonstration of knowledge, values, and skills where all components of the behaviors are included.
3	Standard Competence	The student shows a competent application of the knowledge, values, and skills related to the performance of advanced generalist social work practice behavior.	Standard Competence: "having enough skill or ability to do something well." Standard Competence is the demonstration of knowledge, values, and skills where all components of the behaviors are included, but at the beginning or rudimentary level.
2	Developing Competence	The student shows beginning application of the knowledge, skills, or dispositions related to the performance of advanced generalist social work practice behavior.	Developing: "failing to reach an expected or required level or standard." Developing Competence is a demonstration of knowledge, values, and skills where one or more of the components of the behaviors are missing.
1	Insufficient Competence	The student has not demonstrated the application of the knowledge, values, and skills related to the performance of generalist social work practice behavior.	Insufficient: "missing, not present or available." Insufficient Competence is the inability to demonstrate any of the components of the knowledge, values, or skills related to the behaviors.

Field Learning Plan & Evaluation Form

Competency 1: Demonstrate ethical and professional behavior							
Behaviors	Field Learning Tasks Required: Two tasks (either checked, added, or a combination of both) for each behavior	SWK 600 Mid-term Evaluation Scores	SWK 600 Final Evaluation Scores (Rating 1 – 5)		SWK 700 Mid-term Evaluation Scores	SWK 700 Final Evaluation Scores (Rating 1 – 5)	
		Field Instructor	Student	Field Instructor	Field Instructor	Student	Field Instructor
1.1 Integrate multiple ethical frameworks and culturally informed codes of conduct in complex practice situations	___ Apply at least two formal ethical decision-making models (e.g., Reamer's, Congress's cultural lenses, or the ETHIC model) to a case involving competing obligations (e.g., client self-determination vs. risk to others). ___ Lead or participate in interdisciplinary team discussions that examine how ethical principles intersect with cultural norms in treatment planning or organizational policies. ___ Facilitate ethical case consultations with interdisciplinary teams, ensuring ethical reflection and adherence to social work values. ___ Evaluate ethical decisions through an anti-oppressive and culturally humble lens, especially when working with marginalized populations in behavioral health settings. ___ Lead a workshop or training for colleagues or students on integrating cultural perspectives into ethical practice. Additional Field Learning Tasks:						

1.2 Demonstrate excellence in written, oral, and digital professional communication and presentation.	___ Adapt professionalism to suit different client populations and organizational cultures while upholding core social work values. ___ Deliver concise and professional oral presentations to interdisciplinary teams, stakeholders, and community partners. ___ Prepare clear, concise, and professional documentation such as case notes, biopsychosocial assessments, discharge summaries, policy briefs, and grant applications that meet agency, legal, and ethical standards. ___ Use digital platforms (e.g., email, EHR, secure messaging, telehealth) in a manner that is timely, clear, HIPAA-compliant, and aligned with professional standards. ___ Give and receive professional feedback in supervision, case consultations, or group settings with diplomacy and clarity. Additional Field Learning Tasks:						
1.3 Employ advanced-level knowledge of digital ethics, including telehealth best practices	___ Review a case study from practicum where a clinician uses technology (e.g., texting, video therapy, online records). ___ Identify and analyze ethical issues using the relevant NASW Code of Ethics subsections & present recommendations for ethically sound practice.						

	____ Research a HIPAA-compliant telehealth platform used in advanced generalist practice (e.g., Doxy.me, Zoom for Healthcare). Write a brief report evaluating its ethical strengths and risks in client care and communication. ____ With permission from your agency, review de-identified examples of how client communications (texts, emails, client portal messages) are handled. Assess compliance with ethical guidelines and propose improvements where necessary. ____ Draft a mock “Technology Use in Advanced generalist Practice” policy for your agency. Include informed consent, boundaries in electronic communication, and data security measures aligned with 1.03(h-i) and 1.07(e-r). ____ Write a short reflective essay on your own comfort level and ethical concerns about using technology in advanced generalist practice, especially in rural or underserved areas. Additional Field Learning Tasks:						
1.4 Use advanced supervision techniques, peer consultation, and interdisciplinary collaboration to inform decision-making and ethical dilemmas.	____ Engage in or lead formal peer consultation sessions or interdisciplinary ethics rounds to analyze complex cases, identify value conflicts, and explore culturally informed solutions using ethical decision-making models. ____ Actively seek supervision to examine personal values, countertransference, or uncertainty in ethically ambiguous situations, and apply supervisory feedback to refine clinical judgments or intervention strategies.						

	___ Collaborate with professionals from other disciplines (e.g., psychiatry, law, nursing, education) to balance multiple ethical frameworks and role perspectives when making decisions involving risk, consent, or competing obligations. ___ Apply reflective supervision techniques (e.g., parallel process exploration, strength-based feedback) when mentoring students or colleagues, helping them navigate ethical tensions while modeling professional judgment and self-awareness. Additional Field Learning Tasks:						
1.5 Actively participate in professional social work associations/organizations	___ Maintain active membership in organizations such as NASW, CSWE, or a specialty-specific group (e.g., Society for Social Work Leadership in Health Care) and participate in events, workshops, or online forums. ___ Collaborate with a professional association on advocacy efforts, such as writing policy statements, participating in legislative action days, or mobilizing support for social justice campaigns. ___ Submit and deliver presentations, posters, or panel discussions at local, regional, or national social work conferences to share practice knowledge or research findings. ___ Serve on a committee, task force, or working group within a professional association to influence standards, ethics, or continuing education content relevant to advanced generalist practice. Additional Field Learning Tasks:						

1.6 Design and manage effective self-care strategies to reduce the likelihood of compassion fatigue and burnout	___ Create a written self-care plan that includes physical, emotional, spiritual, and professional wellness strategies, and regularly evaluate and adjust the plan based on evolving personal and practice needs. ___ Engage in regular self-reflection through journaling, supervision, or mindfulness techniques to identify early signs of compassion fatigue or burnout and take proactive steps to address them. ___ Identify and enforce boundaries around work hours, caseload limits, and emotional availability to sustain long-term effectiveness and reduce emotional exhaustion. ___ Participate in peer consultation groups, wellness initiatives, or professional retreats that promote mutual support, renewal, and shared strategies for resilience in demanding practice settings. Additional Field Learning Tasks:						
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Comments:

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environment

Behaviors	Field Learning Tasks	SWK 600 Midterm Evaluation	SWK 600 Final Evaluation Scores (Rating 1 – 5)		SWK 700 Midterm Evaluation	SWK 700 Final Evaluation Scores (Rating 1 – 5)	
		Field Instructor	Student	Field Instructor	Field Instructor	Student	Field Instructor
2.1 Critically analyze the intersections of social, racial, economic, and environmental justice contexts	___ Evaluate how social policies and systems disproportionately impact marginalized groups at the intersections of race, class, gender, and environmental factors. Use critical frameworks (e.g., Critical Race Theory, Eco-justice, or Feminist Economics) to inform recommendations for policy reform. ___ Incorporate awareness of systemic oppression and privilege (e.g., redlining, environmental racism, generational poverty) into biopsychosocial-spiritual assessments and intervention plans, ensuring holistic and justice-centered practice. ___ Collaborate with communities to co-develop advocacy strategies or social action projects that address intersecting injustices (e.g., environmental justice in low-income communities of color), emphasizing empowerment and shared leadership. ___ Lead or participate in reflective supervision and interdisciplinary case consultations that intentionally examine how social, racial, economic, and environmental justice issues shape service delivery and client outcomes. Additional Field Learning Tasks:						

2.2 Lead human rights-based advocacy initiatives across diverse practice contexts	___ Develop and lead campaigns that promote human rights (e.g., access to healthcare, housing, education) by mobilizing stakeholders, engaging community members, and utilizing media and policy channels to influence change. ___ Facilitate participatory advocacy processes that center the experiences and leadership of those directly impacted by human rights violations, ensuring culturally responsive and equitable approaches. ___ Assess and revise agency practices, policies, or service delivery models to better reflect international human rights frameworks (e.g., Universal Declaration of Human Rights, NASW Human Rights Standards). ___ Provide supervision, workshops, or peer consultation to develop the capacity of colleagues and students to integrate human rights principles into micro, mezzo, and macro-level practice. Additional Field Learning Tasks:						
2.3 Design, implement, and/or evaluate social action strategies that address systemic injustice and structural inequality	___ Assess community strengths, needs, and power structures to inform the development of targeted social action strategies that address systemic barriers and promote equity. ___ Organize or co-lead grassroots efforts such as policy advocacy campaigns, public demonstrations, or coalition-building activities aimed at dismantling structural inequalities in areas like housing, education, health, or criminal justice. ___ Use qualitative and/or quantitative methods to assess the effectiveness, equity, and sustainability of advocacy or organizing strategies, making data-informed adjustments to maximize impact.						

	___ Apply principles from anti-racist, decolonizing, feminist, and disability justice frameworks to guide the design, implementation, and evaluation of social action strategies that center the voices of those most affected by systemic injustice. Additional Field Learning Tasks:						
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Comments:

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice							
Behaviors	Field Learning Tasks	SWK 600 Midterm Evaluation Scores	SWK 600 Final Evaluation Scores (Rating 1 – 5)		SWK 700 Midterm Evaluation Scores	Final Evaluation Scores (Rating 1 – 5)	
	Required: Two tasks (either checked, added, or a combination of both) for each behavior	Field Instructor	Student	Field Instructor	Field Instructor	Student	Field Instructor
3.1 Lead equity audits, anti-racism training, and organizational change efforts to promote inclusive systems thus demonstrating anti-racist and anti-oppressive social work practice at all systems levels	___ Lead systematic assessments of policies, procedures, climate, and service delivery to identify areas of implicit bias, structural racism, and inequity; develop action plans based on findings.						
	___ Develop and deliver interactive workshops and learning experiences for staff, students, or community partners that address systemic racism, privilege, power, and strategies for fostering inclusive practice environments.						

	___ Guide agencies or institutions in embedding anti-racist and anti-oppressive values into mission statements, hiring practices, leadership structures, and accountability mechanisms. ___ Collaborate with staff, clients, and community members from marginalized backgrounds in planning and decision-making processes to ensure that organizational changes are inclusive, relevant, and sustainable. ___ Use micro-interventions (e.g., validation, narrative reframing, empowerment) to counter internalized oppression and affirm client identities. ___ Facilitate family sessions where dynamics related to racial identity, generational trauma, or power imbalances are discussed using anti-oppressive strategies. Encourage intergenerational dialogue on experiences of discrimination and identity within family systems. ___ Co-facilitate or observe a support group focused on identity affirmation (e.g., racial healing circles, LGBTQ+ youth groups) and reflect on group dynamics through an anti-oppressive lens. Develop and implement group guidelines that promote inclusivity and address microaggressions and bias.						
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	___ Identify and discuss in supervision any institutional policies or procedures within the placement agency that may unintentionally marginalize clients or staff. Propose a recommendation or small change within the agency (e.g., inclusive intake forms, translated materials, anti-racism training) to promote equity. Additional Field Learning Tasks:						
3.2 Utilize intentional & advanced self-reflection and cultural humility tools to address internalized bias and power dynamics in practice	___ Use tools such as journaling, reflective supervision, or guided prompts to critically examine personal biases, assumptions, and privileges that may impact client relationships and professional decisions. ___ Seek feedback from peers, supervisors, and clients, and participate in training that deepens understanding of cultural identities, power differentials, and intersectionality. ___ Use mindfulness techniques to recognize moments of discomfort, defensiveness, or bias in real-time and adjust responses to maintain respectful, equitable interactions.						

	___ Lead or participate in conversations that explore internalized bias and systemic power dynamics, fostering collective awareness and accountability for anti-oppressive practice. ___ Review the NASW Standards and Indicators for Cultural Competence in Social Work Practice then define cultural humility as it relates to your advanced generalist practice. ___ Discuss an experience with a client or colleague where you discovered a personal bias, identify how the bias influenced your work, and then describe how you will work on reducing the influence of your personal bias. Additional Field Learning Tasks:						
3.3 Promote accessible and inclusive practices by evaluating barriers related to language, disability, immigration status, and legal systems	___ Evaluate organizational policies, physical spaces, communication methods, and service delivery for barriers that limit access for individuals with diverse language needs, disabilities, or immigration statuses. ___ Create and promote the use of multilingual materials, interpreter services, and alternative communication tools to ensure equitable access for clients with limited English proficiency or communication disabilities.						

	___ Identify how immigration policies, disability laws, and legal system complexities create obstacles for client engagement and well-being, and advocate for reforms or accommodations. ___ Partner with advocacy groups, cultural organizations, and legal aid providers to co-design services and programs that address the unique needs of marginalized populations Additional Field Learning Tasks:						
3.4 Apply intersectional frameworks to assess and disrupt power imbalances in service delivery, policy development, and community engagement.	___ Analyze how overlapping identities (e.g., race, gender identity, socioeconomic status, disability, immigration status) influence client experiences, service accessibility, and outcomes, and use findings to inform equitable interventions. ___ Identify how organizational or public policies may reinforce systemic oppression, and advocate for changes that promote justice and inclusion for multiply marginalized groups. ___ Facilitate community engagement efforts that center the voices and leadership of individuals most impacted by intersecting forms of oppression, ensuring shared decision-making power.						

	___ Lead or support staff development sessions that build capacity to recognize and challenge power imbalances through intersectionality-informed approaches across micro, mezzo, and macro practice. Additional Field Learning Tasks:						
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Comments:

Competency 4: Engage in practice-informed research and research-informed practice

Behaviors	Field Learning Tasks Required: Two tasks (either checked, added, or a combination of both) for each behavior	SWK 600 Midterm Evaluation Scores	SWK 600 Final Evaluation Scores (Rating 1 – 5)		SWK 700 Midterm Evaluation Scores	SWK 700 Final Evaluation Scores (Rating 1 – 5)	
		Field Instructor	Student	Field Instructor	Field Instructor	Student	Field Instructor
4.1 Design and implement original research or program evaluation that improve practice and/or policy	___ Identify gaps or challenges in service delivery or policy implementation and design a research study or program evaluation that seeks to generate actionable insights. ___ Use appropriate methodologies (e.g., interviews, surveys, statistical analysis) to gather data, ensuring cultural responsiveness, client confidentiality, and methodological integrity.						

	___ Synthesize data into meaningful conclusions and present them in accessible formats for practitioners, policymakers, or community stakeholders to inform improvement and innovation. ___ Share outcomes via presentations, reports, or publications to contribute to the evidence base and promote informed, equity-focused changes in social work practice and systems. ___ Select a recent peer-reviewed article related to a client issue (e.g., trauma, anxiety, rural access). Prepare a one-page summary and discuss how the findings can be integrated into practice. ___ Create a brief training guide or handout for staff summarizing best practices for an issue related to your agency population (e.g., trauma-informed care, safety planning). Additional Field Learning Tasks:						
4.2 Evaluate and critique research methods and findings through a lens of equity, cultural relevance, and power dynamics	___ Evaluate whether research instruments, data collection methods, and analysis approaches account for cultural contexts, avoid deficit-based framing, and respect participants' lived experiences.						

	___ Evaluate whether conclusions and recommendations challenge or reinforce systemic inequities, and advocate for the ethical application of findings to advance equity and empowerment. ___ Read and summarize 2–3 articles that discuss cultural bias or underrepresentation in advanced generalist research. Reflect on how these biases impact practice with marginalized populations. ___ Write a reflection connecting a client’s lived experience (e.g., racism, poverty, cultural stigma) to the limitations of commonly used assessment tools or interventions and identify strategies to adapt advanced generalist practice or advocate for alternative tools grounded in anti-oppressive research. ___ Review a commonly used quantitative tool (e.g., depression inventory) and assess whether it reflects cultural assumptions. Discuss findings in supervision and propose culturally responsive alternatives or adjustments. ___ Participate in a discussion (with your field instructor or agency staff) about the ethics of collecting client data—especially from underserved communities and reflect on power dynamics and informed consent in both advanced generalist work and research.						
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	___ Assist in designing or reviewing qualitative interview questions to ensure they are culturally sensitive, trauma-informed, and inclusive, recommending language adjustments that reflect anti-racist and anti-oppressive principles. ___ Create a brief that outlines how research has historically excluded or harmed a specific group (e.g., Indigenous, LGBTQ+, or immigrant populations), highlighting current ethical, culturally responsive practices that address these harms. ___ Prepare to discuss one example from your fieldwork where bias (your own or systemic) may have influenced how information was collected, interpreted, or used. Propose a culturally grounded, anti-oppressive response or adjustment. ___ Research credible sources to find evidence-informed, anti-racist, anti-oppressive programs or service delivery systems in your field setting then discuss how to apply the findings Additional Field Learning Tasks:						
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4.3 Employ advanced qualitative, quantitative, and mixed-methods approaches tailored to diverse populations and complex social issues	___ Combine surveys (quantitative) and interviews or focus groups (qualitative) to explore a real-world social issue—e.g., barriers to mental health access in a specific community—ensuring methods are responsive to cultural and contextual factors. ___ Select a peer-reviewed article addressing a complex social issue and evaluate its methodology, including how well it integrates quantitative and qualitative components and attends to equity, diversity, and power dynamics. ___ Use qualitative data collection and coding techniques (e.g., thematic analysis) to understand lived experiences or perspectives on a systemic issue, such as housing insecurity or immigration policy. ___ Develop a brief quantitative instrument (e.g., needs assessment or service feedback survey) that reflects inclusive language, is accessible to diverse populations, and is designed to inform practice or program improvement. Additional Field Learning Tasks:						
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4.4 Synthesize research literature to identify gaps, formulate questions, and generate hypotheses grounded in anti-oppressive frameworks	___ Review existing research on a social issue (e.g., racial disparities in child welfare) and analyze whose voices, experiences, and perspectives are included or excluded. ___ From the literature review, pinpoint areas where marginalized populations are underrepresented or misrepresented, and develop research questions that center their lived experiences. ___ Create research hypotheses that reflect anti-oppressive frameworks—such as critical race theory, decolonizing methodologies, or feminist theory—to interrogate systems of power and privilege. ___ Synthesize sources visually or in an annotated format to show how literature informs your understanding of structural inequities, guiding future inquiry and practice innovation. Additional Field Learning Tasks:						
4.5 Lead or collaborate on interprofessional and community-based research projects that are responsive to culturally specific needs	___ Engage in collaborative discussions with clients, community leaders, or professionals from other disciplines (e.g., nursing, education, public health) to identify a culturally relevant issue that warrants study.						

	___ Help design and carry out focus groups, interviews, or surveys that reflect the cultural values, languages, and lived experiences of the population involved, ensuring ethical and inclusive practices. ___ Collaborate with team members—including community stakeholders—to analyze findings, ensuring cultural context and community knowledge shape the meaning and implications of the data. ___ Create tailored presentations, infographics, or community forums to share results and recommendations in accessible, culturally respectful formats that support community ownership and action. Additional Field Learning Tasks:						
4.6 Translate and present research findings in formats accessible to clients, community stakeholders, and practitioners	___ Create plain-language summaries, infographics, or one-page briefs that highlight key findings, implications, and action steps, tailored to the needs of specific audiences such as clients or community members. ___ Present research findings in interactive sessions using culturally relevant language, storytelling, and visuals to promote understanding, dialogue, and collective decision-making.						

	___ Translate findings into accessible formats such as videos, podcasts, social media posts, or newsletters to reach broader audiences beyond academic or professional settings. ___ Engage clients, practitioners, and community partners in interpreting findings and collaboratively developing next steps or policy/practice recommendations that reflect their priorities and lived experience. Additional Field Learning Tasks:						
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Comments:

Competency 5: Engage in policy practice

Behaviors	Field Learning Tasks	SWK 600 Midterm Evaluation Scores	SWK 600 Final Evaluation Scores		SWK 700 Midterm Evaluation Scores	SWK 700 Final Evaluation Scores	
	Required: Two tasks (either checked, added, or a combination of both) for each behavior	(Rating 1 – 5)	(Rating 1 – 5)		(Rating 1 – 5)	(Rating 1 – 5)	
		Field Instructor	Student	Field Instructor	Field Instructor	Student	Field Instructor
5.1 Analyze the impact of local, state, and/or federal policies on specific populations and develop advocacy plans to mitigate disparities	___ Examine how a specific policy (e.g., Medicaid expansion, immigration enforcement, housing ordinances) affects the well-being, access to services, or rights of a targeted group such as undocumented immigrants, LGBTQ+ youth, or low-income families. ___ Create a policy brief with recommendations for equity. ___ Write a concise, evidence-based policy brief that summarizes the issue, outlines its impact on a vulnerable population, and proposes changes grounded in social justice and anti-oppressive frameworks. ___ Design a step-by-step advocacy plan that includes goals, key stakeholders, communication strategies (e.g., letter writing, social media, lobbying), and methods for mobilizing community support to influence policy change. ___ Participate in or organize meetings, listening sessions, or public comment opportunities with policymakers, advocacy groups, or coalitions to elevate community concerns and promote equitable policy solutions. Additional field learning tasks:						

5.2 Collaborate with community partners and decision-makers to shape and evaluate anti-oppressive policies by utilizing policy mapping and power analysis to identify structural barriers and leverage points for advocacy	___ Work alongside clients, community leaders, or coalition partners to visually map out how a specific policy or system functions, identifying where and how it reinforces structural oppression or inequity. ___ Analyze who holds formal and informal power in shaping relevant policies (e.g., legislators, agency directors, community advocates), and determine strategies for building relationships and leveraging influence. ___ Collaborate with community members and decision-makers to draft policy proposals or revisions that reflect the priorities of those most affected by injustice, ensuring recommendations address root causes. ___ Develop or contribute to an evaluation framework that assesses the impact of policy shifts on equity, access, and community well-being, using feedback from both data and directly affected populations. Additional field learning tasks:						
5.3 Draft policy briefs, public testimony, and/or legislative proposals that elevate lived experiences and reflect anti-oppressive values	___ Create a concise, persuasive document that combines statistical evidence with stories or quotes from directly impacted individuals to highlight structural inequities and propose actionable policy solutions. ___ Develop written or spoken testimony—your own or in collaboration with community members—that centers lived experience, challenges dominant narratives, and advocates for justice-oriented policy change.						

	___ Collaborate with affected individuals and advocacy partners to draft or amend legislative proposals that reflect anti-oppressive principles, using inclusive language and equity-focused objectives. ___ Develop talking points, fact sheets, or advocacy guides that distill policy proposals and elevate marginalized voices, equipping others to engage in policy advocacy effectively and ethically. Additional Field Learning Tasks:						
5.4 Evaluate the equity, and effectiveness of social policies using frameworks that highlight racial, economic, and environmental justice	___ Use tools such as the Racial Equity Impact Assessment (REIA), Environmental Justice Screening Tool, or Health Equity Framework to systematically evaluate how a policy affects marginalized populations. ___ Analyze policy outcomes across race, income, geography, and environmental factors to identify disparities and unintended consequences that reinforce systemic inequities. ___ Compare multiple policies addressing the same issue (e.g., housing or climate resilience) and evaluate which approaches most effectively promote racial, economic, and environmental justice. ___ Facilitate focus groups or listening sessions with those directly impacted by the policy to gather experiential data and assess the real-world equity and effectiveness of implementation. Additional Field Learning Tasks:						

Comments:

Competency 6: Engage with individuals, families, groups, organizations, and communities

Behaviors	Field Learning Tasks Required: Two tasks (either checked, added, or a combination of both) for each behavior	SWK 600 Midterm Evaluation Scores	SWK 600 Final Evaluation Scores (Rating 1 – 5)		SWK 700 Midterm Evaluation Scores	SWK 700 Final Evaluation Scores (Rating 1 – 5)	
		Field Instructor	Student	Field Instructor	Field Instructor	Student	Field Instructor
6.1 Demonstrate expert-level communication strategies that prioritize active listening, emotional intelligence, and responsiveness to verbal and nonverbal cues across cultural and linguistic differences	___ Conduct client or community interviews where you intentionally practice reflective listening, paraphrasing, and sensitivity to emotional and nonverbal communication in culturally diverse contexts. ___ Demonstrate the ability to regulate your own emotional reactions, recognize emotional cues in others, and respond with empathy, especially during moments of conflict, grief, or cultural misunderstanding. ___ Use culturally appropriate body language, tone, pacing, and interpreters or translated materials as needed to build trust and ensure mutual understanding in multilingual or multicultural settings. ___ Record or observe practice sessions, receive feedback on your verbal and nonverbal communication, and reflect on how you navigate power, culture, and emotion in your professional interactions. Additional Field Learning Tasks:						

6.2 Facilitate co-created engagement processes that center client voice and foster shared power in planning and decision-making	___ Engage clients or community members in identifying priorities, setting goals, and designing interventions—ensuring their values, needs, and definitions of success drive the process. ___ Utilize frameworks such as community-based participatory planning, client advisory boards, or consensus-building models to promote collaboration and equitable influence in decisions. ___ Create safe spaces for open conversation where clients or stakeholders are invited to share their lived experiences, challenge assumptions, and contribute to problem-solving without fear of dismissal or tokenism. ___ Use surveys, interviews, or reflective check-ins to evaluate the inclusiveness and effectiveness of your engagement practices, making adjustments to enhance transparency, trust, and shared ownership. Additional Field Learning Tasks:						
6.3 Engage in trauma-informed relational practices that are attuned to the impacts of systemic violence, intergenerational trauma, and community disinvestment	___ Establish predictable routines, maintain appropriate boundaries, and communicate clearly to foster emotional and psychological safety for clients and communities impacted by trauma. ___ Acknowledge and validate the role of racism, colonization, poverty, and other systemic harms in shaping clients' lived experiences and responses, using this understanding to guide relational approaches.						

	___ Emphasize resilience, agency, and cultural strengths while avoiding pathologizing language, helping clients reclaim narratives of survival and resistance. ___ Support initiatives that rebuild community networks, cultural traditions, or peer support systems as part of a relational, collective response to trauma and disinvestment. Additional Field Learning Tasks:						
6.4 Build and maintain interdisciplinary and interprofessional partnerships that promote holistic, coordinated support systems for clients and communities	___ Collaborate with professionals from disciplines such as healthcare, education, law, and housing to share information, coordinate services, and develop integrated plans that address clients' multifaceted needs. ___ Co-create common objectives, role clarity, and communication strategies that foster mutual respect, reduce service fragmentation, and promote accountability. ___ Act as a liaison between clients and service systems by identifying access points, advocating for coordinated care, and fostering collaborative relationships among providers and community agencies. ___ Regularly assess the functioning of interprofessional partnerships through debriefs, feedback loops, or structured evaluations to identify successes, address challenges, and improve collaboration. Additional Field Learning Tasks:						

6.5 Adapt engagement strategies to suit digital platforms, organizations' hybrid service environments, and evolving technologies, while maintaining ethical and culturally competent standards	___ Assess clients' comfort with and access to technology, and choose appropriate tools (e.g., phone, video calls, text, secure messaging) that ensure meaningful, equitable engagement. ___ Uphold client confidentiality, informed consent, and boundaries when using online platforms—staying current on agency policies, HIPAA guidelines, and NASW Code of Ethics regarding telehealth and digital practice. ___ Be mindful of how culture, language, and power dynamics affect digital engagement, adapting tone, visuals, and platform choice to ensure inclusive and respectful interactions. ___ Reflect on client outcomes and engagement levels in hybrid (in-person + virtual) settings, and adjust approaches to maintain relationship quality, accessibility, and responsiveness. Additional Field Learning Tasks:						
6.6 Serve as facilitators or conveners in community dialogue processes that promotes healing, inclusion, and collaborative problem solving	___ Coordinate logistics, outreach, and accessibility considerations to ensure diverse community representation and safe, welcoming spaces for dialogue. ___ Use trauma-informed, culturally responsive facilitation techniques to guide discussions where participants feel heard, valued, and empowered to share stories, concerns, and ideas.						

	___ Incorporate practices such as restorative circles, storytelling, or mindfulness to promote trust-building, mutual understanding, and emotional healing in the dialogue process. ___ Support participants in identifying common themes, co-creating solutions, and developing a follow-up plan that reflects the community's priorities and fosters continued collaboration. Additional Field Learning Tasks:						
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Comments:

Competency 7: Assess individuals, families, groups, organizations, and communities							
Behaviors	Field Learning Tasks	SWK 600 Midterm Evaluation Scores	SWK 600 Final Evaluation Scores (Rating 1-5)		SWK 700 Midterm Evaluation Scores	SWK 700 Final Evaluation Scores (Rating 1 – 5)	
	Required: Two tasks (either checked, added, or a combination of both) for each behavior	Field Instructor	Student	Field Instructor	Field Instructor	Student	Field Instructor
7.1 Conduct multidimensional assessments that integrate ecological, cultural, psychological, historical, and systemic factors influencing client and community well-being, utilizing critical and anti-oppressive tools that acknowledge the impact of intersectionality, power, and marginalization on client functioning and system interaction	___ Use interview techniques and assessment tools that explore clients' identities, community connections, trauma histories, and experiences with oppression and privilege. ___ Assess how overlapping identities (e.g., race, gender, disability, immigration status) shape clients' access to resources and experiences with social institutions.						

	___ Evaluate interactions between individuals, families, communities, and larger societal systems (e.g., legal, educational, healthcare) to identify supports and barriers to well-being. ___ Use anti-oppressive lenses to identify how organizational policies or practitioner biases might impact client engagement and outcomes, and advocate for equitable adaptations. Additional Field Learning Tasks:						
7.2 Co-create assessment processes with individuals, families, and communities that honor their narratives, strengths, values, and self-identified goals, integrating formal assessment instruments with informal, culturally relevant methods (e.g., storytelling, genograms, community mapping, culturally specific wellness indicators)	___ Use storytelling as a culturally respectful way to gather rich, contextual information about histories, experiences, and resilience. ___ Collaboratively develop genograms that reflect family structures and histories or community maps that identify resources, challenges, and cultural landmarks significant to clients. ___ Integrate validated instruments (e.g., strengths assessments, wellness scales) with flexible approaches tailored to the cultural preferences and communication styles of participants. ___ Work with individuals, families, or community groups to identify what outcomes matter most to them, ensuring assessments reflect their values and priorities. Additional Field Learning Tasks:						

7.3 Apply trauma-informed, resilience-oriented, and healing-centered engagement strategies during assessment to reduce retraumatization and foster trust	___ Use calm, respectful communication, explain the assessment process clearly, and allow clients to control pacing and participation to minimize anxiety and promote safety. ___ Listen attentively for indicators of past trauma and strengths, acknowledging both challenges and coping strategies to foster empowerment. ___ Adapt questions and methods based on client readiness and comfort, offering options for expression such as art, narrative, or verbal responses. ___ Respond sensitively to verbal and nonverbal cues, providing affirmation and empathy to build rapport and support healing during the assessment process. Additional Field Learning Tasks:						
7.4 Evaluate organizational, policy, or community systems as part of macro-level assessments to inform systems change or community development initiatives	___ Analyze structures, cultures, policies, and practices within agencies or institutions to identify barriers to equity, inclusion, and effective service delivery. ___ Examine relevant local, state, or federal policies to assess how they facilitate or hinder community well-being and social justice goals. ___ Facilitate focus groups, surveys, or public forums to gather input from diverse community members about system strengths, gaps, and priorities for change.						

	___ Synthesize assessment findings to propose evidence-based strategies that address identified barriers and leverage community assets for sustainable impact. Additional Field Learning Tasks:						
7.5 Collaborate with interdisciplinary teams to share and interpret assessment data in ways that reflect cultural humility and professional ethics	___ Lead or participate in interdisciplinary meetings where data is presented with attention to cultural contexts, avoiding assumptions or stereotypes. ___ Uphold client privacy and consent guidelines while sharing relevant information with team members to promote trust and ethical collaboration. ___ Engage team members from various disciplines to jointly analyze assessment results, integrating medical, psychological, social, and cultural insights. ___ Use collaboratively interpreted data to inform holistic intervention strategies that honor clients' identities, values, and preferences. Additional Field Learning Tasks:						

7.6 Engage in reflective practices to identify and address implicit bias and assumptions that may shape assessment conclusions or decision-making	___ Regularly document thoughts, feelings, and decisions related to client assessments, noting moments where implicit bias or assumptions may have influenced interpretation. ___ Use reflective dialogue with supervisors or colleagues to explore potential biases and challenge unexamined assumptions in case conceptualization. ___ Utilize validated instruments (e.g., Implicit Association Tests, Cultural Competence Self-Assessments) to increase awareness of personal biases and areas for growth. ___ Seek and incorporate input from clients or community members regarding how your perspectives and decisions may reflect biases or misunderstandings, and adjust accordingly. Additional Field Learning Tasks:						
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7.7 As applicable, use digital and technological platforms to conduct equitable and accessible assessments, while safeguarding privacy, consent, and data ethics	___ Choose platforms and assessment methods that accommodate diverse abilities, language preferences, and technology access, ensuring all clients can participate meaningfully. ___ Communicate transparently about how data will be collected, stored, and used, emphasizing clients' rights and options to maintain control over their information. ___ Use encrypted platforms, secure data storage, and follow agency and legal guidelines (e.g., HIPAA) to protect client confidentiality throughout digital assessments. ___ Gather client feedback and monitor engagement to identify barriers or disparities related to technology use, making adjustments to promote inclusivity and fairness. Additional Field Learning Tasks:						
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Comments:

Competency 8: Intervene with individuals, families, groups, organizations, and communities

Behaviors	Field Learning Tasks Required: Two tasks (either checked, added, or a combination of both) for each behavior	SWK 600 Midterm Evaluation Scores	SWK 600 Final Evaluation Scores (Rating 1 – 5)		SWK 700 Midterm Evaluation Scores	SWK 700 Final Evaluation Scores (Rating 1 – 5)	
		Field Instructor	Student	Field Instructor	Field Instructor	Student	Field Instructor
8.1 Select, adapt, and apply advanced intervention strategies that integrate cultural, systemic, and trauma-informed knowledge with evidence-based and community-driven models	___ Integrate client cultural identities, systemic contexts, and trauma histories to tailor intervention plans using evidence-based and community-informed approaches. ___ Modify protocols (e.g., CBT, Motivational Interviewing) by incorporating cultural practices, local knowledge, and trauma-sensitive techniques to enhance relevance and effectiveness. ___ Engage clients, families, and community leaders in shaping interventions that reflect their values, priorities, and lived experiences. ___ Use qualitative and quantitative measures that capture client empowerment, healing, and systemic change, ensuring continuous improvement aligned with cultural and trauma-informed principles. Additional Field Learning Tasks:						
8.2 Collaborate with clients to co-design intervention plans that reflect their strengths, cultural identities, priorities, and definitions of well-being	___ Engage clients in discussions that highlight their skills, support systems, and past successes as foundational elements for intervention planning. ___ Incorporate cultural beliefs, practices, and community connections into goal setting and intervention strategies to ensure relevance and respect. ___ Employ methods such as shared decision-making checklists or visual planning aids that empower clients to define what well-being means to them.						

	___ Create ongoing opportunities for clients to reflect on progress, express concerns, and reshape intervention approaches in ways that stay true to their evolving goals and identities. Additional Field Learning Tasks:						
8.3 Implement interventions across ecological systems (individual, family, group, organizational, community) that address both immediate needs and structural barriers	___ Deliver client-centered interventions such as crisis counseling, resource linkage, or skill-building to meet immediate safety, health, or wellbeing needs. ___ Lead family therapy, support groups, or psychoeducation sessions that enhance communication, resilience, and collective coping with systemic challenges. ___ Work with agencies to develop or revise protocols, training, and service delivery models that reduce barriers and promote equity for clients. ___ Participate in or lead initiatives aimed at addressing root causes of social inequities—such as housing instability, environmental injustice, or discriminatory policies—through coalition-building and policy change. Additional Field Learning Tasks:						
8.4 Facilitate group interventions that promote collective empowerment, peer support, and shared resilience	___ Establish group norms and agreements that promote respect, confidentiality, and cultural sensitivity to foster trust and openness. ___ Guide discussions and activities that enable participants to share experiences, validate each other’s feelings, and build supportive connections. ___ Integrate exercises that highlight individual and collective strengths, promote skill-building, and encourage participants to recognize their resilience.						

	___ Identify and mentor group members to take active roles in facilitation, decision-making, and sustaining group cohesion beyond formal sessions. Additional Field Learning Tasks:						
8.5 Apply organizational and community-level interventions to promote equity, leadership development, and systems transformation, including but not limited to, advocacy, mediation, negotiation, and coalition-building as strategic intervention tools within systems and institutions	___ Facilitate partnerships among community organizations, advocacy groups, and institutional leaders to create a shared vision and coordinated action toward equity goals. ___ Develop strategic plans that use data, storytelling, and policy analysis to influence decision-makers and mobilize community support for equitable reforms. ___ Employ conflict resolution skills to address power imbalances, foster understanding, and build consensus around inclusive policies and practices. ___ Create and deliver workshops or mentorship opportunities that build capacity, confidence, and advocacy skills among community members or organizational staff. Additional Field Learning Tasks:						
8.6 Utilize technology, telehealth, and digital tools to provide accessible and ethically sound interventions in diverse practice settings	___ Evaluate technology availability, digital literacy, and preferences to choose appropriate platforms that maximize engagement and reduce barriers. ___ Clearly communicate privacy risks and safeguards, obtain explicit consent, and follow agency and legal guidelines to protect client data and autonomy. ___ Modify communication styles, session structures, and therapeutic activities to be effective and culturally sensitive in virtual or hybrid environments.						

	____ Incorporate apps, online support groups, or interactive platforms that support client goals and complement traditional intervention methods. Additional Field Learning Tasks:						
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Comments:

Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities

Behaviors	Field Learning Tasks Required: Two tasks (either checked, added, or a combination of both) for each behavior	SWK 600 Midterm Evaluation Scores	SWK 600 Final Evaluation Scores (Rating 1 – 5)		SWK 700 Midterm Evaluation Scores	SWK 700 Final Evaluation Scores (Rating 1 – 5)	
		Field Instructor	Student	Field Instructor	Field Instructor	Student	Field Instructor
9.1 Engage in ongoing evaluation and reflective supervision to monitor intervention effectiveness and adapt strategies in real time, evaluating personal effectiveness in upholding cultural humility, equity, and accountability in practice	____ Use qualitative and quantitative data, client feedback, and self-assessment to evaluate the effectiveness of interventions and identify areas needing adjustment. ____ Engage in open, honest dialogue with supervisors or peers to examine how cultural humility and equity principles are reflected in your practice and decision-making. ____ Reflect on your own cultural assumptions, power dynamics, and potential areas for growth to enhance culturally responsive and accountable practice.						

	___ Modify approaches in real time to better align with clients' cultural contexts, values, and evolving needs, ensuring responsiveness and respect. Additional Field Learning Tasks:						
9.2 Design and implement comprehensive evaluation plans that are participatory, culturally responsive, and rooted in anti-oppressive and decolonizing methodologies by collaboratively engaging clients, communities, and stakeholders in defining success indicators, designing data collection tools, and interpreting findings	___ Facilitate workshops or meetings where clients and community partners identify what success looks like, ensuring outcomes reflect their values and priorities. ___ Design surveys, interview guides, or observation tools that use inclusive language and methods, incorporating storytelling, visual aids, or oral traditions as appropriate. ___ Train and collaborate with community members as co-researchers or evaluators to gather data, empowering them to lead and shape the evaluation. ___ Use inclusive methods such as group discussions or community forums to interpret findings, contextualize results, and co-develop actionable recommendations. Additional Field Learning Tasks:						
9.3 Use evaluation to examine power dynamics, structural barriers, and inequities within programs, policies, and systems of care	___ Disaggregate evaluation data by race, gender, socioeconomic status, and other relevant factors to identify patterns of disparity and exclusion within programs or policies. ___ Use tools such as power mapping or intersectional analysis to examine how decision-making processes and resource allocation reinforce or challenge systemic inequities.						

	___ Include voices of those most affected by structural barriers to ensure evaluations reflect lived experiences and uncover hidden dynamics. ___ Translate findings into actionable strategies aimed at dismantling inequitable practices and promoting inclusive, justice-oriented program improvements. Additional Field Learning Tasks:						
9.4 Integrate critical reflection and feedback loops into ongoing practice, using evaluation results to inform service refinement and innovation	___ Schedule time to critically review service delivery, incorporating insights from client feedback, team discussions, and evaluation data. ___ Implement surveys, focus groups, or suggestion boxes that allow ongoing input about service effectiveness, accessibility, and cultural relevance. ___ Use data trends and qualitative feedback to pinpoint strengths and gaps in current practices, focusing on equity and client-centeredness. ___ Engage stakeholders in brainstorming and piloting changes that enhance responsiveness, inclusivity, and impact of services. Additional Field Learning Tasks:						
9.5 Translate evaluation findings into accessible formats (e.g. infographics, community briefs, storytelling, policy memos, etc.) for diverse audiences	___ Create clear, culturally appropriate visualizations of key findings that highlight impact, disparities, and recommendations using plain language and accessible design. ___ Translate technical evaluation data into short, jargon-free summaries that reflect community priorities and are easy to share in meetings, newsletters, or social media.						

	___ Integrate client and community stories—collected ethically and with consent—to contextualize findings and amplify lived experience alongside statistics. ___ Prepare succinct policy memos, presentations, or executive summaries with actionable insights for decision-makers, funders, and interdisciplinary collaborators. Additional Field Learning Tasks:						
9.6 Apply ethical decision-making frameworks to ensure transparency, confidentiality, and consent throughout the evaluation process	___ Clearly explain evaluation goals, data use, and participant rights in language and formats tailored to diverse literacy levels and cultural contexts. ___ Implement protocols to protect confidentiality and data security. ___ Regularly revisit ethical dilemmas through supervision, peer consultation, or use of formal decision-making models (e.g., NASW Code of Ethics, ETHIC model). ___ Ensure transparency by communicating evaluation processes and findings openly, keeping participants and stakeholders informed throughout the evaluation, including how their input shaped the process and how findings will be used. Additional Field Learning Tasks:						

Comments:

Approval of Field Learning Plan

The Field Learning Plan should guide the selection and practice of your advanced generalist social work learning tasks. It is imperative to use the learning plan to identify topics for supervision and your seminar classes. Your field instructor and Field Director need to understand your field activities and know how you are connecting the activities with the behaviors. By doing so, we are working together to help you make connections between the academic work occurring in the classroom and the practice of social work in agency settings.

On or before the due date in the syllabus, submit your Field Learning Plan online. Your field instructor and Field Director will take one of two actions. They will approve your plan or ask for revisions. Once revisions are acceptable, they will approve your plan.

For students, check and date at the time of submission. For the field instructor and Director of Field, check and date approving the plan. For revisions, check the “revisions suggested” and then identify the needed revisions.

Check below, if applicable.		Date
	The student submitted an acceptable plan.	
	The field director approves the plan.	
	The field instructor approves the plan.	
	The field instructor suggests revisions.	
	The field director suggests revisions.	
	Revisions suggested:	

A signature indicates approval of the Field Learning Plan.

Student Signature _____

Field instructor Signature _____

Field Director Signature _____

Mid-Evaluation for *SWK 600 Advanced Social Work Field & Seminar II*

The mid-evaluation occurs between Weeks 7 – 10 of each semester. The mid-evaluation requires the students to earn a number of field hours and receive scores of developing and standard performance. More specifically, students should have:

- Accumulated at least 150 hours during the semester in the field agency

- Worked with clients or constituencies at 50% of the time
- Earned a score of 3, 4, or 5 on the evaluation form from the field instructor
- If an evaluative score of 1 or 2 was given, then the student and field instructor create a written plan to remedy the situation. Write the plan in the box “mid-evaluation plan for SWK 600.”

At the mid-evaluation site visit, the field instructor, student, and Field Director complete the following information.

1. What strengths has the student shown? (Discuss student behaviors and connect with practice.)
2. What areas of personal and professional growth should be the focus of the next 8 weeks? (Connect the growth areas to specific practices. Collaboratively decide on field learning tasks and add to the Field Learning Plan.)

A signature indicates acceptance of the mid-evaluation including any additional plans.

Field Instructor signature _____

Date _____

Field Director signature _____ Date _____

The student must read and check one of the following.

☐
☐

I have read the evaluation and am in agreement with it.

I have read the evaluation and am attaching my written response.

Student Signature

Date

Final Evaluation & Grade for *SWK 600 Advanced Social Work Field & Seminar II*

This evaluation occurs at the end of the semester. The final evaluation requires the students to earn a specific number of field hours and receive scores of standard performance or higher. More specifically, students should have:

- Accumulated at least 300 hours in the field agency
- Worked with clients 50% of the time
- Earned a score of 3, 4, or 5 on the evaluation form from the field instructor
- The average of all behavior scores is 4.0 or higher

At the final evaluation site visit, the field instructor, student, and Field Director complete the following information.

1. What strengths has the student shown? (Discuss student behaviors and connect with practice.)
2. What areas of personal and professional growth should be the focus of SWK 700? (Connect the growth areas to specific practices. Collaboratively decide on field learning tasks and add to the Field Learning Plan.)
3. Check if the evaluation criteria are present.

Yes	No	Criteria
		Earn at least 300 hours in the field agency
		Worked directly with clients & constituencies for at least 150 hours
		Received scores of 3, 4, or 5 on evaluation from the field instructor
		The average score of all behavior scores was 4.0 or higher.

If a “no” response is present, check the applicable response.

☐	The student does not receive a passing grade in <i>SWK 600 Advanced Social Work Field & Seminar II</i> .
☐	

The student may continue with the field with a Student Development Plan.

Other (please specify):

A signature indicates acceptance of the final evaluation including any additional plans.

Field Instructor Signature _____ Date: _____

Field Director Signature _____ Date: _____

The student must read and check one of the following.

☐	I have read the evaluation and am in agreement with it.
☐	I have read the evaluation and am attaching my written response.

Student Signature

Date

SWK 700 Advanced Social Work Field & Seminar III

Approval of Field Learning Plan for *SWK 700 Advanced Social Work Field & Seminar III*

The Field Learning Plan should guide the selection and practice of your advanced generalist social work learning tasks. It is imperative to use the learning plan to identify topics for supervision and your seminar classes. Your field instructor and Field Director need to understand your field activities and know how you are connecting the activities with the behaviors. By doing so, we are working together to help you make connections between the academic work occurring in the classroom and the practice of social work in agency settings.

On or before the due date in the syllabus, submit your Field Learning Plan online. Your field instructor and Field Director will take one of two actions. They will approve your plan or ask for revisions. Once revisions are acceptable, they will approve your plan.

For students, check and date at the time of submission. For the field instructor and Field Director, check and date approving the plan. For revisions, check the “revisions suggested” and then identify the needed revisions.

Check below, if applicable.		Date
	The student submitted an acceptable plan.	
	The field director approves the plan.	
	The field instructor approves the plan.	
	The field instructor suggests revisions.	
	The field director suggests revisions.	
	Revisions suggested:	

A signature indicates approval of the Field Learning Plan.

Student Signature _____ Date _____

Field Instructor Signature _____ Date _____

MSW Field Director or

SW Field Faculty Signature _____ Date _____

Mid-Evaluation for *SWK 700 Advanced Social Work Field & Seminar III*

This evaluation occurs between Weeks 7 – 10 of each semester. The mid-evaluation requires the students to earn a number of field hours and receive scores of developing and standard performance. More specifically, students should have:

- Accumulated at least 150 hours during the semester in the field agency
- Worked with clients or constituencies at 50% of the time

- Earned a score of 3, 4, or 5 on the evaluation form from the field instructor
- If an evaluative score of 1 or 2 was given, then the student and field instructor create a written plan to remedy the situation. Write the plan in the box “mid-evaluation plan for SWK 700.”

At the mid-evaluation site visit, the field instructor, student, and Director of Field complete the following information.

1. What strengths has the student shown? (Discuss student behaviors and connect with practice.)
2. What areas of personal and professional growth should be the focus of the next 8 weeks? (Connect the growth areas to specific practices. Collaboratively decide on field learning tasks and add to the Field Learning Plan.)

A signature indicates acceptance of the mid-evaluation including any additional plans.

Field Instructor Signature _____ Date _____

MSW Field Director _____ Date _____ or

SW Field Faculty Signature

The student must read and check one of the following.

☐
☐

I have read the evaluation and am in agreement with it.

I have read the evaluation and am attaching my written response.

Student Signature

Date

Final Evaluation & Grade for *SWK 700 Advanced Social Work Field & Seminar III*

This evaluation occurs at the end of the semester. The final evaluation requires the students to earn a specific number of field hours and receive scores of standard performance or higher. More specifically, students should have:

- Accumulated at least 300 hours in the field agency
- Worked with clients 50% of the time
- Earned a score of 3, 4, or 5 on the evaluation form from the field instructor
- The average of all behavior scores is 4.0 or higher

At the final evaluation site visit, the field instructor, student, and Field Director complete the following information.

1. What strengths has the student shown? (Discuss student behaviors and connect with practice.)
2. What areas of personal and professional growth should be the focus of the professional career of the student? (Connect the growth areas to specific practices. Collaboratively decide on field learning tasks and add to the Field Learning Plan.)

Check if the evaluation criteria are present.

Yes	No	Criteria
		Earn at least 300 hours in the field agency
		Worked directly with clients & constituencies for at least 160 hours
		Received scores of 3, 4, or 5 on evaluation from the field instructor
		The average score of all behavior scores was 4.0 or higher.

If a “no” response is present, check the applicable response.

_____ The student does not receive a passing grade in *SWK 700 Advanced Social Work Field & Seminar Instruction III*

_____ The student may continue with the field with a Student Development Plan.

_____ Other (please specify):

A signature indicates acceptance of the final evaluation including any additional plans.

Field Instructor Signature:	Date:
Field Director Signature:	Date:

The student must read and check one of the following.

☐
☐

I have read the evaluation and am in agreement with it.

I have read the evaluation and am attaching my written response.

Student Signature _____ Date _____

Appendix A.6 – Field Learning Plan and Evaluation Form – Behavioral Health Social Work Field

Mount St. Joseph University – MSW Program
SWK 600 Advanced Social Work Field & Seminar II
SWK 700 Advanced Social Work Field & Seminar III

MSW Field Learning Plan & Evaluation for Behavioral Health Social Work Field

Responsible Parties

Course	Beginning Date	End Date	Total hours
SWK 600 Field II			
SWK 700 Field III			
Student			
Field Agency			
Director of Field			
Field Faculty			
Field Instructor			
Task Supervisor			

Beginning & Ending Dates, Field Hours

Note the beginning and ending dates of the field course you are evaluating. Include the total number of hours accumulated at the end of each course.

Purpose

The Field Learning Plan is a written agreement or contract, which guides the learning process.

The Field Learning Plan serves four functions. It is:

- A structured system used to identify field learning tasks for each competency and behavior
- An educational tool connecting field learning tasks with academic learning from the classroom
- An evaluation tool to evaluate student competence of the behaviors
- A catalyst for discussions during weekly supervision meetings

Instructions for the Field Learning Plan

During the student orientation to the field and throughout the concurrent field seminar class, students review all the social work competencies and behaviors. They are the experts in articulating the meaning of the competencies and behaviors as they relate to behavioral health social work practice.

In order to learn how to apply behavioral health social work practice in an agency setting, students assume the role of a directed learner. In other words, the expectation is for students to actively seek learning experiences and ask questions for clarification. Students should do so by planning a supervision agenda based on their Field Learning Plan.

The MSW field instructors are the experts in behavioral health social work practice within their agencies. They contribute their practice knowledge by collaboratively helping students identify the learning tasks for their field experience. The role of the field instructor is an educator. Field teaching techniques include asking the student to observe behavioral health social work practice then co-facilitate and eventually engage in self-directed practice on their own. Supervision discussions are more beneficial after the field instructors have been able to observe the students in practice.

The Field Director is available to assist throughout the entire process.

Specific instructions for the completion of the Field Learning Plan are as follows.

1. Students are responsible for completing the sections called Responsible Parties, Beginning & Ending Dates, and Field Hours.
2. Students, with the assistance of their field instructors, identify at least two field tasks (check two, check one, and add one, or add two).
3. Students and MSW field instructors submit the Field Learning Plan online by the due date in the syllabus.

Instructions for the Mid-Evaluation

Informal evaluation of student performance should occur throughout the field experience. Students benefit from observing professionals perform tasks and then applying what they have seen. Afterward, students continue their learning by receiving strengths-based feedback from field instructors and task supervisors. These informal discussions are more beneficial when used in conjunction with the Field Learning Plan.

The formal evaluation considers how the students are performing behavioral health social work tasks. The evaluation rubric defines levels of performance using numbers 1 – 5. A score of 1 means students are demonstrating insufficient competence in the behavior. A score of 2 equals developing competence, 3 represents standard competence, 4 is advanced competence, and 5 means mastered competence.

The process for completing the mid-evaluation is:

1. Students complete their self-evaluation by entering their scores in the column of the mid-evaluation.
2. Field instructors complete their evaluations and enter their scores in the field instructor column of the mid-evaluation.

3. Field instructors share their evaluations with the students before the mid-evaluation site visit.
4. Field instructors and students share the mid-term evaluation with the Field Director at the mid-evaluation site visit.

If students receive a 1 or 2, then the student and field instructor must create a plan to engage in the appropriate field learning tasks before the final evaluation. If the situation warrants, the MSW Field Director may collaboratively work with the student and field instructor to create a Student Development Plan.

Since the mid-evaluation is a time to discuss the student's strengths and ways to improve, no grade assignment occurs at this time.

Instructions for the Final Evaluation & Final Evaluation Grading Scale

Formal evaluation occurs by assessing student performance toward the end of each semester. The evaluation considers how the students are performing learning tasks as entry-level behavioral health social work practitioners. The evaluation rubric defines levels of performance using numbers 1 – 5. A score of 1 means students are demonstrating insufficient competence in the behavior. A score of 2 equals developing competence, 3 represents standard competence, 4 is advanced competence, and 5 means mastered competence.

The process for completing the final evaluation is:

1. Students complete their self-evaluation and enter their scores in the student column of the final evaluation.
2. Field Instructors complete their evaluation and enter their scores in the field instructor column of the final evaluation.
3. Field Instructors share their evaluation with the students before the final evaluation. The Field Director will approve the final evaluation using one of the following: face-to-face site visit, phone conference, online video conferencing, or email confirmation.

The expectation is for students to receive a majority of 3s and 4s on the final evaluation. If earned, a score of 5 may be given. If a 1 or 2 is given, the average score of all behaviors is lower than 3.0, or the number of required field hours is not met, then the Field Director meets with the Field Instructor and student to determine the next steps. Decisions may include, but not be limited to, a failing grade for the course or the implementation of a Student Development Plan.

Evaluation Rubric

The evaluation rubric used to evaluate student performance follows.

Scale	Performance Measure	Description	Definition
5	Mastered Competence	The student shows exceptional performance and innovative application of the knowledge, values, and skills related to the performance of behavioral health social work practice behavior.	Mastered: "somebody highly skilled at something." Mastered Competence is the demonstration of knowledge, values, and skills of the behaviors at high levels.
4	Advanced Competence	The student shows an advanced application of the knowledge, values, and skills related to the performance of behavioral health social work practice behavior.	Advanced: "surpasses competent in one or more ways." Advanced Competence is the demonstration of knowledge, values, and skills where all components of the behaviors are included.
3	Standard Competence	The student shows a competent application of the knowledge, values, and skills related to the performance of behavioral health social work practice behavior.	Standard Competence: "having enough skill or ability to do something well." Standard Competence is the demonstration of knowledge, values, and skills where all components of the behaviors are included, but at the beginning or rudimentary level.
2	Developing Competence	The student shows beginning application of the knowledge, skills, or dispositions related to the performance of behavioral health social work practice behavior.	Developing: "failing to reach an expected or required level or standard." Developing Competence is a demonstration of knowledge, values, and skills where one or more of the components of the behaviors are missing.
1	Insufficient Competence	The student has not demonstrated the application of the knowledge, values, and skills related to the performance of generalist social work practice behavior.	Insufficient: "missing, not present or available." Insufficient Competence is the inability to demonstrate any of the components of the knowledge, values, or skills related to the behaviors.

Field Learning Plan & Evaluation Form

Competency 1: Demonstrate ethical and professional behavior							
Behaviors	Field Learning Tasks Required: Two tasks (either checked, added, or a combination of both) for each behavior	SWK 600 Mid-term Evaluation Scores	SWK 600 Final Evaluation Scores (Rating 1 – 5)		SWK 700 Mid-term Evaluation Scores	SWK 700 Final Evaluation Scores (Rating 1 – 5)	
		Field Instructor	Student	Field Instructor	Field Instructor	Student	Field Instructor
1.1 Apply ethical decision-making frameworks to navigate complex behavioral health dilemmas involving competing values, systemic constraints and interdisciplinary tensions, ensuring adherence to the NASW Code of Ethics and relevant healthcare regulations (e.g., HIPAA)	___ Analyze ethically ambiguous situations using structured decision-making frameworks (e.g., Reamer's model, Loewenberg & Dolgoff's ethical screen). ___ Synthesize and apply the NASW Code of Ethics along with agency, interdisciplinary, and legal standards in multi-system service settings (e.g., integrated behavioral health clinics, schools, justice systems). ___ Facilitate ethical case consultations with interdisciplinary teams, ensuring ethical reflection and adherence to social work values. ___ Evaluate ethical decisions through an anti-oppressive and culturally humble lens, especially when working with marginalized populations in behavioral health settings. Additional field learning tasks:						
1.2 Engage in ongoing reflective practice to examine the influence of	___ Adapt professionalism to suit different client populations and organizational cultures while upholding core social work values.						

personal values, social identities, and biases on professional judgment and client engagement	___ Deliver concise and professional oral presentations to interdisciplinary teams, stakeholders, and community partners. ___ Regularly document and analyze clinical interactions to identify how your values, assumptions, and social identities may influence engagement and decision-making with clients. ___ Participate in clinical supervision focused on identity and bias. ___ Use supervision to explore countertransference, cultural assumptions, or implicit bias—especially in work with clients whose lived experiences differ from your own. ___ Collaborate with colleagues to examine how systemic oppression and privilege show up in behavioral health practice and explore strategies for mitigating bias in client relationships. ___ Use instruments like the Cultural Competence Self-Assessment Checklist or Implicit Association Test (IAT) to build awareness of blind spots and set intentional goals for growth. Additional Field Learning Tasks:						
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1.3 Maintain strong professional boundaries across settings—including in-person, virtual, and hybrid environments—while building trust and rapport in ethically sound ways, ensuring ethical and inclusive use of technology (i.e., telehealth platforms, electronic health records, digital communication, data integrity)	____ Review a case study from practicum where a clinician uses technology (e.g., texting, video therapy, online records). Identify and analyze ethical issues using the relevant NASW Code of Ethics subsections & present recommendations for ethically sound practice. ____ Research a HIPAA-compliant telehealth platform used in behavioral health practice (e.g., Doxy.me, Zoom for Healthcare). Write a brief report evaluating its ethical strengths and risks in client care and communication. ____ With permission from your agency, review de-identified examples of how client communications (texts, emails, client portal messages) are handled. Assess compliance with ethical guidelines and propose improvements where necessary. ____ Draft a mock “Technology Use in Behavioral health Practice” policy for a rural setting (your agency). Include informed consent, boundaries in electronic communication, and data security measures aligned with 1.03(h-i) and 1.07(e-r). ____ Write a short reflective essay on your own comfort level and ethical concerns about using technology in behavioral health practice, especially in rural or underserved areas. Additional field learning tasks:						
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1.4 Demonstrate fluency in federal and state healthcare regulations, including HIPAA, 42 CFR Part 2, informed consent laws, and ethical standards in integrated care settings	___ Navigate and communicate the distinctions between HIPAA and 42 CFR Part 2 when coordinating care with medical, psychiatric, and substance use professionals. ___ Conduct informed consent processes tailored to behavioral health settings by ensuring clients fully understand their rights, data sharing implications, and limitations of confidentiality—especially in high-risk or involuntary treatment contexts. ___ Audit documentation practices for legal and ethical compliance, reviewing clinical notes, treatment plans, and release forms to verify adherence to state regulations, agency policies, and ethical standards in integrated or co-located care systems. ___ Educate peers and partners on behavioral health-specific legal standards by facilitating brief trainings or consultations with colleagues on topics such as mandated reporting, data-sharing exceptions, or client rights under behavioral health statutes. Additional Field Learning Tasks:						
1.5 Educate clients on their rights, including privacy, autonomy, and informed participation in behavioral health treatment and care decisions	___ Provide clear, trauma-informed explanations of client rights, including privacy, informed consent, treatment options, and grievance procedures, using language and materials tailored to client literacy and cultural context. ___ Use shared decision-making tools to support client autonomy, collaborating with clients in choosing treatment goals, interventions, and medication options, ensuring they understand benefits, risks, and alternatives in an empowering and participatory process.						

	___ Create and/or revise accessible written and digital materials on client rights by developing or distributing handouts, visual aids, or brief videos that outline privacy laws (e.g., HIPAA, 42 CFR Part 2), voluntary vs. involuntary treatment, and service participation rights in behavioral health care. ___ Advocate with and for clients when rights are challenged or unclear, supporting clients in asserting their rights in settings like psychiatric hospitals, substance use programs, or interdisciplinary care teams, and intervening when rights violations are suspected. Additional Field Learning Tasks:						
1.6 Prioritize practitioner well-being through self-care, ethical workload management, supervision, and boundary-setting to promote sustainability and reduce compassion fatigue or burnout	___ Identify one piece of constructive feedback received during supervision and create a short action plan to implement it. Report on outcomes or changes observed related to strengths & limitations. ___ Prior to supervision sessions, complete a short form assessing your recent performance, including: • One strength • One challenge or limitation • A question or goal for the session ___ Present a case to your field instructor or seminar group including: • Your approach • What went well and why • What you would do differently • Insights gained about your professional development.						

	___ Develop a personalized, evidence-informed self-care and resilience plan - create and regularly update a written plan that integrates strategies such as mindfulness, rest, exercise, and social support, tailored to the demands of behavioral health practice. ___ Monitor workload and advocate for ethical practice conditions tracking caseload size, complexity, and administrative demands; use this data to communicate with supervisors and advocate for sustainable work conditions and realistic expectations. ___ Practice boundary-setting across digital, emotional, and time domains implementing clear boundaries with clients and colleagues around availability (e.g., after-hours contact), emotional labor, and self-disclosure—especially in high-intensity or virtual care settings. Additional Field Learning Tasks:						
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Comments:

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environment

Behaviors	Field Learning Tasks	SWK 600 Midterm Evaluation	SWK 600 Final Evaluation Scores (Rating 1 – 5)		SWK 700 Midterm Evaluation	SWK 700 Final Evaluation Scores (Rating 1 – 5)	
		Field Instructor	Student	Field Instructor	Field Instructor	Student	Field Instructor
2.1 Recognize and address the impact of systemic health disparities on diverse populations accessing behavioral health services	___ Select a cultural group your agency serves and research about the cultural history and experiences. _ Research articles on any social, racial, economic, and environmental justice issues for a cultural group your agency serves. _ Identify strategies to advocate to eliminate oppressive systematic barriers to human rights. _ Journal about human rights issues relevant to the clients served by your field agency. _ Create a resource list of agencies and professional organizations that advocate for the rights of clients served by your field placement. Additional field learning tasks:						
2.2 Apply social determinants of health frameworks in assessment, intervention, and advocacy to address the root causes of behavioral health disparities	___ Journal or process in supervision about social, racial, economic, and environmental justice issues relevant to cultural diversity in your field setting. ___ Identify the strategies used by your field agency in order to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.						

	___ Develop at least one biopsychosocial assessment or treatment plan that explicitly includes: • Social and structural determinants of health • The client's experience with oppression, discrimination, or marginalization • Interventions designed to address these injustices as part of behavioral health treatment. ___ Identify one behavioral health case where the client experienced barriers related to social, economic, or environmental injustice. Collaborate with the client and your supervisor to identify and pursue advocacy steps (e.g., connecting to legal aid, addressing housing insecurity, or requesting accommodations). ___ If involved in group therapy or psychoeducation, incorporate topics related to identity, discrimination, or equity (e.g., a session on coping with racial trauma, or community-based healing) Additional Field Learning Tasks:						
2.3 Use intersectional analysis to understand and respond to how overlapping identities (e.g. race, gender identity, disability, immigration status) shape experiences of oppression and access to behavioral health care	___ Conduct culturally responsive assessments that explore intersecting identities, using open-ended, affirming questions during intake to understand how clients' experiences of race, gender, disability, and legal status influence their behavioral health needs and access to care.						

	___ Apply intersectional case formulation in clinical documentation by integrating intersectional frameworks when analyzing presenting problems—highlighting how systemic oppression and layered identities contribute to mental health outcomes and service barriers. ___ Advocate for inclusive policies within behavioral health systems; Identify and challenge organizational policies or practices that disproportionately harm or exclude multiply marginalized groups (e.g., trans immigrants with disabilities). ___ Engage in ongoing training on intersectionality and behavioral health equity; Participate in professional development that deepens understanding of how overlapping oppressions manifest in service delivery and develop strategies to address power imbalances in clinical and policy settings. Additional Field Learning Tasks:						
2.4 Promote environmental justice by recognizing and addressing the mental health impacts of environmental degradation, displacement, and climate change on vulnerable populations	___ Incorporate environmental stressors into behavioral health assessments, asking clients about exposure to pollution, natural disasters, displacement, or housing instability caused by climate change, and assess how these factors affect mental health and well-being. ___ Develop trauma-informed interventions for climate- and displacement-related distress; Use clinical approaches (e.g., narrative therapy, community healing circles, eco-therapy) to support clients coping with eco-anxiety, disaster trauma, or grief due to environmental loss.						

	___ Collaborate with community organizations addressing environmental injustice; Partner with grassroots and advocacy groups to co-design mental health responses to environmental crises affecting marginalized communities (e.g., heat islands, contaminated water, forced migration). ___ Engage in policy advocacy to address the mental health dimensions of climate and environmental injustice; Provide testimony, draft briefs, or support campaigns that link environmental conditions to behavioral health disparities, especially in under-resourced or historically excluded communities. Additional Field Learning Tasks:						
2.5 Incorporate human rights principles (e.g., autonomy, dignity, participation) into all levels of practice, from clinical interventions to systems-level change	___ Center client autonomy and voice in treatment planning, engaging clients as co-creators of their behavioral health goals, ensuring informed consent, shared decision-making, and respect for self-defined well-being. ___ Use person-first and dignity-affirming communication by practicing consistent use of non-stigmatizing, identity-respecting language that honors the inherent worth of each client, especially those facing marginalization. ___ Advocate for systemic changes that uphold human rights in behavioral health settings by identifying institutional practices that compromise autonomy or participation (e.g., coercive treatment, lack of language access) and advocating for reforms that prioritize rights-based care.						

	___ Conduct organizational assessments through a human rights lens; Evaluate agency policies, service access, and staff practices for alignment with core human rights principles, and recommend changes to promote equity and client empowerment. Additional Field Learning Tasks:						
2.6 Adapt behavioral interventions to meet clients' cultural, spiritual and linguistic needs	___ Explore clients' cultural backgrounds, belief systems, and language preferences to inform tailored intervention planning. ___ Modify evidence-based interventions to incorporate cultural and spiritual practices by integrating culturally meaningful rituals, values, or healing traditions alongside standard behavioral health techniques to enhance relevance and engagement. ___ Use interpreters or culturally matched practitioners when needed to ensure linguistic access and cultural safety by collaborating with trained interpreters or professionals who share the client's cultural and language background. ___ Continuously seek client feedback on intervention fit and effectiveness; Regularly check in with clients about how well interventions align with their cultural and spiritual identities and adjust approaches accordingly. Additional Field Learning Tasks:						

2.7 Advocate for inclusive policies and practices within healthcare systems to improve access and outcomes for underrepresented populations	___ Conduct policy analysis to identify barriers faced by marginalized groups reviewing existing healthcare policies and practices to pinpoint systemic exclusions or inequities affecting access and quality of care. ___ Engage with stakeholders from underrepresented communities by facilitating focus groups, interviews, or advisory councils to gather lived experiences and priorities that inform advocacy efforts. ___ Develop and present evidence-based policy recommendations; Craft policy briefs, presentations, or testimony that propose actionable changes promoting inclusivity, cultural competence, and equity in healthcare systems. ___ Build coalitions and partnerships to strengthen advocacy impact. Collaborate with community organizations, professional associations, and advocacy groups to amplify voices and mobilize support for systemic reform. Additional Field Learning Tasks:						
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Comments:

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Behaviors	Field Learning Tasks	SWK 600 Midterm Evaluation Scores	SWK 600 Final Evaluation Scores (Rating 1 – 5)		SWK 700 Midterm Evaluation Scores	Final Evaluation Scores (Rating 1 – 5)	
		Field Instructor	Student	Field Instructor	Field Instructor	Student	Field Instructor
3.1 Identify and address barriers to equitable access to behavioral health care, including those related to insurance coverage, systemic discrimination, and geographic constraints	___ Conduct a literature review or integrate scholarly sources that examine the impact of racism or oppression on mental health, access to care, or treatment outcomes.						
	___ Conduct comprehensive assessments of access barriers with clients, exploring issues such as insurance limitations, transportation challenges, stigma, and experiences of discrimination that affect clients' ability to obtain care.						
	___ Navigate and advocate for clients within insurance and healthcare systems; Assist clients in understanding coverage options, appealing denials, and connecting with sliding-scale or alternative service providers. ___ Develop community resource maps and referral networks; Compile and maintain updated directories of accessible behavioral health services, including telehealth options and culturally specific providers. ___ Collaborate with policymakers and organizations to address systemic barriers, participating in initiatives aimed at expanding coverage, reducing discrimination, and increasing services in underserved or rural areas. Additional Field Learning Tasks:						

3.2 Critically reflect on and challenge personal biases, assumptions, and privileges that impact clinical decision-making and therapeutic relationships	___ Review the NASW Standards and Indicators for Cultural Competence in Social Work Practice then define cultural humility as it relates to your behavioral health practice. ___ Discuss an experience with a client or colleague where you discovered a personal bias, identify how the bias influenced your work, and then describe how you will work on reducing the influence of your personal bias. ___ Attend a cultural event, training, or workshop relevant to a population served at the practicum site, and write a brief reflection on how the experience will inform behavioral health practice. ___ Interview a colleague or supervisor from a different cultural background to better understand how they incorporate cultural humility into practice. ___ Identify and document situations in which implicit bias or assumptions may have emerged and describe strategies used to self-regulate in the moment. Use mindfulness or grounding techniques to remain present and responsive in sessions, particularly when clients express perspectives that differ from the student's own values or experiences. ___ Begin each client relationship by collaboratively exploring their cultural context, values, and preferences, affirming their role as the expert on their lived experience. Ask clients about culturally significant practices, spiritual beliefs, family roles, or community influences that should be respected in the therapeutic process. Additional Field Learning Tasks:						
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3.3 Integrate intersectionality frameworks to assess and understand the complex overlapping identities that shape clients' behavioral health experiences	___ Conduct intake assessments that explore multiple identity dimensions. Use open-ended questions to gather information on clients' race, gender identity, sexual orientation, disability, immigration status, and other relevant social locations. ___ Analyze how intersecting identities contribute to behavioral health risks and resilience, applying intersectional theories to understand compounded oppressions or privileges impacting clients' mental health and access to care. ___ Tailor interventions to address unique experiences stemming from overlapping identities, adapting treatment plans that recognize the interplay of social determinants and systemic barriers affecting each client's well-being. ___ Engage in ongoing training and supervision focused on intersectionality and reflect on personal biases and systemic dynamics that influence practice, seeking feedback to improve culturally competent and equitable care. Additional Field Learning Tasks:						
3.4 Create inclusive and affirming therapeutic spaces where clients' racial, gender, spiritual, and cultural identities are recognized and supported as central to healing	___ Complete a written self-assessment at the beginning of the practicum identifying personal values, cultural identity, and potential biases that may impact behavioral health interactions. Maintain a reflective journal documenting instances when personal values or reactions arose in client interactions and how they were managed or addressed.						

	___ Bring at least one case per month to supervision where you explore how your personal beliefs or cultural background may have influenced your behavioral health assessment or intervention, seeking specific feedback from your supervisor on how your communication style, tone, or assumptions may reflect implicit bias or value-based judgments. ___ Practice cultural humility by inviting clients to share how they perceive the therapeutic relationship, particularly regarding identity differences (e.g., race, religion, gender, age) and modify language or approach in session based on client feedback or insight gained from reflection on your own assumptions or triggers. ___ Attend at least one workshop, webinar, or training related to implicit bias, identity-based microaggressions, or cultural humility in behavioral health settings & complete a reflection paper or discussion post connecting new knowledge from the training to a behavioral health case or practice setting. ___ Use specific strategies (e.g., mindfulness, pause-and-reflect techniques) in real-time to monitor and manage bias-triggered responses during sessions. ___ Create and revise a personal growth plan identifying areas of potential bias and ongoing steps to increase cultural responsiveness in behavioral health relationships. Additional Field Learning Tasks:						
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3.5 Engage in continuous learning about the historical and present-day impacts of racism, colonization, and systemic violence on behavioral health outcomes	___ Integrate cultural and spiritual considerations into biopsychosocial assessments, ensuring that cultural strengths, traditions, and beliefs are accurately reflected. Utilize culturally appropriate screening tools or adapt existing ones to be more relevant for the client's background. ___ Ask clients directly about cultural or spiritual beliefs that are important to them and collaboratively discuss how those values should shape behavioral health goals and interventions. ___ Incorporate culturally significant practices (e.g., rituals, language preferences, family structures) into treatment planning when appropriate and with client consent. ___ Use culturally adapted evidence-based practices when working with diverse clients (e.g., adapting CBT or narrative therapy to reflect the client's worldview and values). ___ Maintain a reflective journal entry or supervision log discussing how cultural and spiritual insights informed specific decisions in treatment sessions. Identify areas of growth in cultural competence and create a self-directed learning plan (e.g., readings, trainings, consultation) to address them. ___ Study foundational and contemporary literature on racial and colonial trauma; Read and critically analyze texts, research articles, and community narratives that explore how racism and colonization shape mental health disparities. ___ Participate in workshops, trainings, and dialogues focused on systemic violence and its behavioral health impacts; Engage with community leaders, scholars, and practitioners to deepen understanding of structural oppression and healing practices.						
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	___ Reflect on the historical context in clinical case conceptualization integrating awareness of clients' ancestral and collective traumas into assessment, treatment planning, and intervention strategies. Additional Field Learning Tasks:						
3.6 Collaborate with culturally specific organizations and leaders to co-design interventions and programs that reflect community needs and knowledge	___ Build relationships with culturally specific organizations and community leaders; Initiate and maintain trust-based partnerships by engaging in consistent communication, showing cultural humility, and participating in community events or forums. ___ Facilitate community-led needs assessments, using participatory methods (e.g., focus groups, listening sessions, surveys) to identify community-defined behavioral health priorities and service gaps. ___ Co-create intervention plans rooted in cultural strengths and traditional knowledge working alongside partners to develop programs that integrate culturally relevant practices, healing traditions, and community values into behavioral health care. ___ Establish shared evaluation criteria and feedback loops; Collaboratively define what success looks like, and build systems for mutual reflection, accountability, and continuous adaptation based on community input. Additional Field Learning Tasks:						

3.7 Ensure accessibility and inclusion in services by addressing barriers related to language, immigration status, disability, literacy, and digital access	___ Conduct accessibility audits of behavioral health services; Evaluate service environments, materials, and technologies for inclusivity—e.g., multilingual signage, plain-language forms, ADA compliance, and telehealth readiness. ___ Adapt communication methods to meet diverse needs; Provide translated materials, use interpreters, create visual or audio resources, and ensure that information is accessible to clients with varying literacy or cognitive levels. ___ Advocate for system-level changes to reduce structural exclusion; Identify and challenge organizational or policy barriers—such as ID requirements, documentation concerns, or tech-only service models—that marginalize clients. ___ Partner with clients and community stakeholders to co-design inclusive practices by involving people with lived experience in shaping programs and outreach strategies that truly reflect the needs of linguistically, culturally, and ability-diverse populations. Additional Field Learning Tasks:						
3.8 Collaborate with clients and communities to challenge and transform policies that perpetuate health inequities	___ Facilitate policy education workshops with clients and community members to help participants understand how local, state, and federal policies impact behavioral health access and outcomes, empowering them to advocate for change. ___ Support the co-creation of advocacy agendas grounded in lived experience; Work with clients and grassroots groups to identify priority issues, develop shared goals, and craft advocacy messages rooted in community wisdom.						

	___ Engage in participatory policy analysis and change efforts. ___ Use tools like power mapping and community-led policy reviews to evaluate existing policies and identify leverage points for transformation. ___ Amplify community voices in policy-making spaces; Help coordinate testimony, media engagement, or meetings with policymakers, ensuring that those directly impacted are centered in all advocacy efforts. Additional Field Learning Tasks:						
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Comments:

Competency 4: Engage in practice-informed research and research-informed practice

Behaviors	Field Learning Tasks Required: Two tasks (either checked, added, or a combination of both) for each behavior	SWK 600 Midterm Evaluation Scores	SWK 600 Final Evaluation Scores (Rating 1 – 5)		SWK 700 Midterm Evaluation Scores	SWK 700 Final Evaluation Scores (Rating 1 – 5)	
		Field Instructor	Student	Field Instructor	Field Instructor	Student	Field Instructor
4.1 Critically evaluate behavioral health interventions for evidence-based efficacy and cultural appropriateness	___ Research credible sources about a practice intervention used by your field agency then present your findings of the behavioral health effectiveness of the intervention by identifying an evidence-based intervention relevant to your client population (e.g., CBT, MI, TF-CBT). Observe or co-lead a session using the EBP and reflect on its application during supervision. ___ Select a recent peer-reviewed article related to a client issue (e.g., trauma, anxiety, rural access). Prepare a one-page summary and discuss how the findings can be integrated into practice.						

	___ Assist in developing treatment plans that incorporate research-informed goals and interventions. Use validated screening tools (e.g., PHQ-9, ACEs) and reflect on their research basis. ___ Create a brief training guide or handout for staff summarizing best practices for a mental health issue (e.g., trauma-informed care, safety planning). ___ Compare one of your agency's behavioral health or administrative policies with current best practices found in the literature and present recommendations for updates based on research. Additional Field Learning Tasks:						
4.2 Critically appraise behavioral health research for cultural relevance, methodological bias, and alignment with anti-oppressive values	___ Read and summarize 2–3 articles that discuss cultural bias or underrepresentation in behavioral health research. Reflect on how these biases impact practice with marginalized populations. ___ Write a reflection connecting a client's lived experience (e.g., racism, poverty, cultural stigma) to the limitations of commonly used assessment tools or interventions and identify strategies to adapt behavioral health practice or advocate for alternative tools grounded in anti-oppressive research. ___ Review a commonly used quantitative tool (e.g., depression inventory) and assess whether it reflects cultural assumptions. Discuss findings in supervision and propose culturally responsive alternatives or adjustments. ___ Participate in a discussion (with your field instructor or agency staff) about the ethics of collecting client data—especially from underserved communities and reflect on power dynamics and informed consent in both behavioral health work and research.						

	___ Assist in designing or reviewing qualitative interview questions to ensure they are culturally sensitive, trauma-informed, and inclusive, recommending language adjustments that reflect anti-racist and anti-oppressive principles. ___ Create a brief that outlines how research has historically excluded or harmed a specific group (e.g., Indigenous, LGBTQ+, or immigrant populations), highlighting current ethical, culturally responsive practices that address these harms. ___ Prepare to discuss one example from your fieldwork where bias (your own or systemic) may have influenced how information was collected, interpreted, or used. Propose a culturally grounded, anti-oppressive response or adjustment. ___ Research credible sources to find evidence-informed, anti-racist, anti-oppressive programs or service delivery systems in your field setting then discuss how to apply the findings Additional Field Learning Tasks:						
4.3 Apply mixed-methods and narrative-based approaches to capture the complexity of client experiences and systems of care	___ Design evaluation plans that integrate qualitative and quantitative methods; Combine surveys, interviews, focus groups, and case studies to gather both measurable outcomes and rich contextual data on behavioral health services. ___ Collect client narratives through culturally appropriate storytelling formats; Use life histories, photovoice, digital storytelling, or community mapping to understand lived experiences and the impact of systems of care. ___ Analyze and interpret data through an intersectional and equity lens; Disaggregate findings by race, gender,						

	disability, etc., and interpret them in partnership with community members to ensure relevance and cultural accuracy. ___ Present findings in community-informed formats; Share results using accessible visuals, client vignettes, and summary briefs that resonate with diverse stakeholders and support action toward system improvement. Additional Field Learning Tasks:						
4.4 Promote and apply practice-based evidence models, especially in underrepresented communities where traditional research may be limited or misaligned	___ Document and evaluate culturally grounded practices already in use with agency; Work with community practitioners to identify effective, informal, or ancestral practices and develop simple tools to track outcomes and patterns of success. ___ Engage community members in defining what counts as evidence; Facilitate dialogues or focus groups where clients and leaders articulate their own indicators of wellness, healing, and program effectiveness. ___ Integrate practice-based evidence into service planning and funding proposals, advocating for the inclusion of locally developed strategies in organizational protocols, grant applications, and agency-wide evaluation frameworks. ___ Train peers and organizations on valuing and utilizing practice-based evidence; Lead workshops or consultations that challenge overreliance on narrowly defined evidence-based models and promote strengths-based, community-validated approaches Additional Field Learning Tasks:						

4.5 Collaborate across disciplines and sectors to develop, adapt, and evaluate interventions that promote mental health equity and social justice	___ Participate in interdisciplinary planning teams; Engage with professionals from healthcare, education, housing, and justice sectors to co-develop integrated behavioral health interventions rooted in equity. ___ Co-design culturally responsive intervention strategies with partners; Adapt or create intervention models by incorporating input from clinicians, community members, and non-traditional healers to meet diverse community needs. ___ Contribute to cross-sector evaluation frameworks; Help develop shared evaluation plans that reflect equity-focused goals and measure outcomes meaningful to all stakeholders involved. ___ Facilitate dialogue across systems to address structural barriers; Convene forums or working groups to identify gaps in services and build collective strategies to address policy and practice barriers impacting behavioral health equity. Additional Field Learning Tasks:						
4.6 Stay current with developments in behavioral health research, prioritizing literature and frameworks that reflect diverse epistemologies and community-defined success	___ Curate and maintain a behavioral health literature repository; Regularly review and archive scholarly articles, gray literature, and community-authored publications that highlight non-Western, Indigenous, and culturally rooted approaches to mental health. ___ Engage in critical appraisal of research, evaluating behavioral health studies for cultural relevance, equity considerations, and methodological inclusivity, identifying whose voices and experiences are centered or missing. ___ Integrate diverse research into supervision and team discussions bringing forward non-traditional studies or						

	community evidence in case consultations and staff meetings to broaden the lens through which behavioral health issues are understood. ___ Translate current research into accessible formats; Summarize and share key findings through newsletters, infographics, or team briefings that highlight culturally diverse frameworks and implications for practice. Additional Field Learning Tasks:						
4.7 Contribute to interdisciplinary research initiatives aimed at improving outcomes in behavioral medicine	___ Assist with research design and question development; Collaborate with interdisciplinary teams to ensure research questions reflect social work perspectives, incorporate social determinants of health, and center equity and lived experience. ___ Support culturally responsive data collection by conducting interviews, focus groups, or surveys with attention to cultural humility, trauma-informed principles, and participant empowerment. ___ Analyze behavioral health data with a systems lens; Contribute to the interpretation of qualitative and quantitative data by identifying patterns related to systemic inequities, community strengths, and intersectional identities. ___ Co-author research products for diverse audiences; Help write research briefs, academic articles, grant proposals or community summaries that translate findings into actionable strategies for improving behavioral medicine outcomes. Additional Field Learning Tasks:						

Comments:

Competency 5: Engage in policy practice

Behaviors	Field Learning Tasks	SWK 600 Midterm Evaluation Scores	SWK 600 Final Evaluation Scores		SWK 700 Midterm Evaluation Scores	SWK 700 Final Evaluation Scores	
	Required: Two tasks (either checked, added, or a combination of both) for each behavior	(Rating 1 – 5)	(Rating 1 – 5)		(Rating 1 – 5)	(Rating 1 – 5)	
		Field Instructor	Student	Field Instructor	Field Instructor	Student	Field Instructor
5.1 Analyze the implications of health policies through anti-racist, anti-oppressive and intersectional frameworks (such as the Affordable Care Act and Medicaid expansions), on the delivery of behavioral health services, identifying disparities and systemic injustices	___ Select a client case and analyze how one or more policies (e.g., Medicaid rules, eligibility criteria, service location) impacted access to care, identifying barriers and propose a policy-level change using an anti-oppressive lens. ___ Create a visual or written map of how clients navigate the mental health or social service system, identifying points of inequity, gatekeeping, or marginalization—especially for BIPOC, LGBTQ+, or rural populations. ___ Review one local, state, or federal policy relevant to your placement. Analyze it for equity and inclusion: Who benefits? Who is excluded? Whose voice is missing? ___ Interview clients, staff, or community members (with approval) about their experiences with accessing services. ___ Summarize findings and reflect on how systemic barriers relate to broader policy structures. ___ Draft a short policy brief or talking points advocating for a change to improve equity in access or delivery (e.g., expand telehealth for rural clients, increase funding for school-based mental health), grounding recommendations in data and a social justice framework.						

	___ Conduct a gap analysis of available mental health and social services in your placement's service area, identifying which populations are underserved and connecting findings to relevant policies or funding decisions. Additional Field Learning Tasks:						
5.2 Advocate for parity in behavioral health insurance coverage, access to integrated care, and removal of barriers to services for historically marginalized populations	___ Identify a policy change (local, state, or federal) that has occurred recently that is now creating barriers to your clients' access to services and/or does not demonstrate parity then analyze the impact of the policy on human rights and justice, identifying who benefits & who is marginalized. ___ Identify a state policy creating barriers to your clients' access to services and not providing parity then analyze the impact of the policy on human rights and justice. ___ Evaluate the influence of a social policy on human rights and social, racial, economic, and environmental justice and parity then describe how to work with government officials to formulate and/or advocate for a policy. ___ Write a short impact statement for a policy or program used in your agency that answers: "How does this policy advance—or hinder—racial, economic, or environmental justice for clients?" ___ Identify a gap in service or a client barrier linked to policy (e.g., lack of language access, restrictive eligibility criteria, lack of parity) & draft a policy recommendation that addresses the issue using an anti-oppressive and justice-oriented framework. ___ Investigate how environmental factors (e.g., housing conditions, pollution, food deserts) affect clients' mental health in your placement. Connect findings to local policies and make one recommendation for change.						

	___ Participate in a local legislative hearing, town hall, or advocacy day related to mental health. Reflect on how advocacy is (or is not) framed in terms of racial, economic, or environmental justice. Additional Field Learning Tasks:						
5.3 Draft policy briefs, position statements, or legislative testimony that reflect the priorities of clients and underrepresented communities by using data and storytelling efforts, combining quantitative analysis with client narratives to humanize policy impacts	___ Gather and analyze community-informed data; Collect local behavioral health data (e.g., hospitalization rates, service utilization, unmet needs) and disaggregate it by race, gender, disability, or geography to highlight disparities and systemic gaps. ___ Conduct story-based interviews or testimony prep sessions; Collaborate with clients or community members to co-develop personal narratives that illustrate lived experience, ensuring informed consent and emotional safety during storytelling processes. ___ Draft integrated policy documents; Write briefs or testimony that combine evidence-based data with compelling client stories, structured to emphasize both the systemic barriers and real-life consequences of current policy. ___ Engage in feedback and co-editing with community stakeholders; Review drafts with impacted individuals and advocacy partners to ensure language, priorities, and recommendations reflect their voices and expertise before dissemination or public testimony. Additional Field Learning Tasks:						

5.4 Monitor emerging behavioral health legislation and regulatory changes, interpreting their implications for service delivery, ethics, and social justice	___ Regularly review legislative tracking tools and government websites; Use resources like state legislative portals, the Federal Register, and advocacy group alerts to stay updated on new or proposed laws affecting behavioral health. ___ Analyze a piece of legislation for impacts on vulnerable populations and service access relative to your agency’s population, assessing how changes may affect equity, confidentiality, funding, and ethical practice, especially for marginalized communities. ___ Summarize and disseminate policy updates to peers and community partners: Prepare clear, concise briefs or presentations that translate legal jargon into practical implications for practitioners and clients. ___ Advocate for or against legislation based on social justice principles; Participate in public comment periods, provide testimony, or collaborate with advocacy groups to influence policy in ways that promote equitable behavioral health care. Additional Field Learning Tasks:						
5.5 Advocate for policies that promote integrated care models combining behavioral and physical health care	___ Research and summarize best practices in integrated care; Compile evidence and case studies demonstrating the effectiveness of integrated behavioral and physical health care models, highlighting improved outcomes and cost-effectiveness. ___ Engage with stakeholders to identify gaps and opportunities; Collaborate with healthcare providers, administrators, and clients to understand current barriers and needs for integration within local systems.						

	___ Draft policy proposals or advocacy materials; Develop briefs, presentations, or talking points advocating for funding, infrastructure, and training to support integrated care initiatives. ___ Participate in coalitions and public forums promoting integrated care; Join interdisciplinary groups, attend hearings, or provide testimony to policymakers emphasizing the importance of integrated care for holistic client well-being. Additional Field Learning Tasks:						
5.6 Collaborate with stakeholders to influence public health initiatives addressing behavioral health issues, such as substance use or chronic illness management	___ Map key stakeholders and establish partnerships, identifying and connecting with public health officials, community organizations, healthcare providers, and advocacy groups involved in substance use or chronic illness programs. ___ Co-develop outreach and education campaigns; Work with partners to design culturally appropriate materials and events that raise awareness and reduce stigma around behavioral health issues. ___ Contribute to data collection and community needs assessments; Assist in gathering and analyzing data to inform public health strategies that are responsive to community priorities and health disparities. ___ Advocate jointly for policy or funding changes; Collaborate with stakeholders to support legislation, grant applications, or program expansions that enhance prevention and treatment services. Additional Field Learning Tasks:						

Comments:

Competency 6: Engage with individuals, families, groups, organizations, and communities

Behaviors	Field Learning Tasks Required: Two tasks (either checked, added, or a combination of both) for each behavior	SWK 600 Midterm Evaluation Scores	SWK 600 Final Evaluation Scores (Rating 1 – 5)		SWK 700 Midterm Evaluation Scores	SWK 700 Final Evaluation Scores (Rating 1 – 5)	
		Field Instructor	Student	Field Instructor	Field Instructor	Student	Field Instructor
6.1 Build therapeutic alliances with clients by demonstrating empathy and understanding of their unique behavioral health challenges, acknowledging and responding to intergenerational, collective, & historical trauma that may influence clients' trust in behavioral health systems	___ Assist in completing a comprehensive biopsychosocial assessment, paying close attention to environmental, cultural, and systemic influences on the client's well-being. ___ Create an eco-map or genogram for a client to visualize relationships, supports, and systemic stressors. Use the map to inform treatment planning and client engagement strategies. ___ Develop a brief engagement plan for a new client using human behavior theories (e.g., attachment theory, trauma theory, stages of change), reflecting in supervision on how these theories shaped your approach. ___ Write a reflection on how social determinants of health (e.g., poverty, discrimination, housing instability) influenced a client's presenting issues and engagement in services. ___ Observe an interdisciplinary team meeting (e.g., medical-social work rounds, school team conference). ___ Document how team members from various disciplines conceptualize the client's issues and collaborate on care.						

	___ Compare how different professions (e.g., nursing, psychology, social work) understand and approach a shared client issue (e.g., depression, substance use) & discuss in supervision how these perspectives can complement social work engagement. ___ Contribute to an integrated care plan involving multiple providers (e.g., therapist, case manager, psychiatrist) & identify how each profession's framework informs their role and how the plan supports whole-person care. ___ Present a case in supervision where engagement was challenging & analyze what theories or frameworks (e.g., strengths perspective, systems theory) could support a more effective engagement strategy. Additional Field Learning Tasks:						
6.2 Establish culturally responsive and trauma-informed engagement strategies that honor clients' lived experiences, community histories, and cultural identities, demonstrating relational attunement and cultural humility and validating potential client resistance, survival strategies, and resilience in the face of systemic oppression	___ Practice active, empathic listening in client sessions and keep a log of client responses to your use of reflective statements or validation. Discuss in supervision how empathy shaped the engagement process. ___ Develop a brief plan outlining strategies for building trust with a new client from a cultural or social background different from your own. Identify culturally relevant strengths or values you can affirm during engagement. ___ Record or observe a client interaction (with permission or using simulation), and evaluate your nonverbal cues, tone, and language for warmth, empathy, and cultural responsiveness.						

	___ Reflect on your own cultural background, social location, and potential biases. Consider how these factors influence your engagement with clients and how you can practice cultural humility. ___ Analyze a behavioral health encounter through a lens of power, privilege, and oppression & identify how your interpersonal skills supported or hindered culturally responsive engagement. ___ Present a case in supervision involving cultural, racial, or linguistic differences & discuss how you demonstrated empathy and adapted your engagement based on the client's worldview. ___ Observe a staff member who shares a cultural identity with the client population or uses culturally adapted methods. Reflect on what you learned and how it applies to your own practice. ___ Deliver or co-lead a psychoeducation session that is adapted to the cultural context of the clients (e.g., storytelling, community norms, faith integration). Reflect on how the clients responded and how the adaptation enhanced engagement. Additional Field Learning Tasks:						
6.3 Critically reflect on and address their own positionality, biases, and assumptions to promote trust and authenticity in therapeutic and community relationships	___ Maintain a reflective journal focused on self-awareness and regularly document thoughts, feelings, and reactions to clinical encounters to identify how personal identities and biases influence interactions. ___ Engage in facilitated peer or supervisory reflection sessions, participating in discussions that challenge assumptions and explore the impact of social identities and power dynamics on professional practice.						

	___ Complete structured implicit bias assessments; Use tools such as the Implicit Association Test (IAT) to uncover unconscious biases and create actionable plans to mitigate their effects. ___ Solicit client and community feedback on relational dynamics; Use surveys, interviews, or informal check-ins to understand how clients perceive authenticity, respect, and trust in the helping relationship, and adjust approaches accordingly. Additional Field Learning Tasks:						
6.4 Incorporate individual and family-centered engagement models that strengthen connections to social supports and affirm cultural traditions and reflect clients' social realities, resisting deficit-based approaches and institutional norms that marginalize or pathologize	___ Use strengths-based assessments that highlight family and community resources; Explore clients' social networks, cultural practices, and traditions to identify protective factors and sources of resilience. ___ Facilitate family and community meetings incorporating cultural rituals and storytelling; Create safe spaces where clients and families can share narratives that affirm identity and collective strengths rather than focusing solely on pathology. ___ Develop intervention plans that incorporate culturally grounded support systems, integrating extended family, faith communities, and traditional healers as collaborators in care, respecting clients' definitions of wellness. ___ Advocate against deficit-focused language and institutional biases by challenging policies or clinical frameworks that marginalize clients by pathologizing cultural differences or social realities, promoting inclusive, affirming language and practice. Additional Field Learning Tasks:						

6.5 Use participatory and narrative methods to elevate client voice and choice in shaping behavioral health care goals and approaches	___ Facilitate narrative interviews or storytelling sessions, encouraging clients to share their experiences, values, and hopes in their own words to inform personalized treatment goals. ___ Implement participatory goal-setting tools using collaborative frameworks like Wellness Recovery Action Plans (WRAP) or Shared Decision-Making models to ensure clients actively guide care planning. ___ Incorporate creative expression techniques (e.g., art, journaling, or digital storytelling) as means for clients to communicate priorities and reflect on progress. ___ Regularly review and revise care plans based on client feedback; Establish ongoing check-ins to ensure interventions remain aligned with clients' evolving goals and preferences. Additional Field Learning Tasks:						
6.6 Anticipate and address institutional barriers to engagement, including language access, stigma, mistrust of systems, and socioeconomic constraints	___ Conduct barrier assessments during intake and engagement; Use structured tools or open conversations to identify clients' specific challenges related to language, stigma, past negative system experiences, and financial or transportation limitations. ___ Implement accessible communication strategies; Provide interpretation services, translated materials, and plain-language resources to overcome language barriers and enhance understanding. ___ Build trust through trauma-informed and culturally sensitive practices prioritizing transparency, confidentiality, and respect to counteract historical mistrust and reduce stigma in service settings.						

	___ Collaborate with community organizations to address socioeconomic challenges; Link clients with resources for housing, food security, transportation, and financial assistance to reduce external barriers to consistent engagement. Additional Field Learning Tasks:						
6.7 Partner with community organizations to improve behavioral health services and outreach efforts	___ Map and connect with relevant community organizations; Identify local nonprofits, faith-based groups, advocacy coalitions, and cultural centers that serve populations impacted by behavioral health issues. ___ Co-develop outreach strategies that reflect community strengths and needs; Collaborate on creating culturally relevant educational materials, workshops, or events that increase awareness and reduce stigma around behavioral health. ___ Establish and/or improve referral pathways and coordinated care networks, working with partners to streamline client referrals, share resources, and ensure continuity of care across service providers. ___ Participate in joint evaluation and quality improvement initiatives; Collect and analyze data with community organizations to assess outreach effectiveness and inform service adaptations. Additional Field Learning Tasks:						

Comments:

Competency 7: Assess individuals, families, groups, organizations, and communities							
Behaviors	Field Learning Tasks	SWK 600 Midterm Evaluation Scores	SWK 600 Final Evaluation Scores (Rating 1-5)		SWK 700 Midterm Evaluation Scores	SWK 700 Final Evaluation Scores (Rating 1 – 5)	
	Required: Two tasks (either checked, added, or a combination of both) for each behavior	Field Instructor	Student	Field Instructor	Field Instructor	Student	Field Instructor
7.1 Conduct biopsychosocial and cultural assessments to identify clients' strengths, health challenges, and systemic influences in behavioral medicine contexts	___ Present a bio-psycho-social-spiritual assessment based on an interview with a client and explain your assessment findings. ___ Discuss how a theoretical, conceptual, or developmental theory influences your assessment of the client's situation. ___ Assemble a list of screening tools for crises, such as suicide, threat to harm others, interpersonal violence, child abuse, adult abuse, and/or addictions. ___ Complete a case formulation using a theory of human behavior (e.g., attachment theory, trauma theory, cognitive-behavioral theory) to explain client concerns and inform assessment & identify how the client's social environment contributes to their presenting issues. ___ Conduct or contribute to a behavioral health assessment that includes family, community, cultural, and environmental factors. Use this assessment to inform treatment planning or resource referrals. ___ Integrate relevant developmental theories (e.g., Erikson's stages, adolescent brain development) into a client assessment and identify how this informs diagnosis or goal setting.						

	___ Coordinate with another provider (e.g., nurse, psychologist, case manager) to complete a shared assessment or care plan. Note where your perspectives align or differ and how this shaped the overall understanding of the client. ___ Complete an assessment that integrates perspectives from multiple disciplines (e.g., behavioral, physical, social, and spiritual health) to guide treatment. ___ Present a complex client in supervision and discuss which theories of human behavior or interprofessional frameworks best support accurate assessment and intervention. Additional Field Learning Tasks:						
7.2 Utilize evidence-based screening tools to assess behavioral health conditions (e.g., PHQ-9, GAD-7, etc.)	___ Discuss the application of the Stages of Change Model to an assessment with a client in the field setting. ___ Discuss contextual, interpersonal, and personal factors influencing the readiness for change of a client in the field setting. ___ Present a client situation at a case staffing and describe client behaviors supporting your assessment of the client's stage in the readiness for change model and choice of screening tools. ___ Administer validated screening tools during intake and periodic assessments; Use tools like the PHQ-9, GAD-7, AUDIT-C, or PTSD Checklist (PCL-5) to identify symptoms of depression, anxiety, substance use, or trauma.						

	___ Interpret screening results within the context of the client’s cultural background and social environment. Avoid pathologizing; instead, integrate knowledge of systemic stressors and cultural expressions of distress into the assessment. ___ Document screening outcomes and follow-up actions in compliance with ethical and regulatory standards to ensure accurate, confidential, and trauma-informed recordkeeping aligned with HIPAA and organizational protocols. ___ Write a reflection on how you balanced behavioral health recommendations with respect for the client’s choices—even if they differed from your own views. Additional Field Learning Tasks:						
7.3 Integrate input from interdisciplinary teams into comprehensive treatment planning for clients with co-occurring behavioral and physical health conditions	___ Present a client assessment then discuss the diagnostic impressions derived from the criteria noted in the assessment with the interdisciplinary team. ___ Present a client situation at a case staffing and describe the criteria leading to your diagnostic impression. ___ Select a DSM-V diagnosis then research bio-psycho-social-cultural-spiritual influences contributing to possible misdiagnosis; discussing with interdisciplinary team. ___ Review a client case where multiple diagnoses are possible. Identify at least two potential diagnoses and document how you ruled in or ruled out each based on DSM-5 criteria and behavioral health presentation.						

	___ Conduct (or co-conduct) a behavioral health interview and map client symptoms to possible diagnostic criteria. Consult DSM-5 to identify differential diagnoses that must be considered based on overlapping or co-occurring symptoms. ___ Use the DSM-5's Cultural Formulation Interview (or a similar tool) with a client to understand how cultural background affects symptom expression and interpretation of mental health concerns. Reflect on how this influenced your diagnostic considerations in a team review. ___ When reviewing assessments, identify any medical or substance-related conditions that may mimic or contribute to psychiatric symptoms. Document how this affected your diagnostic thinking and discuss with the interdisciplinary team obtaining feedback. ___ Present a client in supervision and discuss potential differential diagnoses. Collaboratively determine which diagnosis—or set of diagnoses—is most appropriate and why. ___ Participate in or observe a diagnostic discussion with other professionals (e.g., psychiatrist, psychologist, nurse). Note how team members use different lenses to contribute to diagnostic clarity. Additional Field Learning Tasks:						
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Comments:

Competency 8: Intervene with individuals, families, groups, organizations, and communities

Behaviors	Field Learning Tasks Required: Two tasks (either checked, added, or a combination of both) for each behavior	SWK 600 Midterm Evaluation Scores	SWK 600 Final Evaluation Scores (Rating 1 – 5)		SWK 700 Midterm Evaluation Scores	SWK 700 Final Evaluation Scores (Rating 1 – 5)	
		Field Instructor	Student	Field Instructor	Field Instructor	Student	Field Instructor
8.1 Implement evidence-based behavioral health interventions (e.g., cognitive-behavioral therapy for chronic illness management)	___ Identify a practice theory most commonly used by your field agency then demonstrate how to apply the practice theory in your work with clients. ___ Discuss a case scenario where a practice intervention did not work then critically assess whether to try the same practice intervention or try a new practice approach. ___ Describe two practice interventions that may apply to a case, then present the positives and negatives of applying each intervention. ___ Collaborate with the client to define treatment goals that are meaningful within their cultural, spiritual, and community context, reflecting on how cultural values influenced intervention choices. ___ Select a standard evidence-based intervention (e.g., CBT, MI, DBT) and adapt language, pacing, or delivery to fit the client's cultural background or communication style. Discuss your adaptations in supervision. ___ Deliver or co-facilitate an evidence-informed intervention session (e.g., grounding techniques for trauma, behavioral activation for depression), reflecting on client response and outcomes. ___ Document the rationale for the chosen behavioral health intervention using both evidence (e.g., practice guidelines, meta-analyses) and cultural relevance.						

	____ Compare two evidence-informed approaches to a client problem and determine, in consultation with the client and supervisor, which is the best fit given their goals and cultural context. ____ Participate in or co-lead a culturally responsive group or family session using an evidence-informed model. Debrief on how culture and group dynamics shaped implementation. ____ Present a case in supervision where you planned or implemented a culturally responsive intervention. Discuss client outcomes and opportunities for refinement. Additional Field Learning Tasks:						
8.2 Apply healing-centered and culturally affirming intervention models that integrate clients' lived experiences, cultural identities, and community knowledge as central to the change process by co-creating intervention plans in partnership with individuals, families, and groups that reflect clients' goals, strengths, and definitions of healing, rather than imposing prescriptive or deficit-based strategies	____ Use a culturally responsive framework (e.g., liberation health model, cultural humility, Afrocentric perspective) to conceptualize a client's presenting issues and design appropriate interventions that support their self-advocacy. ____ Facilitate a behavioral health session that includes identifying barriers (e.g., systemic, cultural, or institutional) and helping the client explore strategies to advocate for themselves with service providers, employers, or systems. ____ Implement strength-based or narrative therapy techniques that empower clients to articulate their needs and values when interacting with systems of power. ____ Engage in a role-play or real-time scenario with a client to help them prepare to communicate their needs assertively to another party (e.g., landlord, provider, school, or family member).						

	___ Collaborate with a client to outline steps for negotiating access to a service, accommodation, or support, ensuring the approach aligns with their cultural communication style and values. ___ Identify a barrier a client faces (e.g., denial of services, discrimination, language access) and, with the client's input, engage in advocacy with a provider, agency, or community resource to address the issue. ___ Help clients navigate culturally or linguistically unfamiliar systems (e.g., healthcare, education, immigration) using tools like interpretation services, culturally adapted materials, or liaison with culturally aligned professionals. ___ Present a case in supervision where you used or considered using behavioral health advocacy. Discuss how cultural identity, power dynamics, or bias influenced the intervention and how you adapted accordingly. ___ Reflect in writing on a moment when you had to balance respect for client self-determination with the need to intervene or advocate—especially in culturally complex or oppressive contexts. Additional Field Learning Tasks:						
8.3 Integrate systemic and structural analyses into intervention design, addressing social determinants of health, racism, poverty, and stigma as core components of behavioral health treatment	___ Conduct assessment with clients to identify how social determinants (e.g., housing, income, access to care) impact their mental health outcomes and integrate this analysis into treatment plans to ensure interventions are contextually relevant and holistic. ___ Design or adapt interventions that explicitly address systemic oppression. For example, incorporate community navigation support, legal advocacy referrals, or culturally rooted healing practices into behavioral health plans.						

	___ Collaborate with interdisciplinary teams to build treatment strategies that target both clinical symptoms and root causes; Advocate for wraparound services, such as food security programs, housing assistance, or anti-stigma education campaigns. ___ Use equity-focused frameworks (e.g., Health Impact Pyramid, Structural Competency) in supervision and case discussions; Reflect on how racism, poverty, and marginalization influence diagnostic and treatment decisions, and revise interventions accordingly. Additional Field Learning Tasks:						
8.4 Facilitate group interventions focused on health behavior change (e.g., smoking cessation, weight management)	___ Design and implement evidence-based group curricula using motivational interviewing and cognitive-behavioral strategies and tailor sessions to address behaviors like tobacco use, nutrition habits, or substance misuse within culturally relevant contexts. ___ Co-facilitate behavior change groups with interdisciplinary partners (e.g., nurses, health educators); Model collaborative care and reinforce integration of behavioral and physical health perspectives. ___ Adapt group materials and approaches to ensure accessibility, using plain language, visual supports, and flexible delivery methods (e.g., virtual, in-person, hybrid) to meet diverse participant needs. ___ Evaluate group effectiveness using participant feedback, pre/post measures, and behavior tracking tools, using findings to revise content and delivery to better support sustained health behavior change. Additional Field Learning Tasks:						

8.5 Implement multi-level interventions that include clinical care, resource navigation, systems advocacy, and community mobilization to holistically address behavioral health needs	___ Develop and implement care plans that integrate individual therapy with connections to housing, food security, employment, and legal aid resources, ensuring that behavioral health treatment is embedded within a broader ecosystem of support. ___ Advocate within institutions (e.g., hospitals, schools, correctional systems) for policy and procedural changes that improve behavioral health access and outcomes for marginalized populations. ___ Partner with community-based organizations to co-lead psychoeducation workshops, resource fairs, or support groups that raise awareness and reduce stigma around behavioral health. ___ Engage in case conferencing and multidisciplinary team meetings to coordinate services across providers and systems, using shared decision-making approaches that center client voice. Additional Field Learning Tasks:						
8.6 Engage in critical use of evidence-based practices, such as motivational interviewing to support clients in making health-promoting behavioral changes, recognizing limitations and adapting models to ensure relevance, accessibility, and cultural fit for marginalized and historically excluded populations	___ Practice and refine motivational interviewing (MI) techniques through role-play, supervision, and fieldwork with clients navigating behavioral changes (e.g., substance use, medication adherence), with attention to relational dynamics and power. ___ Critically assess and adapt MI scripts, prompts, and goal-setting tools to align with the cultural values, linguistic preferences, and lived experiences of the client population. ___ Reflect in supervision or journaling on how dominant health behavior models (like MI or CBT) may overlook systemic barriers or cultural strengths—and adjust implementation accordingly.						

	____ Solicit client feedback and co-create engagement strategies to ensure evidence-based interventions feel accessible, empowering, and culturally affirming. Additional Field Learning Tasks:						
8.7 Utilize narrative, relational, and creative modalities (e.g., storytelling, expressive arts, somatic practices) to support trauma healing and enhance client engagement, particularly in communities where traditional talk therapy may be less culturally aligned, as well as employing trauma-informed and resilience-focused strategies that avoid pathologizing client behavior, while supporting autonomy, safety, and empowerment in the intervention process	____ Facilitate therapeutic activities using narrative or creative expression (e.g., storytelling circles, poetry, drawing, dance/movement) to help clients process trauma, express identity, and build resilience in culturally congruent ways. ____ Assess clients' cultural background and preferences to collaboratively select non-traditional therapeutic methods that enhance safety, trust, and meaningful engagement. ____ Incorporate trauma-informed principles (choice, voice, safety, empowerment) into all expressive interventions, ensuring clients maintain control over how and when they share experiences. ____ Collaborate with culturally specific healers, artists, or community members to co-develop relational healing strategies that align with the client's cultural traditions and avoid Western diagnostic bias or pathologization. Additional Field Learning Tasks:						

Comments:

Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities

Behaviors	Field Learning Tasks Required: Two tasks (either checked, added, or a combination of both) for each behavior	SWK 600 Midterm Evaluation Scores	SWK 600 Final Evaluation Scores (Rating 1 – 5)		SWK 700 Midterm Evaluation Scores	SWK 700 Final Evaluation Scores (Rating 1 – 5)	
		Field Instructor	Student	Field Instructor	Field Instructor	Student	Field Instructor
9.1 Use client feedback and outcome measures to evaluate the effectiveness of behavioral health interventions	___ Read a research article about an evaluation method used to evaluate the effectiveness of behavioral health practice then discuss how the evaluation method might be applied in your field agency. ___ Describe a case scenario using a single-system design to measure client progress. ___ Research and select an evaluation tool (e.g., PHQ-9, GAD-7, Outcome Rating Scale) and assess its cultural relevance and appropriateness for a specific client or population. Justify your selection based on research and client context. ___ Collaboratively define “success” or “improvement” with the client using their own words, values, and goals, then identify ways to measure progress that align with this definition. ___ Administer a selected or adapted outcome measure and use results to inform ongoing behavioral health work. Discuss findings with the client and reflect on the process in supervision. ___ Use a culturally appropriate outcome measure to track client progress across sessions (e.g., before and after a treatment phase or intervention series). Analyze the data and identify what it reveals about change over time.						

	___ Use qualitative methods such as client journaling, storytelling, or visual art to evaluate behavioral health progress in culturally meaningful ways. Present a case example where this method revealed client growth or healing. ___ Reflect in writing or supervision on ethical issues in evaluating outcomes across cultural lines (e.g., risk of misinterpreting scores, using tools developed for dominant groups). ___ Contribute to a group or program-level outcome evaluation (e.g., client satisfaction survey, focus group). Ensure the tools used reflect cultural humility and are inclusive of diverse identities. Additional Field Learning Tasks:						
9.2 Design and implement behavioral health evaluations that integrate anti-oppressive, anti-racist, trauma-informed, and culturally affirming approaches	___ Review outcome data (e.g., symptom reduction, client feedback, progress toward treatment goals) for an individual or family. Analyze patterns and discuss with your supervisor how these findings inform next steps in treatment. ___ Write a brief reflection or supervision note evaluating the effectiveness of a specific intervention or technique used in practice, identifying what worked, what didn't, and why—considering client context, strengths, and cultural background. ___ Select a case where the behavioral health outcomes differed from what was expected. Critically assess contributing factors (e.g., engagement, external barriers, intervention fit) and identify practice adjustments. ___ Update a client's treatment plan or behavioral health approach based on outcome data, client feedback, or new evaluation findings. Document the rationale for changes in collaboration with the client.						

	___ After observing or co-leading a group session, analyze member feedback or group dynamics. Propose and implement changes to enhance participation, engagement, or cultural responsiveness. ___ Reflect on how your own behavioral health biases, assumptions, or cultural lens may have shaped your interpretation of client outcomes and practice adjustments. ___ Participate in the analysis of group- or program-level outcome data (e.g., client satisfaction surveys, discharge summaries, progress reports). Offer one concrete suggestion for improving service delivery based on this data. ___ Identify how evaluation findings from individuals or groups may reflect broader community or systemic issues (e.g., access, stigma, cultural mismatch). Propose how behavioral health practice or advocacy could respond to these patterns. Additional Field Learning Tasks:						
9.3 Apply advanced qualitative and quantitative methods to evaluate behavioral health interventions across micro and mezzo levels	___ Identify and propose one or more standardized or informal tools (e.g., symptom checklists, session rating scales, goal attainment scaling) that align with a client's presenting concerns and cultural context. ___ Collaboratively create client-specific indicators of progress (e.g., reduced substance use, improved sleep, increased social engagement) and document how these will be measured over time. ___ Create an evaluation section within the treatment plan that clearly links each client goal with corresponding outcome measures and target dates.						

	___ Present Evaluation Plan in Supervision: Present a draft evaluation plan in supervision for feedback, focusing on tool choice, cultural relevance, and feasibility within your practice setting. ___ Reflect on Evaluation Ethics and Equity: Journal or discuss in supervision any concerns you have about using evaluation tools across diverse populations (e.g., risk of bias, cultural mismatch, stigma), and how you addressed them. ___ Review one or more existing evaluation plans used at your agency. Identify strengths and suggest improvements that better reflect client diversity and needs. Additional Field Learning Tasks:						
9.4 Integrate theories of human behavior, trauma, resilience, and ecological systems to guide evaluation design and interpretation in behavioral health settings	___ Design evaluation frameworks that explicitly incorporate trauma theory and resilience models to assess program impact on individual and community well-being. ___ Apply ecological systems theory to evaluate multilevel influences (e.g., family, school, policy) on behavioral health outcomes, ensuring the analysis captures systemic and environmental contributors. ___ Interpret evaluation data through a trauma-informed lens, recognizing how historical and structural trauma may influence client engagement, symptom expression, and service utilization.						

	___ Integrate client narratives and lived experiences alongside quantitative data to provide a more holistic and contextually grounded interpretation of program effectiveness, particularly for marginalized populations. Additional Field Learning Tasks:						
9.5 Evaluate and strengthen interprofessional collaborations that support behavioral health goals, including coordination of care, continuity of services and integrated treatment approaches	___ Conduct team-based case reviews with medical, psychiatric, social work, and peer support professionals to assess coordination, identify service gaps, and improve continuity of care. ___ Facilitate interprofessional communication audits (e.g., chart reviews, workflow mapping) to evaluate the effectiveness of information sharing across disciplines and propose improvements. ___ Co-lead cross-sector planning meetings to align goals, clarify roles, and create shared care plans that integrate behavioral, physical, and social health needs. ___ Develop and implement evaluation tools (e.g., satisfaction surveys, fidelity checklists) to measure the quality, equity, and impact of interprofessional collaboration on client outcomes. Additional Field Learning Tasks:						
9.6 Collaborate with interdisciplinary teams to monitor and adjust treatment plans based on client progress	___ Participate in regular interdisciplinary case conferences to share updates, review treatment goals, and adjust interventions in response to client feedback and assessment data.						

	___ Maintain timely, collaborative documentation in shared health records to ensure all team members are informed of client progress and evolving needs. ___ Solicit input from clients and caregivers during team meetings or check-ins to incorporate their lived experience and preferences into treatment modifications. ___ Use outcome tracking tools (e.g., progress notes, clinical dashboards, symptom scales) to collaboratively evaluate effectiveness and determine when to escalate, maintain, or revise care plans. Additional Field Learning Tasks:						
9.7 Apply program evaluation methods to assess the impact of behavioral health initiatives on population health outcomes	___ Design evaluation plans with clear, measurable population health indicators; Identify relevant outcomes such as reduced hospitalization rates, improved screening rates, or decreased stigma in target communities. ___ Collect and analyze quantitative and qualitative data, using surveys, focus groups, and health records to assess changes in behavioral health status, service access, and client satisfaction. ___ Apply equity-focused frameworks to interpret findings; disaggregate data by demographics (race, gender, income) to identify disparities and ensure interventions promote health equity. ___ Communicate evaluation results to stakeholders by preparing accessible reports, infographics, or presentations for funders, community partners, and policymakers to inform decision-making and future programming. Additional Field Learning Tasks:						

Comments:

Approval of Field Learning Plan

The Field Learning Plan should guide the selection and practice of your behavioral health social work learning tasks. It is imperative to use the learning plan to identify topics for supervision and your seminar classes. Your field instructor and Field Director need to understand your field activities and know how you are connecting the activities with the behaviors. By doing so, we are working together to help you make connections between the academic work occurring in the classroom and the practice of social work in agency settings.

On or before the due date in the syllabus, submit your Field Learning Plan online. Your field instructor and Field Director will take one of two actions. They will approve your plan or ask for revisions. Once revisions are acceptable, they will approve your plan.

For students, check and date at the time of submission. For the field instructor and Director of Field, check and date approving the plan. For revisions, check the “revisions suggested” and then identify the needed revisions.

Check below, if applicable.		Date
	The student submitted an acceptable plan.	
	The field director approves the plan.	
	The field instructor approves the plan.	
	The field instructor suggests revisions.	
	The field director suggests revisions.	
	Revisions suggested:	

A signature indicates approval of the Field Learning Plan.

Student Signature _____

Field instructor Signature _____

Field Director Signature _____

Mid-Evaluation for *SWK 600 Advanced Social Work Field & Seminar II*

The mid-evaluation occurs between Weeks 7 – 10 of each semester. The mid-evaluation requires the students to earn a number of field hours and receive scores of developing and standard performance. More specifically, students should have:

- Accumulated at least 150 hours during the semester in the field agency
- Worked with clients or constituencies at 50% of the time
- Earned a score of 3, 4, or 5 on the evaluation form from the field instructor

- If an evaluative score of 1 or 2 was given, then the student and field instructor create a written plan to remedy the situation. Write the plan in the box “mid-evaluation plan for SWK 600.”

At the mid-evaluation site visit, the field instructor, student, and Field Director complete the following information.

3. What strengths has the student shown? (Discuss student behaviors and connect with practice.)
4. What areas of personal and professional growth should be the focus of the next 8 weeks? (Connect the growth areas to specific practices. Collaboratively decide on field learning tasks and add to the Field Learning Plan.)

A signature indicates acceptance of the mid-evaluation including any additional plans.

Field Instructor signature _____

Date _____

Field Director signature _____ Date _____

- ☐ The student must read and check one of the following.
- ☐ I have read the evaluation and am in agreement with it.
- ☐ I have read the evaluation and am attaching my written response.

Student Signature

Date

Final Evaluation & Grade for *SWK 600 Advanced Social Work Field & Seminar II*

This evaluation occurs at the end of the semester. The final evaluation requires the students to earn a specific number of field hours and receive scores of standard performance or higher. More specifically, students should have:

- Accumulated at least 300 hours in the field agency
- Worked with clients 50% of the time
- Earned a score of 3, 4, or 5 on the evaluation form from the field instructor
- The average of all behavior scores is 4.0 or higher

At the final evaluation site visit, the field instructor, student, and Field Director complete the following information.

1. What strengths has the student shown? (Discuss student behaviors and connect with practice.)

2. What areas of personal and professional growth should be the focus of SWK 700? (Connect the growth areas to specific practices. Collaboratively decide on field learning tasks and add to the Field Learning Plan.)

Check if the evaluation criteria are present.

Yes	No	Criteria
		Earn at least 300 hours in the field agency
		Worked directly with clients & constituencies for at least 150 hours
		Received scores of 3, 4, or 5 on evaluation from the field instructor
		The average score of all behavior scores was 4.0 or higher.

If a “no” response is present, check the applicable response.

☐	The student does not receive a passing grade in <i>SWK 600 Advanced Social Work Field & Seminar II</i> .
☐	

The student may continue with the field with a Student Development Plan.

Other (please specify):

A signature indicates acceptance of the final evaluation including any additional plans.

Field Instructor Signature _____ Date: _____
Field Director Signature _____ Date: _____

☐	The student must read and check one of the following.
☐	I have read the evaluation and am in agreement with it.
☐	I have read the evaluation and am attaching my written response.

Student Signature

Date

SWK 700 Advanced Social Work Field & Seminar III

Approval of Field Learning Plan for *SWK 700 Advanced Social Work Field & Seminar III*

The Field Learning Plan should guide the selection and practice of your behavioral health social work learning tasks. It is imperative to use the learning plan to identify topics for supervision and your seminar classes. Your field instructor and Field Director need to understand your field activities and know how you are connecting the activities with the behaviors. By doing so, we are working together to help you make connections between the academic work occurring in the classroom and the practice of social work in agency settings.

On or before the due date in the syllabus, submit your Field Learning Plan online. Your field instructor and Field Director will take one of two actions. They will approve your plan or ask for revisions. Once revisions are acceptable, they will approve your plan.

For students, check and date at the time of submission. For the field instructor and Field Director, check and date approving the plan. For revisions, check the “revisions suggested” and then identify the needed revisions.

Check below, if applicable.		Date
	The student submitted an acceptable plan.	
	The field director approves the plan.	
	The field instructor approves the plan.	
	The field instructor suggests revisions.	
	The field director suggests revisions.	
	Revisions suggested:	

A signature indicates approval of the Field Learning Plan.

Student Signature _____ Date _____

Field Instructor Signature _____ Date _____

MSW Field Director or

SW Field Faculty Signature _____ Date _____

Mid-Evaluation for *SWK 700 Advanced Social Work Field & Seminar III*

This evaluation occurs between Weeks 7 – 10 of each semester. The mid-evaluation requires the students to earn a number of field hours and receive scores of developing and standard performance. More specifically, students should have:

- Accumulated at least 150 hours during the semester in the field agency
- Worked with clients or constituencies at 50% of the time
- Earned a score of 3, 4, or 5 on the evaluation form from the field instructor
- If an evaluative score of 1 or 2 was given, then the student and field instructor create a written plan to remedy the situation. Write the plan in the box “mid-evaluation plan for SWK 700.”

At the mid-evaluation site visit, the field instructor, student, and Director of Field complete the following information.

1. What strengths has the student shown? (Discuss student behaviors and connect with practice.) \
2. What areas of personal and professional growth should be the focus of the next 8 weeks? (Connect the growth areas to specific practices. Collaboratively decide on field learning tasks and add to the Field Learning Plan.)

A signature indicates acceptance of the mid-evaluation including any additional plans.

Field Instructor Signature _____ Date _____
 MSW Field Director _____ Date _____
 or SW Field Faculty Signature _____

The student must read and check one of the following.

☐
☐

I have read the evaluation and am in agreement with it.

I have read the evaluation and am attaching my written response.

 Student Signature Date

Final Evaluation & Grade for *SWK 700 Advanced Social Work Field & Seminar III*

This evaluation occurs at the end of the semester. The final evaluation requires the students to earn a specific number of field hours and receive scores of standard performance or higher. More specifically, students should have:

- Accumulated at least 300 hours in the field agency
- Worked with clients 50% of the time
- Earned a score of 3, 4, or 5 on the evaluation form from the field instructor
- The average of all behavior scores is 4.0 or higher

At the final evaluation site visit, the field instructor, student, and Field Director complete the following information.

1. What strengths has the student shown? (Discuss student behaviors and connect with practice.)

2. What areas of personal and professional growth should be the focus of the professional career of the student? (Connect the growth areas to specific practices. Collaboratively decide on field learning tasks and add to the Field Learning Plan.)

Check if the evaluation criteria are present.

Yes	No	Criteria
		Earn at least 300 hours in the field agency
		Worked directly with clients & constituencies for at least 160 hours
		Received scores of 3, 4, or 5 on evaluation from the field instructor
		The average score of all behavior scores was 4.0 or higher.

If a “no” response is present, check the applicable response.

_____ The student does not receive a passing grade *SWK 700 Advanced Social Work Field & Seminar Instruction III*

_____ The student may continue with the field with a Student Development Plan.

_____ Other (please specify):

A signature indicates acceptance of the final evaluation including any additional plans.

Field Instructor Signature:	Date:
Field Director Signature:	Date:

The student must read and check one of the following.

☐
☐

I have read the evaluation and am in agreement with it.

I have read the evaluation and am attaching my written response.

Student Signature _____ Date _____

Appendix A.7 - Acknowledgement of Precautions and Risks in the Field Experience

Since your safety is important, this document informs you of the potential risks associated with your field experience and offers suggestions about how to take safety precautions.

1. **Environmental safety precautions and risks for office visits, home visits, after-hour activities, and institutional settings.** Students may work with clients who become agitated, hostile, or irrational or are under the influence of substances. These situations may occur during office visits, home visits, and after-hour activities or in institutional settings. Therefore, students should become knowledgeable about agency policies and procedures for working with clients who threaten to harm themselves or others.

Students should discuss safety precautions with their field instructor during their orientation to the field agency and supervision. In the event a client becomes threatening to others, students should know who needs notification, how to alert these individuals, and what to do for the safety of self and others. If students feel unsafe, they should ask their field instructors or other staff people to accompany them during a visit.

Home visits expose students to safety risks. Students should be cognizant of threatening animals, the presence of illegal drugs, or individuals who may be under the influence of drugs and alcohol or become agitated, hostile, or irrational. Before going on a home visit, someone at the agency should know when the students are departing, where they are going, and the estimated time of return. If at any point during the home visit, students feel uncomfortable or threatened, they should end the visit, return to the agency, and report your experiences to their field instructor.

Some social service agencies have activities occurring after normal office hours, before sunrise, or after sunset. Students should always be aware of the location or neighborhood where such activities take place. They should note street lighting and open spaces where vision is not impaired. If students are walking to their vehicle in the dark, they should ask a staff member or field instructor to accompany them. Most

- **TB skin test (PPD-S).** TB has seen an increase in recent years. If students anticipate a field placement in an agency serving populations at risk for TB, then students should ask their healthcare provider about taking the PPD-S. In some cases, the field agency requires the test.
- **Hepatitis-B vaccine.** If students anticipate a field placement where the chance is great for being exposed to blood-borne pathogens, then students should ask their healthcare provider about receiving the vaccine. This vaccine typically involves a series of three injections over 6-months. The second injection is the 1month following the first with the third coming 5 months later. Given the time requirements for this protection, students should seek the advice of their healthcare provider in advance.

2. **Professional liability insurance.** Students must purchase professional liability insurance and submit a copy of the proof of insurance. Coverage is available through membership in the [National Association of Social Workers \(NASW\)](#) Online, membership applications are available through the organization's websites. Because of the time required for processing membership applications, the student should allow ample time to receive the proof of insurance. Once the students receive their coverage sheet showing proof of insurance, they upload the document online. Students must competently practice within the scope of their acquired knowledge and skills. If presented with a situation outside of their competency level or they have questions about how to handle situations, they should ask their field instructors for guidance.

3. Vehicle and Transportation

The following **vehicle and transportation policies** cover students' activities related to the field experience.

- Students are responsible for providing their transportation to and from the field agency.
- At times, students may use their vehicles for agency-related activities not involving clients; however, students should inquire about if and how the agency compensates them for using their vehicles for agency-related business.
- Students should not use their vehicle to transport clients until they:
 - a. Ask for an agency vehicle or if other staff members are available to transport clients. This solution is preferable to a student transporting clients in their personal vehicles.
 - b. If the field agency insists a student transports clients in a personal vehicle, then a student must immediately notify the MSW Field Director, check with their insurance carrier for coverage to transport clients, and submit a completed Exception to Client Transport form (see Appendix 8) to the Director. Note: Students who are transporting clients are legally responsible, and insurance carriers may deny accident claims when they discover the student is acting as a "conveyance" for a business.
 - c. If the field agency insists a student transport clients in a personal vehicle and a student does not wish to do so, the student must immediately notify the MSW Field Director and submit a completed Exception to Client Transport form (see Appendix 8) to the Director.

I have read the above and understand that the field experience does present some risks, not all of which have been named. I also understand that prudent choice and exercising caution can minimize these risks. I recognize that it is my responsibility to inform myself of agency policy and practices regarding the above situations. I further acknowledge and assume all liabilities, risks, injuries, and hazards incidental to, or as a result of, my decision to continue my field experience.

Student Name

Student Signature

Date

Appendix A.8 - Exception to Client Transport Policy

The Mount St. Joseph University Social Work Program

Exception to Client Transport Policy - Use of Personal Automobile in Field Practicum

The Mount St. Joseph University Social Work Program advises in its Field Manual that all student interns should be discouraged from transporting clients in their personal automobiles during the completion of their practicum requirements. In the event of an accident, students who are transporting clients are legally responsible and insurance carriers may deny the claim when they discover that the student is acting as a "conveyance" for a business. The Mount St. Joseph University Social Work Program allows an exception to the policy when the requirements of the practicum require a student to transport clients as part of their field practicum duties; however, students must agree to the conditions outlined in this document before accepting a field practicum with this requirement.

Please carefully read this *Exception to Policy Acknowledgement*, check all boxes indicating your understanding of the specific issues and requirements, complete all parts of the form, sign, date, and return to your assigned Field Coordinator **before** transporting clients during the field practicum.

☐ I understand that Mount St. Joseph University does not provide liability or medical coverage for the use of my personal automobile as part of my field practicum duties.

☐ I understand that automobile insurance coverage for the transportation of clients may require an upgraded insurance policy, and I agree to check with my insurance company for further clarification.

I agree not to transport clients if any of the following conditions exist:

- My auto insurance is not active
- My auto insurance policy coverage does not include the use of my vehicle for the purposes of transporting agency clients during a field practicum
- My vehicle registration has expired
- My driver's license is suspended or revoked
- I am using a vehicle not owned by me
- I am under the influence of a legal or illegal substance that affects my ability to drive safely

My signature below is evidence that the boxes checked above contain accurate information. Additionally, I understand that my personal automobile insurance will be the primary insurance in the event of an accident-related claim while performing my field practicum duties. I also understand that other field placement options that do not require transporting clients can be requested.

Student Name (print)

Field Instructor Name (print)

Name of Agency Placement (print)

Address of Agency Placement (print)

Student Signature

Date

***** Please submit to the MSW Field Director of the Mount St. Joseph University Social Work Program upon completion**

Appendix B – Field Seminar Worksheets

Note: Appendix B contains two examples of worksheets which students complete for the seminar course. The purpose of the seminar class is to bridge classroom learning with the field experience. In other words, students apply and adapt the theoretical and conceptual knowledge learned in their academic courses to the field tasks identified in the Field Learning Plan & Evaluation Form. The students are responsible for using the worksheets as discussion points during supervision.

Appendix B.1 - Orientation Worksheet SWK 600/700 Social Work Field & Seminar II/III

Name:

Date:

Purpose: A thorough orientation to the field agency and the field agency's community is critical for a successful field experience. The Orientation Worksheet provides basic suggestions for the orientation; however, the Field Instructor may provide additional tasks.

Competencies: This field learning activity measures competencies 6 & 7.

Directions: Complete the Orientation Worksheet during the first week in the field. Page 1 requires a checkmark to indicate completion. Page 2 requires a typed reflection, the definition of clinical social work, and the identification of a professional goal. Type your responses in the textboxes. The textboxes expand as you type. Bring this completed worksheet to the seminar class where you are meeting in small groups. After the small group session, submit the worksheet on the due date.

Agency Information

Check after review of the following agency information or completion of orientation tasks

Check	Orientation Task	Check	Orientation Task
	Mission, Vision, Goals		Policy Manuals
	Accrediting Organizations		History
	Address, Phone, Website		Funding Sources
	Organizational Chart		Building Map
	Referring Agencies		Programs or Services
	Staff Break Room		Community surrounding agency
	Clients Served		Agency Tour
	Staff Introductions		Workspace/Computer Usage
	Mailbox/Phone Messages/Retrieval		Office Supplies
	Place to put Items		

Check after reviewing the following agency policies

Check	Topic	Check	Topic
	Confidentiality (HIPPA/FERPA)		Client Rights
	Conflict of Interest		Discrimination
	Documentation		Dress Code
	Holiday Schedule		Informed Consent
	Mandatory Reporting		Release of Information
	Reporting Emergencies		Reporting Illness or Absence
	Required Trainings		Sexual Harassment
	Social Media Use		Technology Use
	Weather Closures		Approved abbreviation(s)

Check after review of the following policies and procedures related to social work field students:

In other words, as a social work field student do you need, or are you able to do the following?

Check	Policies/Procedures	Check	Policies/Procedures
	Agency Vehicle Use		Background Checks
	Drug Testing		Emergency Contact Information
	Medical Exams		Mileage Reimbursement
	Personal Cell Phones		Transporting Clients
	Vaccinations (proof of)		Written & verbal disclosure of student status

Safety Policies and Procedures

Check after review of the following risk management policies and procedures. The student should know how to respond to each situation.

The student should know how to respond to each situation.

Check	Topic	Check	Topic
	Active Shooter		Agitated or Violent Person
	Bomb Threat		Fire
	Home Visit Safety		Crisis Intervention
	Tornado		Security Contact
	Contact person if FI not available		Working after dark
	Reporting Emergencies		Reporting Illness or Absence

Supervision

Field instruction is a guided, academic experience that occurs under the supervision of the Field Instructor. In order to maximize the use of supervision, the Field Instructor and student have discussed the following:

Check	Topic	Check	Topic
	Communication style		Concerns
	Evaluation: feedback delivery		Expectations
	Goals: field & professional		Supervisory Style
	Weekly supervision		Use of supervision
	Other:		Other:

Reflection on Specialized Social Work Practice

SWK 600 Social Work Field & Seminar II and SWK 700 Social Work Field & Seminar III require the practice of advanced generalist or behavioral health social work. Over the course of the next week, observe at least six social work interactions specific to your area of specialized practice. Discuss your observations with your field instructor then write a one to two-paragraph reflection for each of the observations. Information to include is:

- Briefly describe the client including diversity factors such as age, class, color, culture, disability, ethnicity or national origin, gender, marital status, race, religion/spirituality, sexual orientation, tribal sovereign status, or veteran status
- Explain the time frame and place where the client and social worker interacted
- Identify the role of the social worker
- Describe the observed parts of the change process such as engagement, assessment, diagnosis, planning, intervention, and evaluation of practice
- Articulate how the clinical social worker determined the client's readiness to change
- Describe the use of evidence-based knowledge and skills
- Explain how the agency evaluates clinical practice

Definition of Advanced Social Work Practice (Advanced Generalist or Behavioral Health)

Based on information from the required readings and your reflection, write a one-paragraph definition of either advanced generalist or behavioral health social work practice in your field agency.

Professional Goal

Based on your definition above, what intrigues you? Write your response as a professional goal by saying, "I would like to learn more about . . ."

Appendix B.2 - Supervision Worksheet- SWK 600/700 Social Work Field & Seminar II/III

Name:

Date:

Purpose: Professional use of supervision begins by understanding the role of and professional boundaries between the field instructor and a student. The worksheet encourages self-discovery about social work ethics regarding the use of supervision and explores the best ways to obtain the most benefits from supervision.

Competencies: This field learning activity measures competencies 1, 6 & 7.

Directions: Complete the Supervision Worksheet during the third week in the field. In order to complete the worksheet, **type** your responses in the boxes below the questions. The text boxes expand as you type. Submit the worksheet on the due date.

Field Instructor Roles

One of your required readings was a handout on the four roles of a field instructor. This handout is also in the *2026-2027 MSW Field Manual*, Appendix C.4 - Field Instructor Roles. Discuss each role with your field instructor then note the responsibilities of your field instructor in relationship to your field experience.

Field Instructor Role	My field instructor's responsibilities in relation to my field experience
Administrator	
Educator	
Supporter	
Evaluator	

Taking Ownership of My Own Learning: Becoming a Self-Directed Learner

As advanced practice social workers, we should be curious about life, people, and places. In order to help our clients, we must be curious about who they are and their life circumstances. This discussion is about your plan to be curious and embrace learning in your field experience. Briefly introduce your required reading to your field instructor. The required reading is:

Rutledge, N. (2011). Making the workplace (or field placement) work for you.

https://www.socialworker.com/feature-articles/fieldplacement/Making_the_Workplace_%28or_Field_Placement%29_Work_for_You/.

Following the example of Rutledge, talk with your field instructor about what helps them continue to be a life-long learner. Next, share what you will do to become a self-directed,

curious learner. Hint: Similar to Rutledge (2011), you may want to make a list and then discuss the list with your field instructor.

Field Role	What you will do to be a curious, self-directed, life-long learner
Field Instructor	
Student	

Having Difficult Conversations

One of the most difficult tasks in a field instructor-student relationship is having difficult conversations. These discussions create stress, tension, or conflict inside of us. At times, we may want to avoid the discussions.

During your field experience, you will have challenging learning experiences. For example, you may not understand or disagree with what happens in a staff meeting. Clients also present situations where difficult situations are necessary. When you experience these learning opportunities, seek the guidance of your field instructor.

In anticipation of those situations, briefly introduce your required reading to your field instructor. The required reading is:

Huber, T. (2019). Having difficult but necessary conversations with your social work field instructor. *The New Social Worker*. <https://www.socialworker.com/feature-articles/field-placement/having-difficult-but-necessaryconversations-with-your-social/>.

Next, discuss with your field instructor how they have difficult conversations. Finally, ask your field instructor how you should approach them if you need to discuss a difficult situation.

Role	Note difficult conversation skills
Field Instructor	
Me	

Reflection on the Use of Supervision in Specialized Social Work Practice

SWK 600 Social Work Field & Seminar II and SWK 700 Social Work Field & Seminar III require the use of supervision to improve your practice of specialized social work. Over the course of the next week, use your supervision time to become more aware of your strengths, challenges, and needs as a curious, self-directed, life-long learner. In the following space, note two to three ideas about how you will use supervision to enhance your field learning experience.

Appendix C – Teaching & Learning Resources

Note: Appendix C contains teaching and learning resources useful for developing field tasks, focusing on supervision discussions, and teaching about social work practice.

Appendix C.1 - Social Work Practice: Course Sequence & Descriptions
(Yellow highlighted – Advanced Generalist courses; Green highlighted – Behavioral Health courses)

Course Sequence

Fall- First Year Traditional

- SWK 510 - Crisis Intervention (3 hours)
- SWK 527 – Interviewing and Assessment (3 hours)
- SWK 536 – Theory-Informed Practice with Groups (3 hours)
- SWK 622 – Human Behavior and the Social Environment – Micro (individuals/families)(3 hours)

Spring- First Year Traditional

- SWK 517 - Interdisciplinary Approach to Diversity & Social Justice (3 hours)
- SWK 523- Social Policy & Issues (3 hours)
- SWK 610 - Research Methods (3 hours)
- SWK 623 – Human Behavior and the Social Environment – Macro (systems & theories) (3 hours)

Summer – First Year (Traditional & Advanced Standing)

- SWK 500 – Foundational Social Work Field & Seminar I (3 hours)(Traditional only)
- SWK 538 – Clinical Skills I Assessment and Treatment Planning (3 hours)(Traditional only)
- SWK 532 – Psychopathology and Diagnosis for Social Work Practice (3 hours)(AS & Traditional)
- **SWK 580 – Behavioral Health Interventions in Social Work Practice (3 hours)** OR **SWK 680 Trauma-Informed Care in Social Work Practice (3 hours)**

Fall -Second Year (AS First Year)

- SWK 534- Theory-Informed Practice with Individuals & Families (3 hours)
- SWK 600- Advanced Social Work Field & Seminar II (3 hours)
- SWK 692 – Anti-Oppressive Practice (3 hours)
- **SWK 582 Social Work in Behavioral Medicine and Healthcare Settings (3 hours)** OR **SWK 682 Clinical Skills II – Groups & Communities (3 hours)**

Spring- Second Year (AS First Year)

- SWK 530- Policy Analysis (3 hours)
- SWK 620- Applied Research Capstone (3 hours)
- SWK 700- Advanced Social Work Field & Seminar III (3 hours)
- **SWK 584 – Substance Use Disorders and Integrated Care (3 hours)** OR **SWK 684 Supervision, Leadership, and Administration in Social Work Organizations (3 hours)**

Course Descriptions

Course # and Name	Course Description
SWK 500: Foundational SWK Field Work & Seminar	This course is the first course in the three-part field practicum sequence. Students are required to complete 300 hours in an approved social services agency under the supervision of a professional social worker. The practicum experience introduces students to the role of a professional social worker. Students demonstrate skills in maintaining boundaries and ethics while interacting professionally with clients. They also participate in a weekly hour-long seminar with their instructor and peers, demonstrating their integration of classroom knowledge with professional practice skills.
SWK 510: Crisis Intervention	This course provides a comprehensive, interdisciplinary exploration of crisis intervention within the context of social work and clinical practice. Students will develop the knowledge, skills, and ethical frameworks necessary to effectively respond to crises across various populations and settings. Emphasis will be placed on understanding the dynamics of crisis situations, assessing risk and safety, implementing evidence-based interventions, and promoting resilience and empowerment among individuals, families, groups, and communities.
SWK 517: Interdisciplinary Approach to Diversity and Social Justice	This course serves as an introduction to diversity and social justice in the context of social work practice. The course aims to enhance cultural competence by raising students' awareness of their own values, assumptions, and biases, as well as their relationships and styles of interaction and communication with people from cultures different than their own. Competence is considered in dimensions of values, knowledge, skills, and cognitive and affective processes. This course will examine social justice issues through an interdisciplinary lens.
SWK 523: Social Policy and Issues	A problem-focused analysis of past and current social policies: income maintenance, family, educational, social service, environmental, and civil rights. Political analysis includes factors which influence policy development, policy implementation. Attention is given to local, state and federal policies.
SWK 527: Interviewing and Assessment	Assessment, relationship-building and problem-solving with individuals, groups and organizational systems with the emphasis on work with individuals. Students learn how to integrate knowledge and values of social work as they learn interviewing techniques and the skills of assessment, goal setting and intervention. Students are expected to participate in practice exercises and observational activities outside of class meeting time.
SWK 536: Theory-Informed Practice with Groups	This course overviews ten major group counseling theories and their application to social work practice. Students explore group dynamics and develop skills to implement these frameworks in diverse settings, synthesizing theoretical perspectives for a culturally responsive approach. The course integrates ethics and cultural sensitivity with theory and provides a basis for group practice. Multimedia resources, including a video series, illustrate theories in action. After completing this course, students will have the knowledge to design, lead, and evaluate group interventions.
SWK 538: Clinical Skills I: Assessment & Treatment Planning	This course provides a foundation in assessment and treatment planning for social work practice, emphasizing diagnostic and treatment tools. Grounded in the DSM-5-TR, it explores the interplay between assessment, case conceptualization, and treatment planning through diverse case illustrations. The course fosters critical thinking, cultural humility, and ethical decision-making, preparing students to address client complexities and provide personalized interventions. By the end, students will be able to conduct assessments, formulate treatment plans, and navigate social work practice in diverse environments.

SWK 610: Research Methods	This course teaches students evidence-based social work practice through research methodology. Using realistic scenarios, it illustrates designing and evaluating social work programs, emphasizing ethical decisions, operationalizing variables, and utilizing valid measurement tools. Key topics include comparison groups, instrument development, sampling techniques, and single-system designs. Students will analyze research from social work journals and apply findings to complex social issues.
SWK 622: HBSE Micro – individuals & families	This course is designed to provide the student with a descriptive overview of the theoretical and conceptual diversity framework that is used to understand the complexities of interactions of human behavior within the social environment. The course provides an in-depth description of the intervention approaches which impact the human condition and the dynamic developmental components that creates unique relationship and adaptations to their environment. The course will also describe the systems which create, shape, and influence the social structures, organizations and communities in which we live. The course provides a particular emphasis on the generalist approach, (systems), while also providing information regarding the theories and/or models that identify the biological, psychological, sociological, and ecological influences that influence
SWK 623 HBSE Macro – systems & theories	This course addresses foundation-level components of theory, practice, and evaluation related to generalist social work practice with families and groups. Students will explore key explanatory theories about family and group dynamics and learn evidence-based practice models for effective intervention. The course emphasizes Anti-Racism, Diversity, Equity, and Inclusion (ADEI) principles, preparing students to engage with diverse populations through culturally responsive, trauma-informed, and anti-oppressive approaches. Students will also learn how to evaluate practice outcomes with families and groups, integrating theories and research to advance effective, ethical social work practice.
SWK 530: Policy Analysis	This course explores policy analysis through a social justice lens, examining how policies affect marginalized populations and perpetuate systemic inequities. Students will evaluate policy effectiveness, its impact on social work, and develop actionable policy recommendations and advocacy plans to promote justice, equity, and anti-racist practices.
SWK 532: Psychopathology and Diagnosis for Social Work Practice	This course provides a comprehensive foundation in the assessment and diagnosis of mental health conditions using the DSM-5-TR. Students will develop skills to conduct biopsychosocial assessments that integrate client strengths, cultural identities, and systemic factors. The course emphasizes the application of theories of human behavior, person-in-environment perspectives, and culturally responsive frameworks in clinical assessment. Students will explore evidence-based interventions and learn to collaborate with clients and interdisciplinary teams to create effective, individualized treatment plans. This course prepares social work practitioners to deliver client-centered, ethical, and contextually informed mental health services.
SWK 534: Theory-Informed Practice with Individuals and Families	This course explores advanced therapeutic models and methods in social work practice, integrating thinking, feeling, and behaving. Students examine theoretical approaches (psychoanalytic, Adlerian, existential, person-centered, Gestalt, reality, behavior, cognitive-behavioral, family systems, feminist, postmodern, and integrative) and learn to apply them in diverse settings. Using case studies and media, students develop skills to analyze and apply theoretical models to real-world scenarios, integrating multiple approaches into an individualized, culturally responsive practice. By the end of the course, students will have advanced skills to assess, intervene, and promote well-being across diverse populations and practice contexts.

SWK 580: Health Interventions in Social Work Practice	This course explores evidence-based interventions for addressing behavioral health challenges, including anxiety, depression, substance use, and chronic illness. Students will learn how to apply therapeutic techniques such as Cognitive Behavioral Therapy (CBT) and Motivational Interviewing within the context of behavioral medicine. The course emphasizes working with clients in medical, psychiatric, and community-based settings.
SWK 582: Social Work in Behavioral Medicine and Healthcare Settings	This course provides a comprehensive overview of social work roles in behavioral medicine, focusing on intervention strategies for patients with mental and physical health needs. Students will develop skills in psychosocial assessments, care coordination, and patient advocacy within hospital, clinic, and community health settings.
SWK 584: Substance Use Disorders and Integrated Care	Focusing on the intersection of substance use disorders and behavioral medicine, this course prepares students to work in integrated care settings. It covers assessment, diagnosis, and treatment planning for clients experiencing co-occurring mental health and substance use disorders.
SWK 600: Advanced SWK Field Work & Seminar I	This field practicum course (the second for two-year students and the first for advanced-standing students) requires 300 hours in an approved social services agency, supervised by a professional social worker. The practicum allows students to develop and demonstrate skills in client engagement, goal setting, needs and strengths identification, assessments, and professional documentation. Students also identify relevant organizational, local, state, or national policies impacting the client system. A weekly hour-long seminar with the instructor and peers facilitates the integration of classroom learning with professional practice.
SWK 620: Applied Research/Capstone	This course provides students with the opportunity to design and implement a culminating project that utilizes qualitative and/or quantitative research methods. Students will engage in the entire research process, from formulating research questions and designing data collection instruments to collecting and analyzing data. Through hands-on experience with data analysis techniques, students will develop the skills necessary to interpret research findings and translate them into actionable recommendations. These recommendations will be designed to inform and enhance agency practice and policy decisions, bridging the gap between research and real-world application. By engaging in this comprehensive research process, students will gain a deeper understanding of the complexities involved in social science research and its potential to impact social change. This course prepares students to assess and enhance social service programs and practices. With a practical approach, students learn evaluation methods for programs and individual cases applicable to real-world situations. The curriculum includes outcome measurement, study design, data analysis, and integrating evidence-based programs with cultural humility and ADEI principles. Students will learn how to perform impactful evaluations to improve results for diverse communities.

SWK 680 Trauma Informed Care in Social Work Practice	This course provides an in-depth exploration of trauma-informed care (TIC) principles and practices within social work, grounded in SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach. Students will examine the prevalence and impact of trauma across diverse populations and learn to integrate trauma-informed principles into practice, policy, and organizational settings. Key topics include understanding the neurobiology of trauma, recognizing trauma's impact on individuals and systems, fostering resilience, and promoting safety and empowerment. Emphasis is placed on culturally responsive and anti-oppressive approaches to trauma care.
SWK 682 Clinical Skills II Groups & Communities	This course prepares students for community organizing and macro practice careers, developing skills to facilitate culturally relevant, equitable, and just social change. Students explore diverse engagement strategies with communities and organizations, emphasizing community assessment, dialogue, strategic planning, and implementing/evaluating change. They'll learn trauma-informed and resiliency-focused approaches to community development, interorganizational collaboration, and integrating technology for macro practice, focusing on practitioner readiness, leadership, and self-care. Topics include participatory research, empowerment evaluation and environmental justice. Experiential learning, case studies, and projects will develop competency in leading change, fostering collaboration, and addressing systemic inequities, equipping students to advance positive, sustainable social change in diverse settings.
SWK 684 Supervision, Leadership, and Administration in Social Work Organizations	This course examines supervision, leadership, and administration within social work practice. It investigates professional supervision for managing challenging circumstances, utilizing supervision and leadership theories and models to promote ethical decision-making and organizational effectiveness. Using narratives from experienced supervisors, students dissect essential aspects of supervision and explore leadership principles to motivate teams and champion social justice. Upon completion, students will be equipped to establish encouraging environments for social workers, guaranteeing superior services and enhancing their leadership and supervisory skills.
SWK 692 Anti-Oppressive Practice	This course explores the principles and application of anti-oppressive practice (AOP) within social work. Grounded in the Council on Social Work Education's (CSWE) nine competencies, the course examines how systemic oppression, privilege, and intersectionality shape individual and collective experiences. Students will critically analyze the historical, social, and institutional forces that contribute to marginalization and inequality while developing strategies for advancing social, economic, and environmental justice. Emphasis will be placed on fostering self-awareness, cultural humility, and anti-racist practices at micro, mezzo, and macro levels. Through case studies, reflective exercises, and experiential learning, students will gain the skills necessary to advocate for equity and inclusion in diverse practice settings.

SWK 700: Advanced SWK Field Work & Seminar II	This field practicum course (the third for two-year students and the second for advanced-standing students) requires 300 hours in an approved social services agency, supervised by a professional social worker. The practicum allows students to develop and demonstrate skills in client engagement, goal setting, needs and strengths identification, assessments, and professional documentation. Students also identify relevant organizational, local, state, or national policies impacting the client system. A weekly hour-long seminar with the instructor and peers facilitates the integration of classroom learning with professional practice.
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Appendix C.2 – MSW Program Student Excellence Standards

As a professional program, expectations for student success exceed academic merit. In order to meet its responsibilities to provide quality professional education and to ensure that its graduates are able to function in a broad variety of professional situations, the Social Work Program provides ongoing evaluation of student performance in four general areas:

1. Basic Abilities to Acquire Professional Skills
2. Mental and Emotional Abilities
3. Professional Performance Skills
4. Scholastic Performance

These basic skills and abilities serve as the foundation upon which the professional curriculum will build. These standards have been adapted with permission from the University of Texas Standard for Social Work Education.

Student Excellence Standards

1. Basic Abilities Necessary to Acquire Professional Skills

- d. Communication Skills - Demonstrates sufficient written and oral skills to comprehend information and communicate ideas and feelings.
 - i. Written
 - Writes clearly
 - Uses correct grammar and spelling
 - Applies appropriate writing style, including the American Psychological Association (APA) referencing, with appropriate source citation and documentation
 - Demonstrates sufficient skills in written English to understand the content presented in the program
 - Adequately completes all written assignments, as specified by faculty
 - ii. Oral
 - Effectively and sensitively communicates with other students, faculty, staff, clients, and professionals
 - Expresses ideas and feelings clearly
 - Demonstrates willingness and ability to listen to others
 - Demonstrates sufficient skills in spoken English to understand the content presented in the program
 - Adequately completes all oral assignments and meets the objectives of field placement experiences, as specified by faculty
 - iii. Technology
 - Applies the rules of respectful communication when using technology ([Netiquette](#))
- e. Interpersonal Skills

- i. Demonstrates the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others.
 - ii. Takes appropriate responsibility for their actions and consider the impact of these actions on others.
- f. Cognitive Skills
 - i. Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in the classroom and field.
 - ii. Demonstrates grounding in relevant social, behavioral, and biological science knowledge and research, including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice.
 - iii. Exhibits the ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.

2. Emotional and Mental Abilities

- c. Stress Management
 - i. Demonstrates the ability to deal with current life stressors through the use of appropriate coping mechanisms
 - ii. Handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others
- d. Emotional and Mental Capacities
 - i. Uses sound judgment
 - ii. Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance
 - iii. Engages in counseling or seeks support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties do any of the following:
 - Compromise scholastic and other performance.
 - Interfere with professional judgment and behavior.
 - Jeopardize the best interests of those to whom the social work student has a professional responsibility (as outlined in the current Codes of Ethics by the National Association of Social Workers).

3. Professional Performance Skills

- c. Professional Commitment
 - i. Exhibits a strong commitment to the goals of social work and the ethical standards of the profession, as specified in the [NASW Code of Ethics](#)
 - ii. Demonstrates a commitment to the essential values of social work, including the respect for the dignity and worth of every individual, the importance of human relationships, and his/her right to a just share of society's resources (social, economic, and environmental justice).

- d. Professional Behavior
 - i. Exhibits behaviors that comply with program policies, institutional policies, professional ethical standards, & societal laws in the classroom, field, and community.
 - ii. Appearance, dress, and general demeanor reflect a professional manner.
 - iii. Shows potential for responsible and accountable behavior to practice within the scope of social work by:
 - Respecting others
 - Being punctual and dependable
 - Prioritizing responsibilities
 - Attending class regularly
 - Observing deadlines
 - Completing assignments on time
 - Keeping appointments or making appropriate arrangements
 - Accepting supervision and criticism in a positive manner
 - iv. Works effectively with others, regardless of authority level
 - v. Advocates for self appropriately and responsibly and uses proper channels for conflict resolution
 - vi. Shows a willingness to accept feedback and supervision positively, as well as to use such feedback to enhance professional development
- e. Self-awareness
 - i. Shows awareness of self and how one is perceived by others.
 - ii. Exhibits knowledge of how one's values, attitudes, beliefs, emotions, and past experiences affect thinking, behavior, and relationships
 - iii. Accurately assesses one's strengths, limitations, and suitability for professional practice
 - iv. Reflects on one's limitations as they relate to professional capacities
 - Is willing to examine and change behavior when it interferes with working with clients and other professionals
- f. Ethical Obligations
 - i. Demonstration of adherence to the ethical expectations and obligations of professional practice as noted in the NASW Code of Ethics
 - Systematic evaluation of clients and their situations in an unbiased, factual way.
 - Suspension of personal biases during interactions with others
 - Comprehension of another individual's way of life and values

- Empathic communication and support of the client as a basis for a productive professional relationship
 - Appreciation of the value of diversity
- Effective and nonjudgmental work with others who are different from oneself
- Appropriate service to all persons in need of assistance, regardless of the person's age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system
- No imposition of personal, religious, sexual, and/or cultural values on clients
- Demonstration of respect for the rights of others. Commitment to clients' rights to freedom of choice and self-determination
- Maintenance of confidentiality as it relates to human service, classroom activities, and field placement
- ii. Demonstration of honesty and integrity by:
 - Being truthful about background, experiences, and qualifications
 - Doing one's work
 - Giving credit for the ideas of others
 - Provide proper citation of source materials
 - Demonstration of clear, appropriate, and culturally sensitive boundaries
 - A history of and/or current charges and/or convictions of an offense may impact admission and status in the program as well as create challenges with obtaining a field placement
 - Do not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist.

4. Scholastic Performance

- d. Maintain a cumulative 3.0 or higher GPA
- e. Earn a grade of B or above in all social work courses
- f. Upholds academic integrity by doing their work and giving credit where credit is due. Accurate use of APA writing style helps avoid plagiarism. Academic integrity is defined as not engaging in plagiarism or cheating. The MSW program aims to prepare students to meet licensure requirements post-MSW. To best prepare our students at this time, the MSW program excludes the use of AI on any written assignments unless a specific assignment integrates AI as part of the assignment prompt/requirement.

(Note: These standards have been adapted from the University of Texas, Standard for Social Work Education. The Mount St. Joseph University policies are also part of the excellence standards.)

Appendix C.3 - Field Instructor Roles: Administrator, Educator, Supporter & Evaluator

Purpose: Understand the multiple roles and responsibilities of a field instructor

Role	Administrative	Educational	Supportive	Evaluation
Focus	Executive-Managerial	Cognitive-Task	Affective-Relationship	Evaluation
Description	Responsible for the management of student's field placement	Responsible for teaching knowledge, values, and skills necessary to practice generalist social work	Responsible for helping students adjust to field-related stress and to build a professional relationship	Responsible for the evaluation of student
Tasks	• Selection of student • Develop an orientation plan • Plan, coordinate, and assign student work • Apply stages of field education • Complete field paperwork • Monitor risk management issues	• Integrate theory to practice • Instruct on the application of social work techniques • Provide training and role modeling • Share experiences and training • Help develop solutions • Suggest challenges	• Establish a professional relationship • Discuss boundaries, power dynamics, and diversity issues • Provide reassurance and empathy • Recognize achievements • Strengthen assets • Relieve Anxiety	• Monitor and evaluate student work • Provide feedback • Use the Student Learning Plan
Roles	Administrator, Advocate	Teacher	Supporter	Evaluator
Role Model	Efficient worker	Competent worker	Compassionate worker	Effective Worker
Power	Position, reward, coercion	Expertise	Referent	Reward, coercion
Student Needs	Structure	Application of knowledge and values	Professional relationship building skills	Honest feedback about strengths and challenges

References

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Appendix C.4 - Glossary

Field	Field education is the signature pedagogy of social work education. Other terms associated with the field are field experience, field instruction, and field practicum. Regardless of the terminology, field education is a bridge between academic learning in the classroom and real-life experiences in social work practice. In other words, students apply and adapt theoretical and conceptual knowledge to field experiences. According to the Council of Social Work Education (CSWE), field education occurs in agency-based settings reinforcing a professional identification with the purpose, values, and ethics of the profession.
Field Agency	The community-based agency or a social welfare-related organization in which a field student works under the direction and supervision of an experienced social work professional who is employed by that agency.
Field Director	A social work faculty member responsible for administering the field education program.
Field Instructor	The social work practitioner responsible for the educational supervision of a field student in the field agency setting. This individual must have an MSW degree from a CSWE accredited program and have at least two years of practice experience after receiving the MSW degree.
Field Learning Team	The field learning team consists of the field instructor, student, and MSW Field Director. If applicable, a task supervisor and an off-site field instructor may become team members. The team is responsible for creating learning tasks whereby the student applies and adapts social work knowledge, values, and skills to the agency setting.
Field Seminar Professor	A social work faculty/adjunct responsible for overseeing seminar and field experience for students in their course
Off-Site Field Instructor	A social work faculty member who provides academic supervision of the field student. This individual is responsible for reinforcing the social work perspective of the field experience when a field instructor is a field agency employee.
Task Supervisor	A task supervisor oversees the daily activities of a field student. The task supervisor provides the field instructor with updates regarding the field tasks completed by the student and participates in the evaluation of the student's performance.