Western New Mexico University

School of Social Work

STUDENT FIELD PRACTICUM MANUAL

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History/Overview of the School

The faculty members of the Department of Social Sciences first suggested the addition of a Social Work degree in 1987; planning for the Social Work Program itself was not initiated until the 1990-91 academic year. At that time, the Department of Social Sciences faculty, working with members of the community, determined that a Social Work Program would be a valuable resource for the undergraduates of WNMU. They believed it would serve the people of southwestern New Mexico as well as those throughout the State of New Mexico. The program's founders envisioned a small program that focused on the unique needs of the rural and ethnically diverse population in the southwest.

In the Fall semester of 1991, the Department of Social Sciences initiated a Bachelor's Social Work Program. Three social work courses were initially offered: Introduction to Social Welfare and Social Work, Social Welfare Policy I, and Human Behavior and the Social Environment I.

Fifteen students expressed interest in majoring in Social Work, and another fifteen requested additional information about the program, including degree requirements. Since that time the School of Social Work has continued to evolve until we have reached the present configuration of thirteen full-time faculty and over 160 BSW and over 330 MSW students.

The Social Work Department obtained their Accreditation for the BSW program from the Council of Social Work Education in February 1994. The Social Work Department became a part of the School of Health Sciences and Human Performance during the 2001-2002 academic year. In the Spring Semester of 2009, the Department of Social Work began offering the Master of Social Work and began the CSWE accreditation process.

The Department of Social Work officially became the School of Social Work on 7-1-2010. Currently, it is housed within the College of Professional Studies.

Mission Statement of the School of Social Work

The Social Work Program prepares and empowers students for culturally responsive and sustaining generalist (MSW advanced generalist) practice that promotes social, racial, economic, and environmental justice.

The Goals of the School of Social Work

1. Prepare students for effective, professional, advanced generalist social work policy practice and anti-racist and anti-oppressive practice with individuals, families, groups, organizations, and communities.
2. Prepare students for lifelong learning, including graduate education and awareness of their responsibility to continue their professional growth and development.
3. Prepare students by incorporating the liberal arts perspective in the program's pedagogy, which emphasizes development of critical thinking skills and a liberal arts perspective and incorporates a broad range of interdisciplinary and multi-disciplinary knowledge and skills.
4. Prepare students to conduct themselves ethically and engage in ethical decision making in order to ensure human rights and social, racial, economic, and environmental justice.
5. Prepare students to engage in research-informed practice and practice-informed research to assess, intervene, and evaluate.

6. Prepare students to engage in equitable and inclusive practice with diverse populations.
7. Prepare students to integrate technological advancement in their practice**.**
8. Prepare students for self-reflective practice by teaching the skills of self-reflection, self-evaluation, selfcare, and self-correction for effective practice at multiple system levels.

Non-Discrimination

Western New Mexico University encourages cultural diversity and respect for differences as a fundamental role of higher education and therefore, does not tolerate the subordination of a person or group based on race, color, creed, disability, marital status, national origin, HIV status, sex or sexual orientation.

The University will take strong and effective steps to achieve a diverse learning environment and workplace respectful of differences. Clear, fair, and effective policies will be formulated and communicated to all members of the campus community, and the University will respond promptly and consistently to complaints about any acts that violate these policies. Questions and comments concerning WNMU's non-discrimination policies may be addressed to the Affirmative Action/EEO Officer, Western New Mexico University, at (575) 538-6513.

Diversity, Equity, and Inclusion (DEI) Statement

Generalist Social Work Practice

The School of Social Work believes the generalist social work framework provides the most appropriate educational approach for our students. The School envisions a social work generalist as a person who can look at an entire situation, analyze the interaction of persons in all the systems connected to the focal individual, family, group, network, organization or community, and intervene in those situations as needed. We believe that the generalist is skilled at coordinating and mobilizing the knowledge and skills of the profession for the benefit of the individual client or client system.

Advanced Generalist

The concentration is offered in the second half of the educational program. It builds on the Foundation coursework offered in the first half of the curriculum that prepares social work students for generalist and advanced practice. The concentration extends the generalist foundation content to provision of advanced knowledge and skills to prepare twenty-first century social workers to address the complex multifaceted social and mental health problems.

Thus, School program objectives, expected educational outcomes, and curriculum content are structured to produce professional social workers educated in advanced generalist social work practice. The BSW curriculum is based on a liberal arts foundation built within and, in addition to, the general education requirements. It is designed to enable students to integrate the knowledge, values, and skills of the social work profession so they can provide competent entry- level practice. The MSW curriculum continues to build even further upon that knowledge, values and skills.

The content of social work courses reflects the belief that clients need to be viewed as individuals in the nexus of a variety of interacting situations. Client needs may require our students to draw on knowledge and perspectives outside their social work courses. Thus, we require our students to take a variety of courses, in addition to social work, to develop their generalist orientation toward social work practice.

The faculty in the School of Social Work at Western New Mexico University believes that the generalist practitioner can be defined as follows:

The generalist practitioner operates within the NASW ethical code utilizing a broad spectrum of knowledge and skills based on a problem-solving model that is infinitely flexible. The assessment process of the generalist practitioner is grounded in a systems and person-in- environment framework which suggests multiple points of intervention (individual, families, groups, social networks, organizations, and communities). The primary focus of the generalist social worker is to prevent or solve difficulties as well as to enhance and strengthen the inherent capacities of diverse client systems. This focus is transferable among populations and client systems. This approach encourages advocacy, incorporates an appreciation of human diversity, and strives for the acquisition of social justice.

Accreditation Status

BSW Program Accreditation Status

The BSW program has been accredited by CSWE since 1994. The BSW program was re-affirmed in October 2020.

MSW Accreditation Status

At its June meeting CSWE's Committee on Accreditation recommended that WNMU's MSW program be granted its initial accreditation in June of 2010. The MSW program was re-affirmed in June 2025.

CSWE Educational Policy Statement

The Council on Social Work Education, the national organization that accredits social work programs, accredits the Social Work program. The following are the minimum standards for social work programs across the nation as adopted by CSWE in 2022. By meeting these standards, we are assuring you of a quality social work education that can be accepted and transferred to any university in any state in the nation. It will also assure employers that you have had an education that encompasses material on generalist social work practice that will prepare you for employment in most social service agencies. It is important that each student read, know, and understand these standards to clarify his/her own educational experience to become a knowledgeable consumer. At the same time, students should be assured that if the program is not meeting these standards, they may bring this to the attention of the faculty for remediation. An additional benefit to the student will be the knowledge that they, along with other members of their educational cohort, will know that their educational experience is of the highest quality.

Core Social Work Competencies

The minimum standards for social work programs across the nation, as adopted by the Council on Social Work Education (CSWE) in 2022, are summarized below as core practice competencies.

BSW/MSW Foundational Core Social Work Competencies

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 principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making 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 position in society 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 in order 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, and alienation as well as 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 the extent to which 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 of their own 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 antiracist 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 analysis, and they 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 a variety of 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 level that affects 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 practice to effect change in those settings. Social workers:

- 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
- 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 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, and privilege as well as their personal values and personal 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:

- apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- 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 the dynamic and interactive process of social work practice. 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, and their 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 in developing 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 practice, policy, and service delivery effectiveness. 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 for evaluation of outcomes; and
- critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

MSW Advanced Generalist Competencies

Advanced Competency 1: Demonstrate Ethical and Professional Behavior

Advanced generalist social workers are intentionally mindful of and integrate social work core values, ethical standards, and relevant laws and regulations in practice at all levels. Advanced generalist social workers are attentive to the relationship between human rights principles and the realization of social, racial, economic and environmental justice in practice. Advanced generalist social workers critically select and apply a variety of ethical decision-making models and frameworks that are appropriate to situation and context in practice, research, and policy arenas. Advanced generalist social workers are conscious of the impact of personal values on practice and utilize critical thinking and reflection to distinguish between personal and professional values to limit, when

necessary, cases where their personal experiences and affective reactions exert undue influence their professional judgment and behavior. Advanced generalist social workers engage in personal and professional self-care activities to support competent and ethical social work practice. Advanced general social workers critically evaluate the profession's history, its mission, roles and responsibilities in the context of human rights and historical and current oppression using an anti-racist perspective. Advanced generalist social workers educate others about the importance of anti-racism, diversity, equity and inclusion while respecting and valuing the roles of other professions when engaged in inter-professional teams. Advanced generalist social workers commit to lifelong learning and continually update their skills to ensure they are relevant and effective. Advanced generalist social workers also strive to learn and integrate emerging forms of technology for social work practice while adhering to the profession's guidelines for ethical technology use. Advanced generalist social workers:

- integrate social work core values, ethical standards, and relevant laws and regulations into practice at all practice levels;
- utilize critical thinking to select and apply ethical decision-making models and frameworks that are appropriate to situation and context;
- distinguish between personal and professional values to limit the influence of personal values that may be incongruent with social work values in all practice situations;
- carry out the roles and responsibilities professionally in inter-professional teams; and
- integrate emerging forms of technology in practice while adhering to the profession's guidelines for ethical technology use.

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

Advanced generalist social workers understand and value fundamental rights such as freedom, safety, privacy, an adequate standard of living, health care, education, and access to clean air, food, and water for all humans. Advanced generalist social workers integrate their awareness of global interconnections of ongoing injustices throughout history that result in oppression, racism, human rights violations, and knowledge of theories of human need and social justice to utilize and develop strategies to promote social and economic justice and human rights. Advanced generalist social workers are advocates who use their knowledge and skills to work toward the elimination of oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected. Advanced generalist social workers:

- work toward the elimination of oppressive structural barriers to ensure that environmental, economic, social, racial, and cultural human rights are protected at the individual, family, group, organizational, community, or global levels; and
- engage in practices by utilizing knowledge, skills, and values to promote social, racial, economic, and environmental justice.

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

Advanced generalist social workers use their understanding of the influence of racism, oppression, and white privilege on relationships and the human experience to drive their engagement in anti-racist practice with individuals, families, groups, organizations and communities. Advanced generalist social workers understand diversity as the intersectionality of multiple factors including 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. Advanced generalist social workers acknowledge the societal and historical roots of racial and social injustice which influence identify development and manifest as systemic oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim experienced by various groups. Advanced generalist social workers advocate with and on behalf of clients to challenge or change social, economic, political, racial, technological, and cultural structures that may oppress, marginalize, alienate, negatively impact equity or inclusion, or create privilege and power. Advanced generalist social workers strive to be culturally humble practitioners who value individuals as experts of their own experiences and engage clients at all system levels respectfully and without prejudice. Advanced generalist social workers:

- engage in anti-racist and anti-oppressive social work practice at all system levels; and
- embody cultural humility at all systems levels by engaging in continuous self-awareness and critical thinking to manage the influence of personal biases and values.

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

Advanced generalist social workers, including in rural and indigenous settings, skillfully integrate, assess, and critique ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge around quantitative and qualitative research methods in practice to advance the science of social work, and to inform and evaluate practice. Advanced generalist social workers use research to inform their practice decision making and articulate how their practice experience informs research, monitoring, and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research using diverse frameworks 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 and utilize appropriate research questions and hypotheses. Social workers demonstrate advanced knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate historical and contemporary knowledge about advanced methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in diverse ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources including the utilization of logic models, culturally competent ethical approaches, and advanced scientific inquiry (Advanced generalist social workers:

- engage in relevant scientific inquiry appropriate to the practice setting;
- demonstrate critical analysis of quantitative and qualitative research methods and interpret research findings to inform and improve practice, policy, and programs across diverse communities at all levels of practice; and
- apply ethical, culturally informed, anti-racist, and anti-oppressive advanced strategies to address inherent biases in quantitative and qualitative research methods.

Advanced Competency 5: Engage in Policy Practice

Advanced generalist social workers are attentive to policy and its implementation at the federal, state, and local levels as integral to human rights, social justice, and social service delivery and access. Advanced generalist social workers analyze the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Advanced generalist social workers use a critical, rights-based, anti-oppressive, and anti-racist approach to evaluate how policies are created and implemented. Advanced generalist social

workers understand the role of social workers as active participants in anti-racist and anti-oppressive policy development and implementation for all levels of practice. Advanced generalist social workers engage in policy advocacy to create change where change is needed to enhance services, human rights, or social justice. Advanced generalist social workers:

- articulate the connection between social work history, theories, values, and ethics and policy practice;
- use an anti-racist and anti-oppressive perspective to analyze and improve how social policy impacts wellbeing, service delivery, and access to social services across practice settings and levels; and
- actively participate in rights-based advocacy that enhances social, racial, economic, and environmental justice by developing new policy and/or revising existing policy.

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

Advanced generalist social workers incorporate and apply their understanding of diversity, social work values, and theories to effectively engage diverse individuals, families, groups, organizations, and communities. Advanced generalist social workers implement various strategies to engage diverse clients and constituencies to advance practice effectiveness. Advanced generalist social workers continuously self-reflect and self-monitor to understand how bias, power, privilege, personal values, and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Advanced generalist social workers utilize the techniques of relationship building and inter-professional collaboration to facilitate appropriate engagement with clients, constituencies, and other professionals. Advanced generalist social workers:

- utilize a variety of theoretical frameworks and evidence-based approaches to engage with clients and constituencies; and
- engage diverse individuals, and/or families, groups, organizations and communities without bias through relationship-building and interpersonal skills such as active listening, empathy, reframing, awareness of body language and indirect cues, and self-reflection.

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

Advanced generalist social workers understand that assessment is an ongoing component of social work practice's dynamic and interactive process. Advanced social workers incorporate and apply their understanding of theories and interprofessional conceptual frameworks. 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 culturally responsive, mutually agreed-upon plan. Advanced generalist social workers utilize inter-professional collaboration, as necessary, to enhance and inform the assessment process. Advanced generalist social workers are self-reflective and continuously self-monitor to understand and minimize how bias, power, privilege, and personal values and experiences may affect their assessment and decision making. Advanced generalist social workers:

- select and apply a variety of culturally responsive theoretical frameworks and evidence-based approaches to collect, organize, interpret, and analyze information and assessment data from clients, collateral contacts, and constituencies; and
- demonstrate respect for self-determination while developing mutually agreed-on, realistic, culturally appropriate, and measurable intervention goals and objectives based on information obtained through assessment with clients and constituencies.

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

Advanced generalist social workers incorporate and apply their understanding of diversity, social work values, and theories to effectively intervene with diverse individuals, families, groups, organizations, and communities. Advanced generalist social workers critically evaluate, select, and apply a variety of theoretically sound, culturally responsive, and evidence-informed methods of intervention for diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Advanced generalist social workers utilize interprofessional collaboration, as necessary, to enhance and inform the intervention process. Advanced generalist social workers continuously monitor and facilitate the intervention process to ensure successful transitions and endings. Advanced generalist social workers:

- use a variety of multi-disciplinary theoretical frameworks, culturally sensitive, and evidence-based approaches to select and implement interventions that fit the target of concern to achieve practice goals and enhance capacities of clients and constituencies;
- actively participate in inter-professional collaboration as necessary, to enhance and inform the intervention process and to achieve beneficial practice outcomes; and
- intentionally include clients and constituencies as integral partners in the intervention process and to discern when mutually agreed-on goals are accomplished and appropriately facilitate transition and endings.

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

Advanced generalist 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; with particular attention to rural and indigenous communities. Advanced generalist social workers monitor and evaluate processes and outcomes to increase advanced practice, policy, and service delivery effectiveness. Advanced generalist social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes at all levels of social work practice. Advanced generalist social workers understand historical and modern theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Advanced generalist social workers use qualitative and quantitative methods for monitoring and evaluating outcomes and practice effectiveness. Advanced generalist social workers:

- use advanced social work practice skills and culturally responsive methods for monitoring and evaluation of outcomes; and
- critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities with particular attention to anti-racist and anti-oppressive perspectives.

Introduction to the Field Manual

Acknowledgments

The School of Social Work at WNMU extends thanks and appreciation to the following universities for sharing their previously published material pertaining to field instruction. Although this manual has been

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The Philosophy and Purpose of the Field Practicum as Signature Pedagogy

Professional social work education gives students opportunities to adopt new attitudes, obtain a professional knowledge base, and demonstrate social work practice skills. These opportunities are provided via classroom training, field practicum agencies, interactions with clients and agency personnel, other seminar students, agency supervisors, administrators, and others in the community who interact with the student in Field practicum.

Students in Field practicum learn that the relationship between theory and social work practice becomes relevant as they apply themselves professionally with agency clients to resolve issues in micro, mezzo, and macro levels of practice.

Field education, as experienced by placement in an agency setting, is considered a course on its own. The doing and the reflection upon that doing is the learning process. Learning in the Field practicum stems from a close and continuous relationship with the learning that occurs in the classroom. Students use their field practicum to evaluate classroom theory with respect to practice and to develop individual practice styles from experiential based learning.

In preparation for the student's Field practicum, the Internship Coordinators and/or the MSW/ BSW Field Director does a preliminary educational assessment of the student. For BSW students this includes validation of the student completing all prerequisites with at least a "C," GPA of 2.5 or higher, and not currently on probation. For MSW students this includes validation of the student completing all prerequisites with at least a "B," GPA of 3.0 or higher, and not currently on probation.

Students are expected to acquire a variety of practice skills for assessing people's needs, linking people to resources or opportunities, intervening on behalf of clients, and evaluating resources. Areas of curriculum content relating to practice skill development include use of the following:

- A problem-solving model as an intervention framework
- A social systems perspective
- A strengths perspective

Overview of Field Education

The Social Work Programs at WNMU provides the students with:

- Structured learning opportunities to enable them to compare their practice experiences, integrate knowledge acquired in the classroom, and expand knowledge beyond the scope of the practicum setting.
- Opportunities to develop an awareness of self through journaling and supervision in field practicum in the process of providing intervention.
- Supervised practice experience in the application of knowledge, values and ethics, and practice skills to enhance the well-being of people and work toward the amelioration of environmental conditions that affect people adversely.
- Use of oral and written professional communications consistent with the language of the practicum setting and of the profession.
- Use of professional supervision to enhance learning.
- Critical assessment, implementation, and evaluation of agency policy within ethical guidelines.

BSW and MSW Foundation Field Practicum

The BSW or MSW foundation year of the field practicum allows students to incorporate and integrate materials from previous social work classes into a functional use of their skills, honing their expertise in successful intervention with individuals, families, groups, social networks, organizations, and communities while understanding and considering differences in social, cultural, racial, religious, spiritual, and class backgrounds.

Students have the opportunity to try out and develop more fully many of the concepts, attitudes, and skills from the generalist perspective that encourages appropriate interventions on all levels needed for forming and sustaining meaningful interpersonal relationships. This should include:

- Developing the habit of listening to clients and hearing what they say.
- Critically assessing clients (individual, families, groups, networks, organizations or communities) and forging alliances with clients to address critical problems.
- Identifying and formulating, with client input, intervention plans that will address client needs.
- Assisting the client in proceeding with a systematic approach to the resolution of client problems. Devising appropriate methods of data collection to assess whether an intervention has been successful.
- Disengaging from clients or client systems at appropriate place and time and in an appropriate manner.

Students begin gaining first-hand, realistic knowledge and a greater understanding of the operations and services offered by a specific social agency in the community and being able to communicate this to both clients and peers. They also gain a greater knowledge and understanding of the social services offered within a community by various governmental and private sector agencies and programs as well as an understanding of how the student's particular agency fits into the service delivery system.

Students begin becoming critically aware of their gender, sexual orientation, age and other groupings. Students begin to examine the application of values and ethics in practicum settings through group discussion of individual experiences. The student will be able to ethically problem-solve issues that arise in placement settings using Social Work values embodied in the Code of Ethics to address issues around clients, colleagues, employers, the profession and society.

Students begin holding a conviction regarding the value of the individual and their decision- making process. This includes:

- Accepting others as they are.
- Treating people as individuals.
- Allowing others to maintain their own integrity.
- Respecting the right and capacity for client decision-making (self-determination).
- Allowing individuals to move at their own pace.
- Keeping appropriate information generated by individuals, families, groups, networks, agencies and communities confidential.

Students gain the ability to utilize research for knowledge acquisition in relation to evaluation of their practice in field. Students form an understanding of how research efforts have positive benefits in terms of evidence-based practice and client issues. Students also utilize ethical values in research and are receptive to acquiring this knowledge to advance professional development.

Students are continually utilizing self-evaluation of their practice and research with an expressed purpose of using themselves in a critical way to further client growth. They also gain an appreciation of the impact of specific social problems on individuals, families, groups, communities, and organizations. These problems may include mental illness, intellectual disability, poverty, inadequate housing, minority status, cultural and educational deprivation, delinquency, poor physical health, inadequate health resources, etc.

MSW Advanced Field Practicum

The advanced curriculum prepares social work graduates for advanced social work practice by providing opportunities for students to integrate the theoretical/conceptual frameworks and processes, competencies, and advanced practice behaviors. Advanced practice opportunities allow students to work with client populations in rural communities that have tri-cultural complexity. The advanced field practicum emphasizes the conceptualization, design, and differential application of alternative ways of data gathering, analysis, planning, intervention, and evaluation that are effective with diverse populations. The advanced year field practicum requires students to understand and implement a set of specialized knowledge, skills, and values related to advanced social work practice.

MSW advanced year tasks and goals utilize the generalist perspective in work with individuals, families, small groups, communities, and organizations. Students in their advanced year practicum continue to develop and engage in professional helping relationships, gather data to assess strengths, needs, problems, identify target problems, and set concrete, observable, measurable goals that fit the target problems. Students also develop their ability to work with clients and client systems to brainstorm alternative solutions to problems and to examine those alternatives and select a plan of action, implement the plan, and to monitor progress.

MSW advanced year students work within and utilize different relationships and roles using skills such as collaboration, networking, bargaining, brokering, and productive conflict within roles including educator, facilitator, mediator, advocate, organizer, and others. Students demonstrate an advanced ability to apply

theories at the individual, family, group, and community level. MSW advanced year field students apply their knowledge of policy by conducting policy analysis and working toward policy change and use research to plan interventions, support decision-making, and evaluate progress toward mutually agreed-upon goals.

MSW advanced year students demonstrate their understanding of anti-racism, diversity, equity, inclusion and anti-oppression by working with people from diverse groups (for example, people of color; people of different ethnicities or religions; people who are of a different socioeconomic status, mental health issues, physical disabilities, learning differences, are LGBTQIA+). Students apply social work ethics and values through applying ethical decision-making to identified problems, obtaining informed consent, maintaining confidentiality, maintaining professional boundaries, and avoiding conflictual or dual relationships. Finally, MSW advanced year students gain a deep understanding of the use of supervision and consultation and develop their professional sense of self.

Admission to Field Education

The MSW Field Director and the BSW Field Director admit students to the Field Education Program. For students to be eligible for admission and enrollment in field education, they must meet the following criteria:

BSW Students

- Be admitted to WNMU and the BSW Program.
- Maintain a 2.5 cumulative GPA in all coursework and a minimum 2.5 GPA in required social work courses.
- Complete all prerequisite social work courses with a grade C or higher.
- Submit a complete application packet to your assigned Internship Coordinator one semester prior to the enrollment in field education courses by the stated deadline with the following documents: Application for Field Practicum, Release of Information form (legal form), Worksite Placement Request and required documents specified in worksite placement request (if applicable). Students must submit a new field practicum application each semester they plan to participate in field by the stated deadline.

BSW: https://socialwork.wnmu.edu/bsw/#bsw-field-practicum-information/

MSW Students

- Be admitted to WNMU's Graduate Division and the MSW Program.
- Maintain a 3.0 cumulative GPA in all coursework and a minimum 3.0 GPA in required social work courses.
- Complete all prerequisite social work courses with a grade B or higher:
- Submit a complete application packet to your assigned Internship Coordinator one semester prior to the enrollment in field education courses with the following documents: Application for Field Practicum, Release of Information form (legal form), Worksite Placement Request and required documents specified in worksite placement request (if applicable). Students must submit a new field practicum application each semester they plan to participate in field by the stated deadline.

MSW: https://socialwork.wnmu.edu/msw-field-practicum-information/

The MSW and/or BSW Field Director and Internship Coordinator review students' application packets and transcripts, and ensures that the student is academically prepared and ready for field practicum. The student is responsible for locating a field practicum agency with the required supervision. Students registering for SWK 499 or SWK 581/582 Foundational practicums must have approval from the BSW or MSW Field Director to participate in a virtual practicum. Approval will consider the student's individual experience in the helping profession and/or extenuating circumstances preventing them from completing an onsite practicum. Students registering for SWK 681/682 Advanced practicums can participate in virtual/telehealth practicums. The MSW and/or BSW Field Director and Internship Coordinator, with student input, have an open dialogue to ensure the agency's ability to provide appropriate supervision and learning experiences.

Deadlines to Apply for Field Placement are as follows:

- Summer February 1st
- Fall May 1st
- Spring September 1st

Advanced Standing Students: Advanced standing students from institutions other than WNMU must provide written documentation (official email or letter) from their prior institution's Dean or Field Director, attesting to the number of BSW hours accrued. Students are required to complete a minimum of 450 hours within their BSW Field Practicum during the application process to Field. Students who did not meet the 450-hour requirement will be required to complete any additional hours necessary to achieve this requirement before continuing practicum hours at the MSW level. Students who do not meet the academic performance criteria for admission may be given opportunities to reapply for admission after they have improved their grades or addressed the issues that interfere with their readiness for field practicum.

BSW Students:
**If a student earns a grade for any field education course that is below a C, he or she must repeat the course. Students may also be required to complete a reflective paper and other tasks as deemed appropriate by the Student Performance Review Committee. Students may not be allowed to enroll in field practicum the subsequent semester if deemed appropriate by the committee.*

MSW Students:
**If a student earns a grade for any field education course that is below a B, he or she must repeat the course. Students may also be required to complete a reflective paper and other tasks as deemed appropriate by the Student Performance Review Committee. Students may not be allowed to enroll in field practicum the subsequent semester if deemed appropriate by the committee.*

Field Practicum Logistics

BSW Field Practicum Prerequisites & Requirements

The BSW Program at WNMU includes two semesters of Field Practicum in the BSW curriculum, each requiring 225 field hours. In the fall and spring semesters (usually around 16 weeks) students complete 15 hours at the agency weekly and 1 hour of mandatory face to face class time (students will use a zoom link that will be provided by the class instructor) In the summer semester (around 10 weeks long) students must complete 22 hours weekly in the agency and 1 hour of mandatory face to face class time. Students are required to complete **both** semesters at the same agency. These two Field Practicum courses contain an online component with weekly assignments designed to complement and supplement the onsite learning experience. Hours earned in one semester may not transfer to any other semester. Students are also not allowed to begin field practicum, or accrue hours prior to the start date of the course.

Students must be officially accepted into the BSW program as a pre-requisite for field practicum. All students must have successfully completed specific pre-requisites in the BSW program in order to be eligible for field practicum. For BSW students, you must have successfully completed all of the following with a C or higher to be eligible for field practicums:

SWK 1110 Ethics in SWK & Human Services

SWK 2110 Introduction to Human Services and Social Work

SWK 342 Human Behavior & the Social Environment

SWK 320 Diversity in SWK Practice

SWK 304 Writing for SWK

SWK 386 Micro Practice in SWK

SWK 398 Pre-Practicum Skills Lab

MSW Foundation Field Prerequisites & Requirements

The MSW Program at WNMU includes four semesters of Field Practicum in the MSW curriculum, each requiring 225 field hours (for students without Advanced Standing). These four Field Practicum courses contain an online component with weekly assignments designed to complement and supplement the onsite learning experience. Hours earned in one semester may not transfer to any other semester. Students are also not allowed to begin field practicum, or accrue hours prior to the start date of the course.

Non-advanced standing MSW students must complete 4 separate semesters of field practicum. Each semester students must complete 225 hours. In the fall and spring semesters (usually around 16 weeks) students complete 15 hours at the agency weekly and 1 hour of mandatory face to face class time (students will use a zoom link that will be provided by the class instructor). In the summer semester (around 10 weeks long) students must complete 22 hours weekly in the agency and 1 hour of mandatory

face to face class time. Social Work 581 and 582 are the Foundation Field Practicum classes. Students are required to complete **both** Foundational Field Practicum classes with the same agency.

Students who do not have a BSW earned from a CSWE accredited program within the past 8 years must successfully complete the following pre-requisites in the MSW program in order to be eligible for field practicum:

SWK 501 Cultural Competence
SWK 502 Introduction to Advanced Generalist SWK
SWK 510 Human Behavior & the Social Environment
SWK 511 SWK Generalist Practice

MSW Advanced Field Prerequisites & Requirements

Advanced standing students must complete 2 separate semesters of field practicum. Each semester students must complete 225 hours. In the fall and spring semesters (usually around 16 weeks) students complete 15 hours at the agency weekly and 1 hour of mandatory face to face class time (students will use a zoom link that will be provided by the class instructor) In the summer semester (around 10 weeks long) students must complete 22 hours weekly in the agency and 1 hour of mandatory face to face class time. The Advanced Field classes are Social Work 681 and 682. Students are required to complete **both** Advanced Field Practicum classes with the same agency.

Advanced standing students from institutions other than WNMU must provide written documentation that the student was required to complete a minimum of 450 hours within their BSW Field Practicum. Students who did not meet the 450-hour requirement will be required to complete any additional hours necessary to achieve this requirement before continuing practicum hours at the MSW level.

Students who are considered *advanced standing* must have a BSW degree from a CSWE accredited program received within the past 8 years and must successfully complete the following pre-requisites in the MSW program in order to be eligible for field practicum:
SWK 501 Cultural Competence
SWK 527 Theories & Techniques in Advanced Clinical SWK

Criteria for Practicum Site and Field Agency Supervisor Approval

Process for Identifying Field Education Settings

The field program offers a field orientation on Zoom every semester to assist students in applying for field and guiding them through the process of identifying field education settings in their geographical region. Students are also provided with suggestions about questions to ask potential agency representatives during placement interviews. For students who are unable to attend an orientation, the most recent slides and a quick tip guide are linked to the Internship Coordinator's email signatures, and orientation content is also available in the field

manual. All BSW students also take the SWK 398 Pre-Practicum Skills Lab prior to starting their field experience. This course reviews the entire process beginning with guidance on how to locate a placement.

Students are guided through this identification process by the BSW Field Director and/or their assigned Internship Coordinator. The BSW Field Director will meet individually with students as needed to assist them. Internship Coordinators maintain a database of previously affiliated field agencies across the United States and in other countries and can provide specific suggestions to students who are having trouble finding a suitable placement. Agencies are also able to request to serve as a field education setting, and Internship Coordinators can review the list of students who have applied for field in any given semester and share the agency information with the appropriate students. Finally, the BSW Field Director talks with agency representatives at conferences and other networking opportunities as we are always looking for new field education settings.

Process for Approving Field Education Settings

Field settings are selected primarily based on their capacity to provide students with a rich set of diverse educational experiences in micro, mezzo, and macro generalist social work practice and on their ability to provide opportunities for students to demonstrate the core competencies and component behaviors of a Bachelor of Social Work Program accredited by the Council on Social Work Education. The overall learning experiences for the student should entail a programmatic commitment to service compatible with the values and ethics of the social work profession. The policy-setting body, administrators, and staff of an applicant agency should be willing to undertake and support the responsibilities and educational focus of a field practicum placement. Field Agency Supervisors must have the assurance of their agencies that their professional obligations will be adjusted to permit adequate time and resources for curriculum development and implementation of the practicum experiences.

Before any student is assigned to a practicum placement, the BSW Field Director and Internship Coordinator approves both the Agency and the Field Agency Supervisor. After the student shares information with the program about their desired agency placement, the BSW Field Director reviews potential agency websites and contacts the agency and/or agency supervisor to discuss the agency criteria and supervisor credentials and responses are documented via the Agency Vetting Form (Appendix A). The documentation is stored electronically. Once the agency has affirmed their ability and willingness to meet these criteria, the internship coordinator requests the completion of the Field Agency Site Application (Appendix F). The purpose of the Field Agency Site Application is to verify that they meet the criteria described above. This document provides information about the activities and services provided by the agency. This information is stored in the Bachelor of Social Work Field Program database to aid in matching field settings with prospective students.

Upon approval of a field placement agency, the Internship Coordinator works to secure an affiliation agreement between Western New Mexico University and the agency site if one does not already exist. The Agency Affiliation Agreement (Appendix J) outlines the responsibilities of the agency and the university. Once executed, the agreement remains in effect until canceled by either party—it does not need to be renewed with each student each year.

Process for Engaging with Field Education Settings

The BSW Field Director and Internship Coordinators engage with field education settings in person and through email, phone or videoconferencing depending on the location of the agency and the information being requested or

shared. Agency representatives receive a detailed email from the assigned Internship Coordinator with information about the process, required supervisor credentials, hour requirements, and how to access forms and deadlines for completion. Agencies are also provided with a link to the Field Orientation video and the Field Manual.

Process for Engaging with Field Instructors

One week prior to the start of each semester, the BSW Field Director sends a welcome email to all Field Agency Supervisors. During the semester, Field Course Instructors (who serve as field liaisons) contact Field Agency Supervisors via email within the first two weeks of the start of the term to introduce themselves and provide contact information. At mid-term, the Field Course Instructor meets with the student and Field Agency Supervisor via Zoom. The Field program requires mid-term meetings for all students, not just for those experiencing difficulties, because of feedback from Field Agency Supervisors who requested more communication and connection with field faculty. Email contact is also initiated by the Field Course Instructor two weeks prior to the end of the term. Field Course Instructors and the BSW Field Director are available for consultation via phone and Zoom throughout the semester and initiate contact with Field Agency Supervisors if any problems arise.

Site and Field Agency Supervisor Approval Criteria

Before any student is assigned to a practicum placement, the MSW and/or BSW Field Director in addition to the Internship Coordinator will approve both the Agency and the Field Agency Supervisor. In approving both agency sites and agency staff as Field Agency Supervisors, the School adheres to the guidelines offered by the Council on Social Work Education. In general, those criteria may be summarized as follows:

The overall learning experiences for the student should entail a programmatic commitment to service compatible with the values and ethics of the social work profession.

There should be clarity and specificity about the educational objectives to be achieved through the practicum, the program or the setting in which it occurs, and the methods to be pursued in implementing the objectives. The educational setting should allow the student to experience working with individuals, families, groups, organizations and communities. This will be accomplished, in large measure, by careful use of the practicum learning contract.

The School of Social Work will take the initiative to develop a wide range of potential practicum placements to provide students with a variety of choices of learning opportunities.

Field Agency Supervisor may be chosen from agency staff or may be assigned from the University. For BSW students, Field Agency Supervisors must be social workers who have a BSW or MSW degree and a minimum of two years of practice experience. For MSW students, Field Agency Supervisors must be social workers who have an MSW degree and a minimum of two years of practice experience. Persons in closely related professions may also qualify as social work practicum Field Agency Task Supervisors with more intense involvement by the Supervision Course Instructor (MSW/BSW which includes completing the extra one-hour supervision weekly course). Assessment of one's qualifications to be a Field Agency Supervisor considers one's professional education, commitment to the values of the social work profession, competence in practice, and interest and competence in teaching. Credentials are evaluated by review of submitted copies of diplomas, resumes, and licenses.

When the Field Agency Supervisor is not a BSW or MSW (depending on the level of student) with at least two years post-degree practice experience, the MSW and/or BSW Field Director will review and

consider for approval. In this case, the Field Course Instructor assumes a greater share of the responsibility for the basic planning, supervision, and evaluation of the practicum experience in consultation with the student's agency site supervisor. If a student's agency supervisor is not a BSW or MSW (depending on the level of the student) with at least two years of post-degree practice experience, the student will be required to attend an additional supervision class each week. Credentials are evaluated by reviewing submitted copies of diplomas, resumes, and licenses.

To be approved as a practicum site, an agency should qualify for membership in its professional standard-setting organization. Where such standards and/or membership do not exist, sufficient structure must be demonstrated to provide for the necessary learning experiences. The approval of a practicum site is determined by a vetting process completed by the MSW/BSW field director.

The policy-setting body, administrators, and staff of an applicant agency should be willing to undertake and support the responsibilities and educational focus of a field practicum placement. Field Agency Supervisors must have the assurance of their agencies that their professional obligations will be adjusted to permit adequate time for curriculum development and implementation of the practicum experiences.

The organization and activities of the applicant agency must be such that its basic program can be maintained and developed without reliance on students.

CSWE suggests that the placement consists of no less than two social work students during a single placement and is highly desirable from an educational point of view. However, given the small size of many agencies in the country and abroad, population bases are sparse in some areas and the School of Social Work realizes that this may not always be possible.

The applicant agency should agree to make available to the practicum student suitable support arrangements (such as desk space, supplies, phone, clerical services, etc.).

Field Sites

Specific agencies will be selected considering the following:

1. The presence of a qualified on-site social work professional to provide field instruction. For BSW students this is a supervisor with a BSW or MSW degree and two years of post-degree practice experience. For MSW students this is a supervisor with an MSW degree and two years of post-degree practice experience.
2. The expressed interest of the student.
3. The ability of the MSW or BSW Field Director to provide adequate oversight.
4. The level of commitment by the practicum agency to the educational process and to established standards of practice.
5. The ability of the practicum agency to provide a diversity of educational opportunities in micro, mezzo, and macro practice.
6. Students employed by a social service organization for more than one year who wish to fulfill their Field practicum requirements in the same setting may be allowed to do so if:
    a. The practicum is done within a different organizational unit other than the one in which the student is currently employed.
    b. The Field Agency Supervisor is someone other than the student's direct line supervisor and the focus of the placement will be educational in nature.

7. Students employed by a social service organization for less than one year who wish to fulfill their Field practicum requirements in the same setting may be allowed to do so if:
    a. Current tasks and duties align with the Core Social Work Competences adopted by CSWE, 2022 Education al Policy and Accreditation Standards
8. The Field Agency Supervisor may be the student's direct supervisor; however, the supervisor must provide a dedicated hour of educational supervision per week in addition to any employment supervision provided.
9. The agency identifies 15 hours per week towards the required learning of a field practicum in professional education.

* Please note that if the student is a director, board member, administrator, owner, or manager, they may NOT complete a work site placement at their place of employment. If a student has a relative employed at an agency who is a director, board member, administrator, owner, or manager, they may NOT complete their practicum with that agency unless prior approval has been granted by the MSW or BSW field director.

*Please note that the WNMU School of Social Work does not require submission of background checks, medical tests, or special software as a practicum requirement. In the event that a prospective agency has these or similar requirements, the agency will bear the responsibility of informing the prospective intern of these requirements and it is the student's responsibility to complete any or all of these requirements. Students will be responsible to work with the agency to ensure that requirements are completed and must understand that if these requirements cannot be completed, WNMU does not guarantee approval of the agency site or practicum placement.

Exceptions to numbers six and seven above may be made by the MSW and/or BSW Field Director and/or the Chair of the School of Social Work only under special circumstances. The student requesting an exception must submit written documentation of the feasibility of the exception. The MSW and/or BSW Field Director, in consultation with the leadership and faculty of the School of Social Work, has the final authority regarding approval of field practicum agency placements.

Field Class

BSW students are required to pass Field class with a grade of "C" or better and will be given the opportunity to repeat Field one time if failure is to occur. If a student fails Field class for a second time, they will no longer be eligible to complete Field Practicum and will be terminated from the Social Work Program. If a student's camera is off or they are driving/a passenger in a moving car during their seminar class, they will be removed from class and receive an unexcused absence. All students must attend an hour-long mandatory seminar class each week. If a student misses three seminar classes (without legal or medical documentation) they will be dropped from the field practicum course for lack of attendance. Students who have an agency supervisor who is not a BSW or MSW with at least two years of post-degree practice experience must attend an additional supervision class weekly.

MSW students are required to pass Field class with a grade of "B" or better and will be given the opportunity to repeat Field one time if failure is to occur. If a student fails Field class for a second time, they will no longer be eligible to complete Field Practicum and will be terminated from the Social Work Program. All students must attend an hour-long mandatory seminar class each week. If a student's

camera is off or they are driving/a passenger in a moving car during their seminar class, they will be removed from class and receive an unexcused absence. If a student misses three seminar classes (without legal or medical documentation) they will be dropped from the field practicum course for lack of attendance. Students who have an agency supervisor who is not an MSW with at least two years of post MSW practice experience must attend an additional supervision class weekly.

Field Supervision Class

BSW/MSW students who are required to attend the 1- hour field supervision course weekly must attend all scheduled classes to successfully complete the course. Students who miss a class are required to make up the class within the semester. If the student fails to make-up any missed classes, they will fail their field supervision course and field practicum.

Mandatory Seminar Course Assignments

There are several course assignments in field that are mandatory to complete throughout the semester. The following assignments must be completed and submitted prior to the conclusion of the semester. Failure to complete any of the following assignments will prevent the student from completing their field practicum course:

- Weekly supervision logs/journals (for each week of the attending semester)
- Monthly time sheets (for each month of the attending semester)
- Learning Contract (*all tasks must be completed by the first check-in)
- Midterm Evaluation (completed and signed by the field agency supervisor)
- Final Evaluation (completed and signed by the field agency supervisor)

*Since BSW students enrolled in SWK 492 Foundation Practicum I are often new to the field, this expectation may be unrealistic and extensions may be granted.

Field Practicum Orientation

Prior to applying for field, students are invited and encouraged to attend a Field Practicum Q&A which is held on Zoom every semester. The slides from this presentation are always available through the Internship Coordinators. The following information is included in the Q&A. Further information is available in this Field Manual where indicated.

- Contact information for the Internship Coordinators and a description of their role and responsibilities (pp. 2; 41-46)
- Reminders to use and check WNMU email regularly (only in Q&A slides)
- Application deadlines February 1 (for summer), May 1 (for Fall), September 1(Spring) (p. 23)
- Course prerequisites and eligibility (pp. 22-24)
    - BSW (1110, 2110, 320, 342, 386, 398)
    - MSW traditional (501, 502, 510, 511)

    - MSW advanced (501, 527, and proof of 450 hours from BSW practicum)

- How to find a field placement, preparation tips, and what questions to ask about potential sites (25-29)
- How to find the Field Manual (only in Q&A slides)
- Available resources including a list of any already affiliated field agencies in your region and links to non-profits (only in Q&A slides)
- Field requirements including the number of placements and hours and the number of sites required for each program (pp. 24; 37; 51)
- School social work field placement site considerations (only in Q&A slides)
- Degree requirements for field agency supervisors and alternative supervision options (pp. 27-30; 48)
- How to find and complete all required student forms (Application, Legal Disclosure, Agency Information) (p. 48 and Appendices C, D, E)
- Worksite placement guidelines and paperwork (pp. 28-29; 53-55; Appendix H)
- Forms and processes required for completion by the field agency staff (only in Q&A slides)
- Field course registration processes (only in Q&A slides)
- What to do if your agency supervisor changes during the placement (only in Q&A slides)
- How to access and complete time sheets (pp. 51)
- How field agencies will access and complete mid-term and final evaluations (p. 38; 50)
- How to trouble shoot any problems with time sheets or evaluations (only in Q&A slides)
- Contact information for Field Directors (p. 2)
- A student communication flow chart and other guidance about who to contact for answers to specific questions (only in Q&A slides)
- Dual relationships and disclosure requirements (p. 56; Appendices E & G)
- How to find information about Children, Youth and Families Department (CYFD – Title IV-E) stipends (p. 53)

Once students are registered in field courses, they are required to complete an online Field Practicum Orientation. Students who do not complete the mandatory field practicum orientation by the assigned due date will not be allowed to continue enrollment in field practicum and will not be allowed to report to the field practicum agency or complete hours. This orientation is offered in all BSW Field courses and MSW Foundation and Advanced Field courses addressing the rules, policies, procedures, guidelines, and expectations of Field Students. Students who fail to adhere to this policy may be required to meet with the field director to identify challenges/barriers preventing them from remaining in compliance with mandatory field expectations.

The orientation includes review of a video that is also shared with field agency supervisors. Internship Coordinators provide the orientation video to all agencies and field agency supervisors when they initially reach out to begin the affiliation process. Field professors also email all Field Agency Supervisors about the recorded orientation video prior to each semester. The orientation includes the following:

- Introduction of administrators, faculty/field liaisons, staff and their roles (More information can be found on pp. 2; 41-46)
- CSWE competency requirements for generalist social work practice (More information can be found on pp. 10-14)
- Purpose of field as the Signature Pedagogy (More information can be found on p. 19)
- Overview of field policies, procedures and required documents (More information can be found on pp. 22 -32; documents in Appendices, starting on p. 59)
- Requirements of field practicum including hour and supervision requirements (More information can be found on pp. 27-30; 48; 51)
- Safety information (More information can be found on pp. 33-35)
- Student field responsibilities (More information can be found on pp. 36-40)
- Contact information to support the ongoing working relationship with the WNMU School of Social Work and its partnering agencies (More information can be found on p. 2)

Completion of Orientation Module: Student are required to review all information regarding the policies, procedures, rules, guidelines, and expectations within this manual and in Canvas.

The student must then sign and date the Field Manual Acknowledgement and Student Travel Request form to begin their practicum hours at their agency. Any student who does not complete the field orientation and submit the signed Field Manual Acknowledgement and Student Travel Request form by the due date will not be allowed to complete any field practicum hours and may not report to their field practicum agency. *WNMU does not reimburse mileage to and from student field practicum.*
Policies and procedures that are outlined in within the online orientation modules include the following:

Safety

Student Responsibilities: Students are required to comply with safety policies while at their practicum agencies. Failure to comply with agency safety policies may result in suspension or termination from field. Ways to decrease vulnerability while in the field:

The Practicum Student will:

- Be aware of any safety risks associated with their practicum by inquiring about these at the agency. Inquire about the practicum agency's formal and informal methods for assessing and handling risky situations.
- Notify and discuss safety concerns with the agency supervisor and Director of Field Education (if applicable
- Immediately report any incidents of threat or harm to the agency supervisor and the Director of Field Education.

Home/Community Sessions: Home and community sessions are cited in the literature as providing invaluable information about clients and their environments. With home or community sessions, there may be challenges.

Before a student engages in an independent home/community session:

- The student should learn how to identify signs of agitation, de-escalate potentially dangerous situations, as well as how and when to enlist assistance if necessary by agency staff/supervisors.
- Student's work assignments should be pre-screened by agency staff/supervisors to assess any history of violence, and agency supervisors should balance the complexity and the level of risk with the student's knowledge, skills and experience.
- Learn what they can about the client's and/or family's histories, learn if they have had prior violent encounters with the police, schools, or social services, determine if they have had negative interactions with agencies in the past. Find out if there is a history of mental illness in the family. Some of this information can be gleaned from agency records. Additional information may be obtained from informal sources such as supervisors or agency staff.
- Whether or not social workers have information about a person's past history or current emotional state, there are signs they can look for to determine impending client agitation and possible aggression. Clenching of fists or jaws, having a "wild" look in the eyes, being out of touch with reality, speaking in a loud voice or becoming verbally abusive are all indicators to look for. If these behaviors occur, immediate steps to reduce the tension should be taken before the behaviors escalate to violence.
- Agency supervisors or staff should introduce clients to the student and explain their role within the agency
- Dress sensibly at work to allow for ease of movement, including comfortable shoes. Remove neckties, scarves, hanging jewelry, religious or political symbols or anything that could be used as a weapon or increase agitation in a client.
- Leave information with the agencies as to the time and place where the field visits are to occur and the expected duration of the visits.

- Make sure that your car is in good working order and that you have plenty of gas in it. You should also have a spare tire with a jack, a working horn, spare change, a flashlight, jumper cables, and a first aid kit.
- Travel with a cell phone (if at all possible) that is charged, turned on, and pre-programmed to call 911 for assistance in any emergency or threatening situation.
- Carefully consider the streets, neighborhoods, or areas where the families live. For example, avoid going alone or wearing jewelry in known drug areas, isolated places, or high crime areas.

In preparation for the Home/Community Visit:

- Drive by the residence first to see if things seem okay or if there is anything suspicious going on.
- When pulling into a parking lot or neighborhood, observe who is hanging around and what their general attitude is.
- Back your car into a parking garage space so you can exit quickly if you need to. Make note of at least two (if possible) exits and entrances to the parking area. Park close to any lights if there is a chance of you returning to your car before or after daylight.
- If you park on the street, do not park directly in front of the home or residence you are visiting.
- Keep personal items such as a purse or briefcase locked in the trunk of your car. Only keep your keys, a little money, and a phone on your person.
- Be careful about what you leave on your seats or dashboard. Valuables can be an incentive for others to break into your car. Items with personal contact information can lead to identify theft or cause the thieves to break into your home.
- If you have a flat tire at night or in a high crime area, try to keep going along the shoulder of the road until you reach a gas station or, at least, a safer area.
- If stranded, ask to see identification of anyone stopping to assist you, even the police. If you accept assistance, pretend that someone else will be arriving soon and stay alert to their actions.
- Drive with your windows up and the doors locked in unsafe areas.
- Always keep your car doors locked when you are away from the car or sitting in it
- Always keep your home address and personal telephone/cellular phone numbers from becoming known to your clients.
- Be careful of what is posted on social networks that can disclose routine habits and/or home addresses.
- Have your car keys in your hand as you approach your vehicle.

During the Home/Community Visit:

- Listen outside the door of the residence for disturbances such as screaming, yelling, or fighting before making your presence known.
- If upon arrival the environment is determined to be unsafe, the student is instructed to decline or terminate the session.
- When knocking on the door or ringing the bell, stand to the side, not in front of it, in case someone tries to harm or grab you.
- Introduce yourself clearly, letting the family know who you are and why you are there.

- Assess the person/persons you are interviewing to determine their demeanor and/or if they are under the influence of any substances.
- Note any drug paraphernalia lying around.
- Note the general layout, exits, and phones of the residence. Position yourself for an easy exit if necessary.
- Scan the environment for any weapons. For example, guns are often kept in the bedroom while knives are kept in the kitchen.
- Avoid discussing plans and personal information within the hearing of others.
- Scan the area as you approach your car and always check the floor and back seat before getting in.
- Check in with your agency afterward to let them know you are okay.

Most importantly, trust your instincts. If something doesn't feel right and you are uneasy about the situation you are in, leave and call the agency supervisor, or police if appropriate.

Refer to the NASW Guidelines for Social Worker Safety in the Workplace.

General Field Practicum Guidelines

The School of Social Work approves various agencies as field practicum sites through a vetting process conducted by the MSW/BSW Field Directors. The agency is required to interview prospective student interns. If the agency does not believe the student is prepared for the field experience, an alternative agency will be selected where the student will conduct another interview. Whenever possible, for BSW students this is a supervisor with a BSW or MSW degree and two years of post-degree practice experience. For MSW students this is a supervisor with an MSW degree and two years of post-degree practice experience. When the Field Agency Supervisor does not have the required degree or practice experience, the field student will be required to complete a one-hour supervision course provided by WNMU School of Social Work to account for the weekly supervision requirement.

The agency is strongly encouraged to retain a student for the required two semesters of field practicum both to ensure continuity and to enhance the student's learning experience within a given field or with a specific target population. When circumstances preclude a two-semester placement, a student will be permitted to change his/her field practicum site with advance notice to the original agency and with the permission of the MSW or BSW Field Director.

Due to the fact that some practicum sites require direct contact with children or other vulnerable populations, a student with a prior felony conviction is required to notify the MSW or BSW Director of Field Education of all convictions prior to an interview with an agency practicum site. Although a student with a felony conviction will not necessarily be prohibited from participating in Field Practicum, issues of potential liability must be addressed. If a student with a prior felony conviction fails to notify the MSW or BSW Field Director, or fails to disclose that conviction on his/her application to the Program as required, the student will be dismissed from the Social Work Program (See Appendix D). If a student has current or pending charges or if the student is on probation (supervised or not supervised), the student is not eligible for field practicum until a time that the student can provide legal documentation that all conditions from the court have been completed satisfactorily.

At all times, a student's conduct while in the Field practicum will be governed by the NASW Code of Ethics. A student is expected to behave professionally and courteously in all his/her interactions with WNMU faculty, staff, students, and agency personnel or clients. It is essential that the student recognizes and respects the laws and policies pertaining to client confidentiality.

Additionally, the student is accountable for maintaining professional boundaries between himself/herself and assigned clients. A student should not request, solicit, or accept gifts, favors, or gratuities from clients, even if those gifts are freely given with no thought or expectation of favoritism or personal gain, explaining that it is a matter of professional ethics.

Assurance of Confidentiality

The academic files of students who have been admitted to the School of Social Work are confidential. This confidentiality includes circumstances of dismissal. All information shall be protected against unauthorized release with the exceptions as noted in (34 CFR § 99.31) of FERPA.

Roles and Expectations

The practicum experience is a partnership forged between the student, the Field Agency Supervisor, and the School of Social work representatives. In order for this partnership to work well, it is necessary that all parties understand and agree to fulfill their individual and collective responsibilities. A summary of those responsibilities follows.

The following key roles, duties, rights, and expectations will be addressed in the following sections: Student, MSW and/or BSW Field Director, Field Course Instructor, Agency supervisor, Practicum Agency, and WNMU School of Social Work.

The Student's Roles, Rights & Responsibilities

The student is actively involved in all the integrated phases of the practicum experience, including planning, learning, and evaluation.

General Expectations:

- The student will develop a learning contract in conjunction with the Field Agency Supervisor, with approval from the Field Course Instructor and, if necessary, the MSW and/or BSW Field Director according to guidelines in this Student Field Manual. The learning contract tasks must be written within the first four weeks of the Fall/Spring semester or within the first two weeks of the Summer semester. The learning contract must be submitted for feedback four times throughout the semester, with the final version due by the end of the semester.
- The student will adhere to all policies and procedures or stipulations that the practicum agency or WNMU may require.
- The student acknowledges and respects client rights, including self-determination and the right to confidentiality.
- The student will provide a total of **225** hours of internship at the practicum agency for each semester enrolled. The student will provide accurate documentation of hours worked.
- The student will handle conflict in a professional manner and will discuss potential conflicts that may arise with the Field Course Instructor, the Agency supervisor, or preferably both.

- The student will notify the Field Agency Supervisor, Field Course Instructor, and the MSW and/or BSW Director of Field Education of any planned or unanticipated absences.
- The student will attend all mandatory supervision classes throughout the semester.
- The student will complete a Learning Contract that is approved by their agency supervisor and field course instructor. Failure to complete an approved Learning Contract by the assigned due date will result in the student being suspended from field practicum and placement agency. The student will be required to attend a Student Performance Meeting.
- The student will evaluate the agency experience by completing a survey via Qualtrics.
- The student will complete all required assignments in their field practicum course and all tasks assigned by the agency supervisor and/or agency staff.

General Rights of the Student:

- The student has the right to the following:
- Have performance expectations made clear.
- Be treated with dignity and respect.
- Expect that the tasks assigned by the practicum agency, following initial orientation and observation periods, will be congruent with those he/she could anticipate as an entry level MSW or BSW social worker.
- Receive at least one seminar session per week with the Field Course Instructor (MSW/BSW).
- Expect assignments to be balanced in such a way as to give a general exposure to agency functions and clientele served.

General Responsibilities of the Student:

Hours: A student is expected to complete a minimum of 225 clock hours per semester in fulfillment of the practicum. This is normally accomplished by spending 15 hours per week for 16 weeks, during each semester. Students are typically expected to spend a full year (two terms) in their placements. The specific hours spent in agency activity are to be arranged with the Field Agency Supervisor (MSW/BSW). Any deviation from the agreed-upon hours must be cleared with all appropriate parties. Students will observe regular agency holidays but are still responsible for the minimum of 225 clock hours per semester. Some placements may require more than 225 clock hours for satisfactory completion of a placement. Students are not allowed to complete field practicum hours at home or virtually without prior approval by the field director, or when the university is closed prior to or following the conclusion of the semester.

Falsification of timesheets or any field practicum documents will result in immediate termination from the field practicum and the respective program.

Time Management: The student will be expected to notify the Field Agency Supervisor and the Field Course Instructor (MSW/BSW) promptly of any illness-related absences or similar unforeseen emergencies. Punctuality in meeting agency responsibilities is expected. Students shall dress in a manner appropriate to the functions and expectation of the agency and Field Agency Supervisor. If an absence extends beyond two (2) days without notification to either the Field Agency Supervisor, the Field Course Instructor or the MSW/BSW Field Director, it may be necessary to terminate the practicum unless satisfactory alternative arrangements are made jointly by the three parties involved.

Course Participation: It is mandatory for students to participate in a weekly seminar class. Attendance is also mandatory for students who are assigned to take an additional one hour of weekly supervision class.

Midterm and Final Evaluations: Midterm and final evaluations will be provided directly to the agency supervisor. These will evaluate the student's performance and address any concerns that the agency supervisor may have. The student will meet with the agency supervisor and the field course instructor via Zoom around midterm to discuss their progress. Students will receive a copy of the completed evaluation form once completed by their agency supervisor and responsible for submitting them to their field course instructor. If the student's supervisor is identified as a "task" supervisor, the student's field supervision instructor meets with the task supervisor towards the end of the semester to collaborate on the final evaluation and assessment of student competence prior to submitting the final evaluation.

Communication: If problems arise between the student and his/her agency supervisor, the student is expected first to communicate that concern directly to the Field Agency Supervisor for their mutual efforts toward a successful resolution to the problem. Where such an attempt is unsuccessful or the situation is so intense as to preclude this normal conflict resolution attempt, the student is expected to communicate with the MSW and/or BSW Director of Field Education and Field Course Instructor.

Professional Standards and Conduct: The student is expected to maintain professional standards throughout the practicum. In addition, all students in Field are expected to adhere to WNMU's Code of Civility both in the classroom and within their field practicum agency. Students are also expected to adhere to these standards when interacting with WNMU faculty and staff:

- **Respect:** Treat all students, faculty, staff and property with respect and in a courteous and professional manner. This includes all communications, whether verbal or written. Let your actions reflect pride in yourself, your university, and your profession.
- **Kindness:** A kind word and gentle voice go a long way. Refrain from using profanity, insulting slang remarks, or making disparaging comments. Consider another person's feelings. Be nice.
- **Truth:** Exhibit honesty and integrity in your dealings with fellow students, faculty and staff members. Don't lie, don't cheat, and don't steal.
- **Responsibility:** Take responsibility for your actions. This includes gracefully accepting the consequences of your behavior.
- **Cooperation:** Exhibit a cooperative manner when dealing with students, faculty and staff so we may all work towards our common goals and mission.
- **Acceptance:** Accept differences in others, as they accept differences in you. This includes diversity in opinions, beliefs and ideas and everything else that makes us unique individuals.
- **Professionalism:** Always conduct yourself in a manner that will bring pride to your profession, to Western New Mexico University, and, most importantly, to yourself.
- **Due Process:** In any instance in which the student wishes to differ with the evaluation of the Agency supervisor or with the final grade in the practicum, a written addendum articulating those differences is entirely appropriate and should be encouraged within ten days of receiving the grade. Where the difference is considered serious enough, the student has the standard university grievance procedures available to him/her.

Attendance:

Seminar class is a time for students to share their field practicum experience, process social work interactions, process and work through ethical dilemmas and conflicts, and learn from their peers and instructor. Students must be prepared to participate fully in class discussions. Students must attend all field practicum classes and be visible to be considered present. Students should not be looking at their cell phone, laptop, etc. during class time, as it is structured to be an hour of interactive seminar class. If a student's camera is off or they are driving/a passenger in a moving car during their seminar class, they will be removed from class and receive an unexcused absence. Students should minimize any distractions that impact their ability to fully participate and be present during seminar class. If a student is ill or has an emergency, it is their responsibility to contact their instructor to obtain permission to be absent from class. Students must provide legal or medical documentation to receive an excused absence. Students cannot count seminar class toward their weekly accumulation of field hours as this weekly class time is already counted within their 3-credit hour course. If a student accrues a total of three unexcused absences in field seminar class, they will be dropped from their field course for the semester with a grade of F. Supervision class is a mandatory class assigned to students who do not have an agency supervisor with the appropriate degree and/or two years of post-degree practice experience providing their agency supervision. If a student is ill or has an emergency, it is their responsibility to contact their instructor to obtain permission to be absent from class. If the student is granted permission to be absent from their designated supervision class, the instructor will designate what day and time the student will be able to make up their supervision class. Students must attend the seminar/supervision class that they are enrolled in. As the program has grown significantly in size, there will be no exceptions to "class swapping" and attending other scheduled class times (unless permission is granted from instructor). This causes several issues with technology and bandwidth, interfering with students' connections (and sometimes causing them to be dropped out of class) who are attending their regularly scheduled class time. All seminar/supervision class times are held in Mountain Standard Time. It is the student's responsibility to be aware of the time difference (if any) and be on time to your supervision class. Supervision class time may be counted toward students' weekly accumulation of field hours as this is dedicated supervision time spent outside of the seminar class.

Travel: Travel is not reimbursed by the university for students traveling to and from their practicum placement. Travel time to and from your agency may not be counted as field practicum hours. The university requires that ALL students in field practicum complete the Student Travel Request Form. Students are required to complete this and upload it to the Canvas assignment tab in order to remain in field practicum. The purpose of this form to acknowledge understanding that students will not be reimbursed for travel related to field practicum and to affirm that students are responsible for providing required automobile insurance as required by law if traveling by personal automobile. All students must complete this form, including students who do not use personal vehicles. This form protects students in the event that they are in an accident while traveling for their practicum.

*Please note: Students are **STRICTLY PROHIBITED** from transporting clients in their personal automobile for field practicum.

Extraneous Requirements: The WNMU School of Social Work does not require submission of background checks, medical tests, or special software as a practicum requirement. In the event that a prospective agency has these or similar requirements, the agency will bear the responsibility of informing the prospective intern of these requirements and it is the student's responsibility to complete any or all of these requirements. Students will be responsible to work with the agency to ensure that requirements are

completed, and must understand that if these requirements cannot be completed, WNMU does not guarantee approval of the agency site or practicum placement.

Technology Requirements: Students must have access to a computer for the mandatory face to face class. Video-conferenced classes involve extensive use of a computer to connect and participate in the class. It is strongly recommended that students enrolling in these classes possess a basic level of computer proficiency; the ITVC staff can help you even if you don't understand computers, but the experience may be a bit frustrating. Students are responsible for ensuring they are equipped with the minimum technology requirements as follows:

Computer/Bandwidth requirements:
Standard PC (Up to 360p) **Intel Core 2 Duo 2.0 GHz**
Intel Core i3 2 CPU's 1.6 GHz
Intel Core i5 2 CPU's 1.6 GHz or higher
Or
Premium PC (Up to HD/720p)
Intel Core i3 Dual Core 2.5 GHz or higher (up to 15 fps Tx, 30 fps Rx)
Intel Core i5 Quad Core 2.0 GHz or higher (Up to 30 fps Tx/Rx)
Operating system
Windows 7: 32-bit and 64 -bit
Windows 8 or 8.1 Standard, Pro, and Enterprise: 32-bit and 64-bit
Microsoft .Net Framework Version 4.0
Memory Requirements
200 MB storage
4 GB RAM
256 MB RAM or higher of video memory

Macintosh users will need to make sure their OS is upgraded to at least version 10.8 to use videoconferencing software.

In addition, students need at least 500 Kbps of network bandwidth on a network that does not restrict the H.323 protocols in order to use the Videoconferencing program. Many businesses and schools restrict these protocols on open wireless networks, so if the student is connecting from a school or a workplace, it is strongly recommended that the connection is tested before class time. Students should also be aware that the speeds advertised by their internet service provider are frequently misleading; terms of service are generally advertised as being up to a certain speed, not what the customer consistently gets. It is recommended that prospective students test their actual connection speed with sites such as speedtest.net to see what they are actually getting. As with the computer specs, if the technology does not meet these network requirements the student may not be able to use the Videoconferencing Program.

The Field Director's Roles & Responsibilities

The MSW and BSW Field Directors are full-time faculty who coordinate and oversee activities related to field practicum with the assistance of Field Course Instructors and the Internship Coordinators and in

consultation with the School of Social Work faculty and leadership. The MSW and BSW Field Directors report to their respective Program Director and to the Associate Dean of the School of Social Work.

- Consult with the School of Social Work Faculty, Program Directors, Associate Dean of the School of Social Work, community stakeholders, and agencies in order to select appropriate agencies for practicum affiliation.
- Consult with the School of Social Work Faculty, Program Directors, Associate Dean of the School of Social Work, community stakeholders, and agencies to develop and implement policies and procedures related to WNMU School of Social Work Field Education.
- Advise students of which agencies have been selected and/or approved as practicum sites; may assist students in locating agencies and making appointments for interviews at agencies.
- Instruct practicum agencies to interview all prospective interns before making a training commitment to any individual student.
- Send a welcome email to all Field Agency Supervisors one week prior to the start of each semester.
- Provides practicum agencies with the educational resources necessary to conduct field supervision, including CSWE and WNMU requirements related to field and consultation as needed.
- Provides the student with the information and materials needed to carry out his/her field practicum requirements.
- Review student performance issues within Field Education in consultation with the Field Course Instructors, Program Director, Associate Dean, student, and if necessary, the Field Placement Agency.
- Provide mentoring and guidance to Field Course Instructors.
- Supervise and maintain a system for collection and storage of required field documentation for both students and agencies in conjunction with the Internship Coordinator.
- Provide assistance to Field Agency Supervisors regarding logistics of practicum planning, including practicum hours, practicum objectives and experiences, required documentation, learning contract tasks and activities, roles and responsibilities of students and WNMU, and other related logistical concerns.
- Provide assistance in conjunction with the Field Course Instructor and student in the development of the student's learning contract. The learning contract remains the responsibility of the student.

Field Course Instructor's Roles & Responsibilities

- Provides instruction as a faculty member for the School of Social Work for Field Practicum courses, including providing one hour per week of synchronous video- conferenced seminar class time to the practicum student and instruction through the asynchronous online Learning Management System (currently Canvas).
- Adhere to all policies in the WNMU faculty handbook and/or WNMU adjunct faculty handbook, and/or WNMU School of Social Work adjunct faculty handbook.
- Develop familiarity with the field manual and the use of all of pertinent field forms.

- Assist the student in the development of the learning contract in consultation with the Field Director and/or Agency Supervisor if necessary.
- Initiate and maintain ongoing contact with Field Agency Supervisor for each student enrolled in assigned Field Practicum Course.
- Field course instructor will contact the field agency/task supervisor via email within the first two weeks of the semester, at mid-term via Zoom visit, and two weeks before the end of the semester.
- Ensure the assignment and completion of required Field Education components including mid-term and final evaluations, timesheets, embedded program assessments (Signature Assessments), and other forms and documents to the greatest extent possible. In cases where completion of these cannot be ensured, engage in reporting to the Field Director and, when appropriate, assign consequences for missing information (including failing grades and/or referral to the Student Performance Committee).
- Forward all requested paperwork to the Field Director in a timely manner.
- Field course instructor will evaluate the agency experience by completing a survey via Qualtrics.
- Assign final grades to students based on course assignments and performance in the field.

Field Practicum Supervision Course Instructor Roles & Responsibilities

- Provide no less than one hour per week of synchronous video-conferenced supervision time to the practicum student. Supervision may be provided individually or in small groups.
- Maintain contact hours sufficient to respond to supervision and consultation needs of students as needed throughout the duration of the Field Placement each semester.
- Assist students in understanding and integrating experiences in the field using an ethical decision-making framework and generally accepted standards of professional practice.
- Assist student in maintaining documentation of supervision.
- Provide opportunities for individual supervision and consultation on an as-needed basis.
- Assign supervision course grades based on engagement, participation, and attendance in the course.
- Collaborate with the Field Course Instructor regularly and provide input on the student's progress.
- Schedule a meeting with task supervisor for collaboration and review of final evaluation, then document the meeting in the course.

WNMU School of Social Work Roles & Responsibilities

Provide the practicum agency and the community with motivated, ethical, and knowledgeable students who have completed all prerequisite professional foundation courses in social work theory, practice, diversity, policy, and research.

Provide clear expectations, procedures, and guidelines for agencies to follow in placement related activities.

Provide, via the Field Course Instructor, Field Directors, and Agency Supervisor, a linkage with the School of Social Work and a means for giving and/or obtaining input to educational resources and consultation.

Field Agency and Agency Supervisor Roles & Responsibilities

Roles of the Agency Supervisor

Field Agency Supervisors serve one of the most important roles in social work field education. Agency Supervisors are usually either BSWs or MSWs (depending on the level of the student) with a minimum or two-years' practice experience who agree to provide mentorship, education, training, and supervision to social work students in field practicum. The roles of Agency Supervisors are described here:

Teacher Role: The Agency supervisor teaches the student how to practice generalist /advanced generalist social work effectively with the provision of services to individuals, groups, families, social networks, organizations, or communities. Instruction should include:

Basic Social Work Roles: Broker, enabler, mediator, educator, evaluator, case manager/coordinator, and advocate. Generalist Social Work Practice: Assessment, identification of strengths, planning, prioritizing, establishing goals and objectives cooperatively with client, intervention (including crisis intervention), evaluation, termination, and follow up. Services shall be guided by the NASW Code of Ethics and shall be sensitive to diversity and multicultural issues.

Mentor Role: The Agency supervisor is someone to whom the student can come for advice on how to behave ethically and professionally; can discuss both personal and professional concerns; and can be used as a role model.

Supervisor Role: The Agency supervisor supervises the student in the implementation of his/her duties for the purpose of determining whether or not the student is able to understand the agency's mandate and constraints, the agency's view of clients, the clients themselves, and the professional social work relationship. Students often need help in discerning their place in the organization and in discussing and understanding their perceptions of their work with clients. The Agency supervisor also helps the student understand the interface between the personal and professional self in practice, with the goal of fostering growth and self-understanding.

Professional Coach Role: The Agency supervisor acts as a motivator to help the student intern take risks; to encourage the student to reach out and be creative; to correct the student's nonprofessional behavior; to convey a sense that the Agency supervisor is there to lead the student intern in a direction that is professionally reflective, self-evaluating and accountable. In this role, the Agency supervisor is focused on helping the student develop a mastery of competencies.

Responsibilities of the Agency supervisor

Pre-Placement Planning: The Agency supervisor and the student will jointly plan an individualized program. This is formalized when the Agency supervisor and the student complete the learning contract.

Student Pre-Placement Conference: Each student will visit with the Agency supervisor prior to confirmation of a practicum placement to determine the suitability of the student to the agency. If acceptable to both parties, the student's orientation may begin during this visit.

Weekly Conferences with Student: The teaching role of the Agency supervisor is directly related to the practicum objectives set forth in the learning contract. Concepts and issues which are broader than the immediate procedures and behaviors required for completing the conditions of the contract should be stressed during these tutorial conferences. The Agency supervisor's observations and constructive criticism, with open discussion and continuous informal evaluation, provide the student with an invaluable learning experience. If additional instructional material is needed or wanted, the university faculty liaison should be called upon to supply that information or instruction.

Agency supervisor's Absences from Agency: If an Agency supervisor is to be away from the agency for any significant period of time, specific arrangements should be made with another agency staff member to assume the Agency supervisor's responsibilities to the student. If the instructor is to be away for an extended period of time (more than a week, for example), he/she should notify the Field Director.

Evaluation Procedures: More explicit guidance for evaluating the student's progress during the practicum is given below, but in general terms, the Agency supervisor will be asked to review the conditions of the contract and provide a midterm evaluation of the student's progress in meeting those objectives during a week close to mid-practicum. (See Appendix L). Prior to the final contract of the student with the Agency supervisor at the end of the practicum, the Agency supervisor will have completed a Final Review and evaluation of the learning contract and will have completed a written evaluation of the student. (See Appendix M).

Final Grade: Although heavily influenced by the Agency supervisor's evaluation of the student, the WNMU School of Social Work has the sole and final responsibility for assigning a practicum grade, which must be a minimum grade "C" for BSW students and a minimum grade of "B" for MSW students for successful completion of the course.

Agency Supervisors' Responsibilities also include:

- Providing the student with an orientation to the practicum agency.
- Assisting the student in developing a Learning Contract and reviewing and revising the contract, if necessary. Note that the Learning Contract is the ultimate responsibility of the student.
- Develop learning assignments, which give the student an overall view of the agency's function and that include generalist social work activities. (See Appendix N).
- Collaborate with the Field Course Instructor, Field Supervision Instructor (if applicable) and/or Field Director on a regular basis, including a Zoom meeting at midterm, and provide input regarding the student's progress and final grade.
- Inform the Field Course Instructor and/or Field Director of any problems that arise in the agency setting with respect to the student's conduct.
- Provide direct supervision of field practicum students within the agency setting.

The Practicum Agency Site Responsibilities

- Provide the student with workspace and other resources, such as computer and copy machine access.
- Allow the Agency supervisor the time necessary to provide the student with adequate supervision.
- Appreciate the fact that Field practicum is a learning process and not a volunteer activity.

- In the event that the agency requires training, documentation, evidence of completion of specific coursework, the use of specific technology or software, or other requirements extraneous to what is typically required of WNMU social work field placement sites, the Agency is responsible for informing the prospective intern of these requirements and it is the student's responsibility to complete any or all of these requirements. Students will be responsible for working with the agency to ensure that requirements are completed and must understand that if these requirements cannot be completed, WNMU does not guarantee approval of the agency site or practicum placement.

Rights of the Practicum Agency Site

- Expect that the student will have adequate professional liability insurance provided by WNMU.
- Ask for and expect a written contractual agreement from WNMU School of Social Work upon request.
- Expect that interactions with the Field Course Instructor, Field Director(s), faculty, staff, and leadership of the WNMU School of Social Work and Agency Supervisor or Agency representatives will be professional, ethical, and courteous.
- Determine, based on an interview, whether an individual student meets agency criteria with respect to an internship.
- Expect to interview all perspective interns before making a commitment to an individual intern(s).

Combined Agency, Agency Supervisor, and Student Practicum Experience Responsibilities

The goal of Western New Mexico University's School of Social Work is to prepare Generalist (BSW) and Advanced Generalist (MSW) practitioners. Therefore, a generalist focus should be the standard against which the experiences in the practicum are measured and developed. As the Agency supervisor and student complete the contract by adding the action steps, this generalist focus should help guide them. Also, in general a student should be involved in the professional work of the agency when deemed ready by the Agency supervisor, after discussion with the Field Course Instructor.

Therefore, the total practicum experience should as a minimum include the following elements:

Use of Resources: Students must have an opportunity to learn about resources (formal and informal) and how to use them for the benefit of clients. Students are encouraged to visit or otherwise learn about a minimum of eight agencies and their programs.

Work with Individuals and Families & Increasing Responsibility: While the role of the student may at first be primarily that of observer, it is expected that the Agency supervisor will give increasing responsibility to the student until he/she is able to manage a case under supervision, by no later than midterm of the first semester of Field.

Group Development and Leadership: Discussion should occur regarding the opportunity for the student to participate in at least one group. This may be as a co-leader or as a leader when the Agency

Supervisor is satisfied with the skill of the student to lead. This may be a therapeutic group (MSW only) or a work group comprised of agency professionals.

Inter-agency Networking Experience: An opportunity for the student to gain experience in interagency functions, such as participation on a child protection team or in a local human resources confederation should also be discussed.

Development of Macro Practice Skills: Each student should be able to participate in some effort to develop a new service in a community or bring about a needed change. This might involve organizing a committee or task force, conducting a media campaign, participating in the development of legislation, or supporting some advocacy effort in the community, or even running for office.

Written and Oral Recording Reports: Each student should have experience in case recording, social summaries, letter writing, and oral reports to the maximum extent possible within the agency context and the time constraints of the practicum.

Study and Reflection: Time should be allowed within the time frame of the practicum for the student to read, do research and to think and write about experiences provided.

Self-Evaluation: Through regular weekly conferences with the Agency Supervisor and/or Field Course Instructor, the student should maintain constant involvement in a self- evaluation process in terms of growth in professional identification and ability to function in the agency setting.

Additional Agency Specific Learning Tasks: The student should also acquire the knowledge and skills necessary to provide services within the particular agency to which she/he is assigned. Included in this is exposure to the policies, procedures and structure of the agency. It is recognized that not every agency can provide each of the experiences expected for the student. When this is so, then it is the responsibility of the Agency Supervisor to consult with the Field Course Instructor, to try to arrange for some supplementary experiences outside of the agency. When this occurs, it should be so indicated on the learning contract form.

Suggested Relevant Activities for the Student in the Practicum

The kinds of functions and activities performed by the student vary greatly from agency to agency and depend in no small part on agency purpose, community setting, and the aptitude, skills and motivation of the student. Generally, we encourage student participation in as much person-to-person contact (with individuals, families, groups, social networks, and other organizations in the community) as the agency supervisor finds feasible. This sort of contact constitutes a large part of the unique learning experience of the practicum and allows students the best opportunity to apply concepts, skills, and knowledge learned in the academic setting to their particular field site.

The following list suggests some activities that students might participate in during their Field Practicum. Agency supervisors may initiate these activities or others which are appropriate within their particular agency or community. These suggestions are not exhaustive or restrictive:

1. Visiting various community agencies and talking with staff members to learn more about their programs.
2. Sometimes it may be beneficial for a student to spend time orientating at other agencies.

3. Discussing with the agency supervisor (and possibly other agency staff members) various community and agency resources, inter-agency cooperation on common problems and unmet needs within the community.
4. Reading case records illustrating the variety of services offered by the agency, community resources available and inter-agency relationships.
5. Observing the agency supervisor or other agency staff with individuals and groups both inside and out of the office involving individuals, families, groups and couples as appropriate.
6. Observing the child of a client or patient while the parents are in an interview with an agency staff member.
7. Studying school records of children under agency care and reporting findings to the agency.
8. Helping clients with practical problems of everyday living such as transportation, shopping, cooking, and homemaking, as well as acquainting them with available, relevant community resources. This would include not only telling clients about these services, but frequently accompanying them on exploratory and initial visits.
9. Conducting "periodic reviews" in public assistance caseloads to ascertain the current social situation and financial eligibility of the client.
10. Interviewing adoptive and foster home references.
11. Assisting with foster home studies.
12. Taking social histories on clients needed for eligibility determination, admissions, or pre-sentence investigation in social service, correctional, educational and mental health agencies or institutions.
13. Serving as a participant-observer or co-leader in a discussion group or group with limited therapeutic or educational objectives.
14. Serving as an assistant group leader or group leader within a recreational or work-related setting.
15. Carrying a limited caseload (with adequate supervision) of individuals with minor or moderate problems in functioning whom the student will see on a regular basis. Cases that seem particularly appropriate would include children (the student may often function in "big brother" or "big sister" relationship here), certain adolescent problems (e.g. socialization) and adult problems requiring interest and companionship more than intensive work.
16. Attending agency staff meetings and case consultations.
17. Attending agency board meetings (as appropriate for staff).
18. Help staff members in preparation of materials to be used for presentation to community groups, agency boards, or to the legislature.
19. Carrying out research functions for the agency that it might find to be of value (e.g., determining nature and location of client population, assessing types of services available to meet particular needs within the community or state, doing a demographic study of a community, preparation of a reading list on specific issues, studying a specific aspect of the agency program, compilation of a social service directory assisting the preparation of position papers, assisting in NASW lobbying, assisting social worker legislators in effecting desirable social service legislation etc.).
20. Attending inter-agency or community meetings concerned with specific social problems or social planning.
21. Keeping case records on her/his caseload, which are reviewed regularly and discussed with student by his/her agency supervisor.
22. Answering out-of-town inquiries to the agency or conducting other appropriate correspondence.

23. Assisting other staff members with aspects of their workload, which could appropriately be assigned to a beginning or professional graduate student.

Additional Processes and Procedures in Field Education

Student Advising & Application Procedures

One semester prior to the anticipated enrollment in Field practicum, the student and academic advisor should discuss the student's readiness for field placement. Readiness for field is established based on completion of required pre-requisites for the appropriate Field Practicum Course as well as readiness for the time commitment and socioemotional commitment inherent in a field practicum. Once readiness for field is agreed upon by the student and their academic advisor, the academic advisor direct the student to complete the required Application for Field Placement and other required documents located on the WNMU School of Social Work website.

Once the application for field placement is submitted, the student may begin the process of locating an agency for internship placement. The WNMU School of Social Work Internship Coordinator may be able to assist students in locating a Field Placement Agency Site, however, it is the student's responsibility to locate, research, and identify the agency site and to provide information to the School of Social Work related to the agency so the agency can be contacted.

Legal Disclosure

Students will be required to complete a legal disclosure form for each semester they attend field practicum. Students who have previously been charged with a crime will be required to submit disposition of the charges along with any other documentation that proves successful completion of court orders. If a student is unable to provide this documentation, they will be required to complete a background check.

Non-BSW or MSW Supervision

In rare cases where approved practicum agencies are not able to meet supervision requirements, students will be required to attend a one-hour weekly supervision session (enrolled as a course for 1 credit hour) with a designated faculty or adjunct faculty member approved by the MSW or BSW Field Director to serve as the Agency supervisor of record.

The following are guidelines to determine how much additional supervision will be provided:

Bachelor's or Master's Degree in closely related field other than social work: the student will be required to enroll in an additional weekly supervision class. Special approval is required by the MSW and/or BSW Director of Field Education to ensure that the learning experience is appropriate.

An agency employee without a Bachelor's Degree or a Master's Degree: will not be utilized as an Agency supervisor for any MSW level field placement. May be used in very rare cases for BSW level field placement when all alternatives have been exhausted (such as in the case of a very rural community with no available bachelor's level supervision) AND only with the express permission of the Field Director. For such cases, the student will be required to enroll in an additional weekly supervision class.

Contracts

WNMU agrees to enter into agency-specific field practicum Agreements of Affiliation. Proposed agreements will be reviewed by the MSW or BSW Field Director and the Internship Coordinator before being sent to WNMU's administration for approval. Any written stipulations pertaining to the affiliation of WNMU and the agency signed by anyone other than WNMU's administration is non-binding. (See Appendix J).

Development of the Practicum Learning Contract

A draft of the learning contract will be drawn up and agreed upon by the student and Agency Supervisor in consultation with the Field Course Instructor as needed, within the first four weeks of the Spring/Fall semester or the first two weeks of the Summer semester. Students will be continuously working on their Learning Contract throughout the semester. There will be four check points during the semester where the student will be required to complete 25%,50%, 75%, and 100% of their Learning Contract and upload the most updated version to be reviewed by the course instructor for student progression by the designated due date. Students must have all tasks written and 25% of their learning contract completed by the first check in. Since BSW students enrolled in SWK 492 Foundation Practicum I are often new to the field, this expectation may be unrealistic and extensions may be granted. The final version of the completed Learning Contract must be submitted by the designated due date to successfully complete the course. If a student does not turn in their learning contract on the date of the first check in, then the student will be suspended from their practicum and must schedule a meeting with the Field Director.

The student is expected to collaborate with the agency supervisor in the development of the Learning Contract. The student is responsible for reconciling WNMU's Field Practicum instructional objectives and the Agency's expectations with his/her personal learning needs and professional goals. The Learning Contract must be sent to the Field Course Instructor within four/two weeks of the beginning of each semester. The Field Course Instructor, Agency Supervisor and student utilize the contract to ensure satisfactory completion of Field Practicum objectives. The original Learning Contract is maintained in the student's permanent file, with copies for the student and Agency Supervisor. A separate Learning Contract is written for each semester of Field Practicum. If a student does not turn in their learning contract on the date it is due, the student will be suspended from their practicum and must schedule a meeting with the MSW or BSW Field Director. It is the responsibility of the student to inform their field instructor of any extenuating circumstances which may prevent them from turning in their learning contract by the designated due dates.

The development of the Learning Contract is an important joint learning task through which a student can learn professional integrity. The agency supervisor must model the structuring of agreements and objectives into a statement, which addresses both learning tasks and the student's performance. This Learning Contract, which is jointly developed by the student and the agency supervisor, with input from the Field Course Instructor, is a statement that the student uses as a behavioral guide for internship. The process of developing the Learning Contract provides an opportunity for the agency supervisor to delineate tasks that are expected of the student. The student's acceptance of the Learning Contract signals his/her willingness to carry out those educational activities, which are detailed in the Learning Contract. The Learning Contract becomes an evaluation tool at different points during the internship (e.g. at mid-

semester and the end of the semester). The semester's final evaluation provides an opportunity for the student and agency supervisor to assess the degree to which the student has completed his/her learning objectives.

Evaluations

The student's performance in the field setting will be evaluated twice per semester by the Agency supervisor and Supervision Instructor (if applicable) using objective criteria outlined by the Learning Contract and the Midterm and Final Evaluations (See Appendices L, M, & N). Midterm Evaluations are due five days after they have been sent out to the student's Agency Supervisor, and Final evaluations are due five days after they have been sent out to the student's Agency Supervisor. If a student does not turn in their mid-term or final evaluation on the designated due dates, the student may not return to field activities until it has been submitted and may have to schedule a meeting with the MSW or BSW Field Director. It is the responsibility of the student to inform their field instructor of any extenuating circumstances which may prevent them from turning in their Midterm and Final evaluations by the designated due dates. The Field Course Instructor will determine the final grade of A to F.

Process for Evaluating Field Instructor Effectiveness

Field Course Instructors monitor required student weekly logs and synchronous field seminar Zoom sessions for any difficulties that students may report about their interaction with their Field Agency Supervisor. Supervision course faculty also note any concerns shared by students and share these with the Field Course Instructor. If any concerns about the agency experience are identified, meetings, Zoom meetings or phone conversations are held with the Field Course Instructor, the BSW Field Director (if needed), and the agency supervisor. These meetings are used to identify how concerns might be remedied. If the concerns cannot be remedied, the agency will be removed from the list of potential agency placements, and the student will be reassigned, if appropriate.

In addition, both Field Course Instructors and students provide feedback about their Field Agency Supervisor. At the end of each semester, students and Field Course Instructors are required to complete a Qualtrics survey to evaluate the field agency supervisor.

Process for Evaluating Field Education Setting Effectiveness

Field Course Instructors monitor required student weekly logs and synchronous field seminar Zoom sessions for any difficulties that students may report about their field education settings and contact is made with the agency supervisor as needed. Field Supervision Course Instructors also monitor synchronous field seminar Zoom sessions and address concerns as needed. In addition, both Field Course Instructors and students provide feedback about their Field Agency settings. At the end of each semester, students and Field Course Instructors are required to complete a Qualtrics survey to evaluate the field agency. If significant concerns are identified, the agency will be removed from the list of potential placements.

Documentation of Hours Completed in Field

A minimum of **225** clock hours is required each semester of the practicum. Students typically spend 15 hours per week for fifteen (16) weeks in the placement, during the Fall and Spring semesters and slightly more per week during the summer term. The specific arrangements for any given agency placement will be determined with reference to the student's needs and the agency's needs. However, official time sheets must be maintained by the student, which records the student's attendance at the practicum site. The Agency Supervisor or agency official must certify the student has completed the required number of clock hours. Students are not allowed to complete hours or count practicum hours prior to the start date of the practicum course. Hours accrued are not transferred to subsequent semester (meaning that student cannot complete hours in one semester and count them for a new semester).

Time sheets*:* will be sent to the student through Qualtrics on the 1st day of each month for the prior month to be completed, submitted to the Field instructor for review and uploaded to the Asynchronous Learning Management System (currently Canvas). If inconsistencies are identified, the student is required to re-submit a new timesheet. Falsification of any field document is grounds for termination from field, and possibly the social work program. If a student does not turn in their timesheet on the designated due dates, the student may not return to field activities until it has been submitted and may have to schedule a meeting with the MSW or BSW Field Director. It is the responsibility of the student to inform their field instructor of any extenuating circumstances which may prevent them from turning in their timesheet by the designated due dates.

Hours of Work, Holidays, and Absences

Although most students choose to work fifteen hours per week at their field site in order to satisfy this requirement, the exact schedule in terms of hours, days, and times is a matter to be negotiated by the student and the agency supervisor. Holidays observed by WNMU or the agency are not considered official absences. However, if a student wishes to observe a religious holiday or requires emergency or sick leave, which necessitates an absence from his/her field work, the hours not worked must be made up sometime within the same semester in which he/she is enrolled. Students need to plan their field practicum schedule so that they have not completed the 225 hours prior to two weeks before the semester is completed. This ensures continuity within the agency and the students' work with those populations served by the agency. Any requests for exceptions to this scheduling policy must be based on extenuating circumstances and will require BSW or MSW Field Director approval. As previously noted, any student who anticipates an absence of any kind must notify both the agency supervisor and the Field Course Instructor in accordance with agency policy. Students are not allowed to complete hours or count practicum hours prior to the start date of the practicum course. Hours accrued are not transferred to subsequent semester (meaning that student cannot complete hours in one semester and count them for a new semester).

Student Supervision Log/ Reflective Journals

Students are required to maintain a weekly reflective supervision log/journal, which may be used by the student to help process their learning experience. The supervision log/journal entries are an opportunity to express one's critical thinking, feelings, and reactions to weekly experiences in order to more effectively integrate the earlier academic learning with the experiential content of the practicum. Personal insights, feelings, and evaluations are important and should be recorded. Any material or topics of interest (e.g., interactions with clients, topics to be explored with the agency supervisor) are appropriate

for inclusion in the journal entries. Students are to maintain appropriate standards of confidentiality in writing these journals.

Supervision logs/journals are to be turned in to the field course instructor electronically weekly. Supervision logs/journals generally are not shared with the agency supervisor. Weekly entries should be made at field practicum and should delineate the student's analysis of their activities. Entries should reflect:

- The student's own awareness of their feelings, attitudes, and values
- Observations and thoughts on the organizational operations of the agency
- Integration of theory/knowledge in the student's practice
- The student's utilization of a systematic approach to problem solving
- Any value dilemmas the student observes or experiences
- The student's increasing growth in awareness of use of self as a professional social worker
- Integration of assigned field readings
- The student's use of supervision

In general, the supervision log/journal should demonstrate the student's growth and progress as a social worker as well as the attainment of the objectives for practicum.

Students must complete a supervision log/journal entry for each week of their field practicum. *If a student fails to submit a completed supervision log/ journal by the designated due date, they will receive a "0" and will still be required to submit a completed weekly supervision log/ journal entry to successfully complete the course. If a student does not submit a supervision log/journal on the designated due dates, the student may not return to field activities until it has been submitted and may need to schedule a meeting with the MSW or BSW Field director. It is the responsibility of the student to inform their field instructor of any extenuating circumstances which may prevent them from turning in their supervision log/journal by the designated due dates.*

Other Agency Recordings

Agency recordings assigned by the agency supervisor such as client progress notes, assessments, and social histories are to be considered part of the student's field requirement. These should be made available to the Agency Supervisor at the time of scheduled visits/weekly supervision. If agency recordings are minimal, the Agency Supervisor may require additional written assignments such as social histories and comprehensive assessments. These assignments are an important part of field as they demonstrate the student's obtainment of the educational objectives for this course.

Confidentiality

The student is expected to become familiar with state and federal laws regarding confidentiality and disclosure of information. It is the responsibility of the student to seek clarification from the Agency Supervisor whenever there is ambiguity or conflict with respect to an agency policy or procedure regarding confidentiality or disclosure of information. A breach of confidentiality may subject the student to legal action and removal from Field Practicum.

Transportation of Clients

The student is only allowed to transport a client when the practicum agency provides both the vehicle and agency malpractice insurance. A student may use his/her personal vehicle to participate in practicum activities. The practicum agency and WNMU are not liable for accidents or injuries while the student is using his/her own vehicle for transportation. The student's professional malpractice insurance, provided by WNMU, does not provide coverage while a student is transporting a client. Students are not approved to transport clients for their practicum in their personal automobiles.

Child Welfare Training Program

A student who receives a NM Child Welfare Training stipend must pass SWK 470/570 Child Welfare with a grade of "B" or better prior to entering Field Practicum. All students selected for this program must complete a Field Practicum in the Protective Services Division of New Mexico Children, Youth and Families Department. Students in the Child Welfare Program are required to sign a Traineeship Agreement, graduate with a BSW or MSW degree, pass the New Mexico BSW or MSW licensing requirements, and begin work for CYFD-PSD within two months of graduation. If students do not fulfill the above requirements, they are responsible to begin repayment to the stipend amount received within two months of graduation or non- completion of the Social Work degree.

Incomplete Field Practicum

A student could receive an "Incomplete" grade for the Field practicum and Seminar classes due to a variety of reasons such as a major health diagnosis (new), accident, etc. Students will not be eligible for a grade of incomplete for field practicum for failing to complete their hours or work as expectations as indicated in this manual.

The determination of an "Incomplete" grade is at the discretion of the MSW or BSW Field Director in consultation with the Field Course Instructor, Agency Supervisor, Program Director, and the Associate Dean of the School of Social Work. In determining eligibility for an incomplete grade, the MSW or BSW Field Director will consult with the student, Agency Supervisor, and Field Course Instructor to establish the course requirements that will need to be completed by the student. The completion of assignments and field practicum hours will be conducted in the same agency, if possible. Any change in field practicum must be approved by the MSW or BSW Field Director. An additional learning contract may be required, depending upon the circumstances of the incomplete grade. Students with a grade of incomplete in a field practicum will not be allowed to enroll in another field practicum until all previous course requirements have been met.

A student who receives an "Incomplete" grade for the Field Practicum classes will be required to complete these classes, as defined by university policy, which states the student has until the end of the following regular semester to complete the course requirements. All assignments for the Field Practicum class must be completed prior to a final grade being granted to the student. A student could receive a failing grade for these classes if they are not diligent in fulfilling their course requirements under the established time frame.

Field Practicum in Place of Employment/Worksite Placement

Though not preferable, there are occasions in which a student may need or desire to complete a field practicum at their place of employment. Some students must work while concurrently pursuing a degree in social work. Other students from rural environments may be faced with limited choices for field practicum sites.

Employment-based placement sites already employ students full or part-time and may financially compensate the students' field practicum in the form of salaries. Field Practicum at a student's workplace requires special consideration and structure. Each request for approval will be considered on a case-by-case basis by the MSW or BSW Field Director. It will include an assessment of the Agency's ability to meet the program's requirements for field practicum and the Agency's ability to provide learning opportunities and assignments that meet the WNMU School of Social Work Field Education Program and CSWE's curriculum standards. The MSW or BSW Field Director has the final authority to approve all field practicum placements.

Please note that if the student is a director, board member, administrator, owner, or manager at their agency, they may NOT complete a work site placement.

At a minimum, the following conditions must be met:

1. Student in their current position for less than one year may be able to complete their field practicum if assignments and employee tasks qualify as field hours when directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized). In addition, the supervisor must provide a dedicated hour of educational supervision per week in addition to any employment supervision provided.
2. Students in their current position for more than one year may be able to complete their field practicum with another program within the agency.
3. All criteria for regular (non-employment) field practicum sites must be met. The agency must be
4. approved as a placement site and the Agency - University Agreement must be signed.
5. For the duration of the field practicum, the agency must be willing to designate specified time for the student's field practicum. During the field practicum hours, the agency must place student learning objectives ahead of the agency's employment needs.
6. If employed for more than one year the student's field practicum assignments must be separate and substantially different from the student's employment duties and assignments.
7. Students are not permitted to substitute current or previous work experience for the required field hours.
8. The field practicum Agency Supervisor must not be the student's regular employment supervisor if they have been employed for more than a year.
9. The Agency Supervisor must meet all the requirements of the Field Program and provide a teaching/mentoring role for the student focusing on the student's learning and professional developmental needs.
10. The student collaborates with the Agency Supervisor to design a learning contract which plans for the student's acquisition of new social work knowledge and skills that fulfills the objectives of the course.
11. The Field Course Instructor must monitor the field practicum closely to ensure that the student is receiving appropriate educational learning experiences and opportunities.

12. If the MSW or BSW Field Director, in conjunction with the Agency Supervisor, determines that a distinct, learning opportunity for the student is not occurring, the Field Director will specify the problems in writing and work with Agency Supervisor and student to resolve the problems. If the specified problems are not resolved, no credit will be given for the field practicum.

Procedure for Initiating Field Practicum in Place of Employment

1. Student informs the Internship Coordinator that they are interested in doing a field practicum at their place of employment. Student must have been in their current position less than one year or able to complete their field practicum with another program within the agency to be eligible.
2. Student discusses possibility of field practicum with immediate supervisor. Student makes supervisor aware of the requirements of field practicum.
3. Student and proposed Agency Supervisor complete the Worksite Field Practicum Request (WSPR) form (Appendix H) and submits the completed form through Adobe Sign a minimum of one semester prior to the start of the field practicum.
4. The application is reviewed and approved by the Field Director, or the Field Director and student meet by phone or videoconference to discuss the practical and educational issues related to completing field practicums in a place of employment.
5. The Field Director may contact Agency staff and/or make a site visit to determine that the placement will be educational and differ substantially from the student's typical job responsibilities.
6. The Field Director will also determine if the proposed field practicum assignments will meet the requirements of the Learning Contract for the appropriate level of Field Practicum in the Field Education Program.
7. Within two weeks of receipt of the agreement, the MSW or BSW Field Director reviews the completed form and notifies the student if the field practicum is acceptable. The MSW or BSW Field Director has final approval regarding the suitability of a place of employment as a place for a student's field practicum. If the MSW or BSW Field Director determines that the practicum site is unacceptable, the student must agree to be placed at another agency.

Professionalism in Field Education

Purpose

Academic integrity and respect for the dignity of the individual are essential in any educational endeavor. In scholarly endeavors, all participants must commit themselves to truthfulness and honesty in the search for new insight and knowledge. In addition, honesty, integrity, and respect in all interactions with colleagues, peers, teachers and support staff, as well as with clients and their families, are essential professional attributes.

General Responsibilities

All faculty and students at WNMU are responsible for maintaining an atmosphere of honest inquiry, academic integrity, and professionalism. All should be familiar with the provisions of this Code. All should strive to conduct themselves and their academic and scholarly activities within the spirit of the highest traditions of truthfulness, integrity, and respect for the rights of others. They should refrain from any action violating the principles of the NASW Code of Ethics, whether in letter or in spirit. In the NASW Code of Ethics we abide by specific values.

Integrity Ethical Principle: Social workers behave in a trustworthy manner. Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated. (NYMC, 2010).

Ethical Standards: The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients,
(2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals,
(5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society. Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards (NASW Code of Ethics, 2021).

Termination or Dismissal from Field Practicum

A student may be dismissed from Field practicum for any one of the following actions:

- Failure to report and maintain regular field (15) hours per week (fall and spring) and 22+ hours in summer and/or failure to attend weekly field seminar courses or weekly field supervision courses.
- Unethical and unprofessional conduct as outlined by the New Mexico Board of Social Work
- Examiners or in the NASW Code of Ethics, and the WNMU Code of Conduct. Each student enrolled in the School of Social Work shall be provided a copy of the NASW Code of Ethics upon enrollment.
- Failure to disclose any current or prior relationships other than professional with anyone employed or affiliated with the agency in which they are currently participating in a field practicum.
- Request by a student to withdraw.
- Charges (not conviction) of any type (legal, criminal, misdemeanor, or felony) prior or during a field practicum and/or failure to disclose legal charges.
- Conviction of a felony.
- Conviction of child or adult abuse or neglect.
- Conviction of assault.
- Sexual harassment, as outlined by WNMU's sexual harassment policy, stalking, or inappropriate and unwanted physical or verbal contact with a fellow student, faculty, staff, or client.
- Placement on academic probation for two consecutive semesters.
- Behavior that is counter to generally accepted professional standards of practice or that demonstrates a poor dispositional fit with the profession of social work as defined in the School of Social Student Work Handbook.
- Fabrication or falsification of any documentation required during field practicum, including documentation required within the university and/or the field placement agency.

- A student who has been asked to leave a practicum site by an agency must meet with the MSW or BSW Field Director and Student Performance Review Committee to determine if further discipline is warranted.
- Dismissal from Field Practicum is made on the basis of the WNMU School of Social Work Student Performance Review Committee and in no way will be made contingent upon personal factors such as race, gender, sexual orientation, age, or religious affiliation.
- If a student fails at two attempts at field practicum (grade below C for BSW Field Program – graded below B for MSW Field Program) they will be terminated from the BSW or MSW program.

Student Performance Issues

Student performance issues that arise will be reviewed and addressed by the Student Performance Committee comprised of the MSW or BSW Field Director, the student's academic advisor, and one or more faculty members. In some instances, the committee may include the BSW and/or MSW Program Director. The student may also invite an advocate; however, participation of the advocate may be limited such that the student is a full participant in the meeting.

Student performance is based on a combination of factors which include the student's time/performance within their field practicum agency, the student's time/performance within the classroom, and the student's time/performance with all field class assignments.

Even though a student may be excelling within their field practicum agency, they may be performing poorly with Field class assignments. As we factor in the combination of all areas, a student can be faced with a student performance review regarding their performance within the agency and/or their performance within the Field class. Success in Field is based on a combination of course grade, successful completion of all classroom assignments, as well as agency performance and accrual of the required hours.

Termination from Field

A student, field practicum course instructor, field agency supervisor, or the MSW/BSW Field Director may initiate a discussion to review the circumstances in the field practicum setting. A student or field agency supervisor who believes that a practicum placement is not working out should immediately contact the MSW or BSW Field Director, at which time the parties involved will be consulted to determine the feasibility of a plan for corrective action on the part of any or all of the parties. Such discussion may result in a mutually agreed upon plan to modify and continue the current placement or in termination of the placement.

A student who is removed from a practicum based on violation of the NASW Code of Ethics, inappropriate behavior, danger of harm to him/herself or others, or egregious violation of standard work ethic may be terminated from the social work program.

If a student is terminated from a field practicum agency, the circumstances will be reviewed by the Student Performance Committee and a determination will be made as to whether the student will be

terminated from the social work program. Students who are terminated from an agency for any reason are subject to termination from field practicum, as well as the social work program.

If a student is terminated from a worksite field practicum agency, the circumstances will be reviewed by the Student Performance Committee and a determination will be made as to whether the student will be terminated from the social work program. If it is determined that the student did not violate the NASW Codes of Ethics or otherwise engage in illegal or inappropriate behavior and/or was not at fault for the employment termination, the BSW or MSW Director will work with the student to explore options for continuation of the field placement in another setting. While every effort will be made to assist the student, obviously the success of this process may be impacted by the timing of when the termination occurred during the semester and the options available to the student in their geographical location or virtually.

If a student withdraws or is dropped from field practicum due to poor performance they will be scheduled for a meeting with the Student Performance Review Committee and if it is recurring for two semesters, they may be terminated from the MSW or BSW program.

Appendices

Appendix A: Agency Vetting Form

WNMU COLLEGE OF PROFESSIONAL STUDIES
School of Social Work

AGENCY VETTING FORM		
1	Agency name	
2	Supervisor's Name and Credentials	
3	Is the supervisor employed with the agency?	
4	Supervision Course required? Yes/No	
5	Is the field practicum onsite or virtual?	
6	Supervision onsite or virtual?	
7	Population Served	
8	Can the agency retain the student for 2 semesters? Yes/No	
9	Is the potential intern employed at the agency? If Yes, how long has the student been employed.	
10	Do interns have the opportunity to work with all level systems at your agency? (individual, family, group, community, organization)	
11	For the duration of the field practicum, is the agency supervisor able to designate a specified time for the student's field practicum for 1 hour per week?	
12	Does the agency have flexible schedules for the student intern? (after hours and weekends)	
13	Do you require onboarding? If so, when? (Prior to internship or during semester)	
14	Does the agency have required trainings the intern must complete to work with clients or in specific programs? Estimated hours?	
15	Website reviewed by Field Director? Yes/No	
16	Agency representative completing form	

MSW/BSW Field Director Signature:

Agency Approved: Yes No

Printed Name and Title: _____

Date: _____

Appendix B: MSW Field Application

WNMU COLLEGE OF PROFESSIONAL STUDIES
School of Social Work

MSW Field Application

Applicant Information

Name *

First Name Last Name

W# *

WNMU Student ID

Address *

Street Address

Street Address Line 2

City State / Province

Postal / Zip Code

Cell Number *

Area Code Phone Number

WNMU Email *

example@wnmu.edu

Secondary (non-WNMU) Email *

example@example.com

Select your course *

Semester Requested *

Year *

Please confirm your completion of prerequisite courses below.

**Advanced Standing students are only those students who have been admitted to WNMU as advanced standing and who have completed a Bachelor's degree in Social Work within the last 8 years. Advanced standing students are required to provide evidence of completion of 450 practicum hours in their bachelor's program.*

Non-advanced standing students are MSW students who do not hold an undergraduate degree in social work, hold an undergraduate social work degree that is more than 8 years old, or who hold any other undergraduate degree.

Please note that successful completion of pre-requisites is required prior to the start of fieldwork...these are pre-requisites and not concurrent requirements, do not list them as in progress or completed unless you are already taking the course or you have completed it.

- *Non-advanced standing students must have completed SWK 501, SWK 502, SWK 510, and SWK 511 BEFORE enrolling in field.*
- *Advanced standing students must have completed SWK 501 and SWK 527 BEFORE enrolling in field.*

Prerequisite Completion

	Grade of A	Grade of B	In Progress	Not applicable
SWK 501 (all)	○	○	○	○
SWK 502 (non-advanced)	○	○	○	○
SWK 510 (non-advanced)	○	○	○	○
SWK 511 (non-advanced)	○	○	○	○
SWK 527 (advanced only)	○	○	○	○

Areas of Interest

(please check all areas of interest)

Students are responsible for identifying agencies in their home region. We encourage you to think about your areas of interest as you consider possible placement agencies, therefore, it is necessary for you to choose more than one area of practice that you are interested in gaining more skill and/or exposure to during the fieldwork process.

Areas of Interest

- ☐ Mental Health/Psychiatric(in-patient)
- ☐ Mental Health/Psychiatric(out-patient)
- ☐ Child Welfare
- ☐ Aging/Geriatric
- ☐ Developmental Disabilities
- ☐ Corrections
- ☐ Education/Schools
- ☐ Juvenile Justice
- ☐ Crisis Intervention
- ☐ Medical
- ☐ Substance Abuse/Dependence
- ☐ LGBTQ

Advocacy/Pol
icy

☐ Other ☐ _____

Population of Interest

☐ Children
☐ Adolescents
☐ Adults
☐ Elderly
☐ Other _____

Learning Patterns

Based on your learning style, in which agency setting do you believe you might learn best? (please check all that apply)

Agency Size

○ Small (agency has small number of employees; focuses on one or two services; e.g. non-profit, volunteer organization)
○ Medium (agency has more employees; offers a variety of services; e.g. out-patient mental health,nursing home)
○ Large (agency has many employees;offers broad range of services and has a formal structure; e.g.

Additional Information

Most work in your field placement will occur during normal business hours. However, some placements require evenings and/or weekend work. *Please note that non-traditional hours (hours outside of normal business hours) may not be available in your area.*

NOTICE: students requesting accommodations in field placement due to special needs, please contact Disability Support Services directly at (575) 538-6400 or by email: dss@wnmu.edu *(the school cannot be held responsible for requested accommodations without documentation from the office of Disability Support Services prior to the field placement agreement)*

WNMU School of Social Work is committed to ensuring a high quality field practicum experience for all of its students; however, students may not always be placed in their most desired agency. Students are responsible for finding their own agency that has an MSW or LCSW who is employed with the agency and with at least 2 years of post-MSW practice experience to supervise them and then you must forward the agency name, the agency supervisor name, telephone number, and email address on your Agency Information Form, to your Field Internship Coordinator, so we can proceed with obtaining the agency paperwork. *You must also follow up on agency paperwork to ensure that it is completed and returned.*

Advanced Standing Students only: Advanced standing students from institutions other than WNMU must provide written documentation that the student was required to complete a minimum of 450 hours within their BSW Field Practicum during the application process to Field. Students who did not meet the 450 hour requirement will be required to complete any additional hours necessary to achieve this requirement before continuing practicum hours at the MSW level.

Application Acknowledgment & Submission

If you do not understand or accept any portion of this application, please discuss your concerns with the Field Director.
My signature below indicates my understanding and acceptance of the contents of the Field Placement Application.

Name *

First Name Last Name

Date *

Month Day Year

First Name

Submit

Appendix C: BSW Field Application

WNMU COLLEGE OF PROFESSIONAL STUDIES
School of Social Work

BSW Field Application

Applicant Information

Name *

First Name Last Name

W# *

WNMU Student ID

Address *

Street Address

Street Address Line 2

City State / Province

Postal / Zip Code

Cell Number *

Area Code Phone Number

WNMU Email *

example@wnmu.edu

Secondary (non-WNMU) Email *

example@example.com

Please select your course *

Internship SemesterRequested *

Please Select

Year *

Please enter 4-digit Year requested

Please confirm your completion of prerequisite courses below. *(Please note that successful completion of prerequisites is required prior to the start of fieldwork.)*

Please confirm your completion of prerequisite courses below. *(Please note that successful completion of pre-requisites is required prior to the start of fieldwork)*

Prerequisite Completion

	Grade of A	Grade of B	Grade of C	In Progress
SOWK 2110	○	○	○	○
SOWK 1110	○	○	○	○
SWK 302 or 342	○	○	○	○
SWK 320	○	○	○	○
SWK 386	○	○	○	○
SWK 398	○	○	○	○

Areas of Interest

(please check all areas of interest)

Students are responsible for identifying agencies in their home region. We encourage you to think about your areas of interest as you consider possible placement agencies, therefore, it is necessary for you to *choose more than one area* of practice that you are interested in gaining more skill and/or exposure to during the fieldwork process.

Areas of Interest

- ☐ Mental Health/Psychiatric(in-patient)
- ☐ Mental Health/Psychiatric(out-patient)
- ☐ Child Welfare
- ☐ Aging/Geriatric
- ☐ Developmental Disabilities
- ☐ Corrections
- ☐ Education/Schools
- ☐ Juvenile Justice
- ☐ Crisis Intervention
- ☐ Medical
- ☐ Substance Abuse/Dependence
- ☐ LGBTQ
- ☐ Advocacy/Policy
- ☐ Other

Population of Interest

- ☐ Children
- ☐ Adolescents
- ☐ Adults
- ☐ Elderly
- ☐ Other

Learning Patterns

Based on your learning style, in which agency setting do you believe you might learn best? (please check all that apply)

Agency Size

- ○ Small (agency has small number of employees; focuses on one or two services; e.g. non-profit, volunteer organization)
- ○ Medium (agency has more employees; offers a variety of services; e.g. out-patient mental health,nursing home)
- ○ Large (agency has many employees;offers broad range of services and has a formal structure; e.g.

Additional Information

Most work in your field placement will occur during normal business hours. However, some placements require evenings and/or weekend work. *Please note that non-traditional hours (hours outside of normal business hours) may not be available in your area.*

Please indicate that you understand the statement above.

NOTICE: students requesting accommodations in field placement due to special needs, please contact Disability Support Services directly at (575) 538-6400 or by email: dss@wnmu.edu *(the school cannot be held responsible for requested accommodations without documentation from the office of Disability Support Services prior to the field placement agreement)*

Please indicate that you understand the statement above.

WNMU School of Social Work is committed to ensuring a high quality field practicum experience for all of its students; however, students may not always be placed in their most desired agency. Students are responsible for finding their own agency that has an MSW or LCSW who is employed with the agency, with at least 2 years of post-MSW practice experience, to supervise them and then you must submit the agency name, the agency supervisor name, telephone number, and email address on the Agency Information Form, to your Field Internship Coordinator, so we can proceed with obtaining the agency paperwork. *You must also follow up on agency paperwork to ensure that it is completed and returned.*

Please indicate that you understand the statement above.

Application Acknowledgment & Submission

If you do not understand or accept any portion of this application, please discuss your concerns with the Field Director.
My signature below indicates my understanding and acceptance of the contents of the Field Placement Application.

Signature

Name *

First Name Last Name

Date *

Month Day Year

Submit

Appendix D: Legal Disclosure Form

WNMU COLLEGE OF PROFESSIONAL STUDIES
School of Social Work

Field Practicum Legal Disclosure Form

Legal Disclosure must be completed for every semester in field practicum

Name *

First Name Last Name

W# *

WNMU Student ID

Select your Course *

Please Select

Select Semester *

Please Select

Year *

Please enter 4-digit Year requested

WNMU Email *

example@wnmu.edu

Secondary (non-WNMU) Email *

example@email.com

NOTICE TO FIELD APPLICANTS: The School of Social Work requires students with a prior felony or misdemeanor charges or conviction to inform the Director of Field Education PRIOR TO an interview with a practicum agency. Under New Mexico State Statutes, persons with specific felony convictions are not allowed to work in certain agencies or situations. If a student fails to inform the Director of Field Education of a felony or misdemeanor charge or conviction, the student will be dismissed from the Social Work Program. The student must notify the Director of Field Education IMMEDIATELY if charged with or convicted of a felony or misdemeanor occurring after signing this form. I have read and understand this notice: *

- ◯ Yes
- ◯ No

LEGAL STATEMENT:
Social workers' primary concern is always the welfare of a client. If a student has a record of felony conviction, or of a misdemeanor conviction such as domestic violence, child or elder abuse or neglect, substance abuse, or DWI, this may impact a student's suitability to practice professional social work. A student must disclose this fact to the Director of Field Education on the application for a field practicum, and prior to interview with the practicum agency. The student will be asked to supply documentation on the nature of the offense and its disposition. A felony or misdemeanor conviction record will not automatically bar a student from enrollment in field practicum; however, it may impact their options pertaining to practicum agencies. The Director of Field Education will make admissions decisions based on multiple factors including a student's academic record and suitability to practice social work, and will include consideration of legal problems including the nature and date of the offense, disposition, rehabilitation efforts and the relevance of the offense to social work practice. Failure to disclose and/or falsification of information will result in immediate dismissal from field practicum.

Have you ever been charged or convicted of any type of misdemeanor or felony, as indicated in the legal statement above? (select one) *

- ◯ Yes
- ◯ No

Please give details below, including dates, if you have been charged or convicted of any type of misdemeanor or felony, as indicated in the legal statement above. You are also required to provide legal disposition showing that all conditions of sentencing or court orders have been satisfied. Students currently on probation or students who have current or pending charges or any type are not eligible for a field practicum. (If you selected "NO" above, please enter N/A) *

Please sign. *Your signature indicates that you have read and understand the statement regarding legal issues.

Some placements may require testing for substance use. Would you be willing to submit to testing for illegal substances at the request of your placement agency? (select one) If you select NO, you are ineligible for field practicums. *

- ◯ Yes
- ◯ No

MENTAL HEALTH STATEMENT: Social Workers are often in stressful, psychologically, and sometimes emotionally demanding situations. The profession often requires the need to make immediate decisions that may have serious consequences for a client. If you have (or believe you have) any emotional, psychological or mental problems (including issues with substance abuse) that may influence your stress level, interfere with your functioning as a professional social worker or negatively impact social work clients, or if you have recently (past two years) been under the care of a licensed mental health practitioner, this may impact the well-being of yourself or your clients, and may, ultimately, endanger your ability to obtain professional licensure. Since such conditions may become more severe under the stress of social work field practicum, students who manifest problems that interfere with their successful progress in their field practicum may be asked to withdraw from field practicum.

Please sign. *Your signature indicates that you have read and understand the statement regarding mental issues.

ETHICS STATEMENT: I certify that I have read, understand and agree to abide by the values and ethics of Social Work as outlined in the National Association of Social Workers Code of Ethics. (NASW Code of Ethics: https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English) Your Signature below indicates that you pledge to uphold the NASW Code of Ethics.

Applicant Signature

ACKNOWLEDGEMENT & ACCEPTANCE: If you do not understand or accept any portion of this application, please discuss your concerns with the WNMU Field Director.
Applicant Signature

Printed Name *

First Name Last Name

Date *

Month Day Year

Submit

Appendix E: Agency Information

WNMU College of Professional Studies
School of Social Work

Agency Information Form

To be completed upon acceptance to an agency for field practicum

IMPORTANT:
Prior to completing this form, the student must have contacted the agency and have a firm preliminary acceptance to intern with that agency for 2 semesters and also have a field practicum supervisor with the required credentials.
If you are an Advanced-Standing student, please inform your assigned field internship coordinator, as soon as possible, if the agency you are submitting is the same agency you interned at for your BSW practicums. Further instruction will be given regarding submitting a "Petition for Same Agency" form that must be approved by the MSW Field Director in order to proceed with this agency.
WNMU School of Social Work will contact the agency using the information you have provided below; however, it is the student's responsibility to follow up to ensure that all agency forms are submitted and complete prior to beginning an internship. To follow up, contact your School of Social Work Internship Coordinator.

W# *

WNMU Student ID

Name *

Internship semester requested *

(please enter the semester and year you are applying for)

Internship year requested *

Field Practicum Course *

Agency Name *

Accepting Agency Name

Agency Address *

Street Address

Street Address Line 2

City State / Province

Postal / Zip Code

Agency Website (if applicable)

Legal Representative Contact is the authorized person at the agency who will be responsible for completing the WNMU Affiliation Agreement, since this is a legal contract between the agency and WNMU. Please reach out to the agency to obtain the contact information of who this representative should be.

Field Agency Legal Representative Contact *

First Name Last Name

Title *

Job Title (e.g. Director)

Field Agency Legal Representative Contact Email *

example@example.com

Field Agency Legal Representative Contact Phone Number *

Area Code Phone Number

Field Agency Supervisor must be employed with the agency, completes a student intern's mid-term and final evaluations, receives and reviews timesheets via Qualtrics, provides supervision (when applicable), and signs completed Learning Contract. This person *may* be the same as the Agency Contact. If so, please re-enter the information.

Students are required to have a field practicum agency supervisor, who is employed or contracted with the agency, and who is an **MSW** or **LCSW** with at least 2 years of post MSW practice experience.
In rare instances (i.e. provider shortages), a student may request approval for their agency supervisor be credentialed with a *Master's degree in a related field* (such as counseling or psychology). This task supervisor will need the approval of the MSW and/or BSW Field Director.
Approval for such a request is not guaranteed. If approved, the student is required to enroll in SWK 583 or SWK 497 as well as their practicum course, to comply with the WNMU School of Social Work and applicable licensure requirements.

Field Agency Supervisor *

First Name Last Name

Title *

Job Title (e.g. Director)

Field Agency Supervisor Email *

example@example.com

Field Agency Supervisor Phone Number *

Area Code Phone Number

Is the Agency Supervisor employed with the Agency? *

- ◯ Yes
- ◯ No

Field Agency Supervisor is an : *

- ◯ MSW/LMSW
- ◯ LCSW/LISW
- ◯ Other "Related Field"

If you selected "Other Related Field", please provide what type of Masters Degree your field practicum agency supervisor has: *

- ☐ Not Applicable
- ☐ Other

Have you had or are you currently in a relationship other than professional with anyone employed or affiliated with this agency? *

- ◯ Yes
- ◯ No

If you answered Yes, please describe the context of this relationship. If you answered No, type "Not applicable". *

Will this internship be in person or virtual? *

- ◯ In person
- ◯ Virtual

If employed with the Agency, how long have you been employed? *

- ☐ Not Applicable
- ☐ Other

If this is a virtual internship, please select the location of the agency: *

- ◯ United States
- ◯ Not Virtual
- ◯ Other

Submit

Appendix F: Field Practicum Agency Site Application

WNMU COLLEGE OF PROFESSIONAL STUDIES
School of Social Work

Field Practicum Agency Site Application

Agency Name *

Agency Contact Name *

First Name Last Name

Agency Contact Phone *

(555) 555-5555 ext. 555

Agency Contact Email *

example@example.com

Alternate Contact Email

example@example.com

Agency Address *

Street Address

Street Address Line 2

City State / Province

Postal / Zip Code

Agency Website (if applicable)

Description of Services

Please describe the services offered by this agency *

Please describe the clientele served by this agency *

(age, ethnic composition, other special features of the population served)

This agency provides experiences working with : (select all that apply) *

- ☐ Individuals
- ☐ Groups
- ☐ Families
- ☐ Other
- ☐ Communities
- ☐ Organizations
- ☐ Institutions

If 'other' selected above, please describe:

What working space would be allocated for use by the practicum student(s)? *

(desk,office, etc.)

Describe any special qualifications needed for students in your agency. *

(Driver's license,Spanish language, etc.)


Submit

Appendix G: Field Practicum Agency Supervisor Application

WNMU College of Professional Studies
School of Social Work

Field Practicum Agency Supervisor Application

Agency Name *

Agency Supervisor Name *

First Name Last Name

Agency Supervisor Title *

(e.g. Director, Discharge Planner)

Phone *

(555) 555-5555 ext. 555

Agency Supervisor Email *

example@example.com

Note: Due to possible agency firewalls that may be in place, when sending out mid-term and/or final evaluations, an alternate email is necessary and required.

Alternate Email *

example@example.com

Business Address *

Street Address

Street Address Line 2

City State / Province

Postal / Zip Code

Name of Student Intern *

(Please enter Name of WNMU Student Intern)

Is the potential student intern already employed by this agency? *

- ◯ Yes
- ◯ No

Is Agency Supervisor employed with the agency? *

- ◯ Yes
- ◯ No

Please select one. Does Agency Supervisor have at least two years' post-Master's degree practice experience? *

- ◯ Yes- I have at least 2 year's post-MSW/LMSW experience
- ◯ Other- I have at least 2 year's post Master's experience in a related field
- ◯ No

Qualifications

Additional Qualifications

Please list any additional qualifications here (special skills, areas of expertise, etc.)

Additional Training

(supervision, field instruction, etc.)

Practice Experience

(title, agency, type of work, length of time employed etc.)

Have you been a Social Work Field Instructor before?

(when, where, how often)

Why are you interested in being a social work field instructor?

How available are you to carry out the responsibilities of field instruction?

(allocation of time,planning of vacations)

Does the student have a current or prior relationship other than professional with you, another supervisor, employee, or anyone affiliated with this agency? *

- ☐ Yes*
- ☐ No

***If Yes, please describe the context of this relationship. If you answered No, please type "Not applicable".** *

Describe preexisting relationship

Acknowledgement & Acceptance

If you do not understand or accept any portion of this application, please discuss your concerns with the WNMU Field Director.

Name

First Name Last Name

Date

Month Day Year

Submit

Appendix H: Worksite Placement Request

WNMU COLLEGE OF PROFESSIONAL STUDIES
School of Social Work

Work-Site Field Practicum Request

Applicant Information

Name: _____ (Last) _____ (First) _____ (W#) _____ (Course)

Current Job Title: _____ Agency: _____

Telephone: _____

Email: _____ Alternate Email: _____

Are you an **EMPLOYEE** or will this be a **PAID INTERNSHIP**? (Choose One) Employee Paid Internship

If you selected EMPLOYEE above, how long have you been employed with this agency? _____

***If this is a Paid Internship, you DO NOT need to fill out Current Job Duties/Work Schedule/Justification section. Proceed to Applicant Signature**

Agency Information

Agency Name: _____

Direct Supervisor Name: _____ Field Practicum Supervisor Name: _____

Telephone: _____ (Office) _____ (Cell) Telephone: _____ (Office) _____ (Cell)

Email: _____ Email: _____

Current Job Duties / Work Schedule	
Description of Current Job Duties (Provide roles, duties and responsibilities of current employment.)	
Current Work Schedule (Provide days & times of current work schedule)	
Justification for Work Site Placement Request	
Please give a brief justification for your request (Please explain why you are not able to find or complete a placement in an agency other than your current workplace)	
Please describe the responsibilities (outside your current roles, duties and responsibilities) that you are proposing to undertake as an internship (these must be different from your current job)	

Continued	
Please explain how your practicum assignments and experiences will be educationally focused, as opposed to focusing on your current job or skill set	
Please provide a proposed internship schedule. (Days and/or times must be different from your current work schedule)	

Student Acknowledgement & Acceptance

The students signature below is an indication that they have presented the facts accurately and that, should the proposal be accepted, they agree to adhere to the details of the proposal as specified above. The student also agrees to furnish additional information, if requested.

Applicant Signature	Printed Name	Date

Supervisor Acknowledgement & Acceptance

The Direct Supervisor and Field Practicum Supervisor Signatures below are an indication that they have reviewed the work site practicum request and are in agreement with this request.

Agency Direct Supervisor Signature	Printed Name	Date
Field Practicum Supervisor Signature	Printed Name	Date

School of Social Work Decision

Approved: **YES** **NO** **CONDITIONAL**

Comments (*for MSW Field Director Use Only*) :

Field Director Signature	Printed Name	Date

Appendix I: Petition for Same Agency

WNMU COLLEGE OF PROFESSIONAL STUDIES
School of Social Work

Petition for Internship/Same Agency

CSWE requires students to submit a Petition to justify why they should be permitted to stay at the same agency for a third or fourth semester. Please complete the required information below and submit it. It will be electronically sent to the MSW Field Director for review and final approval.

Student Name: _____

Phone#: _____

W#: _____

Agency Name: _____

Describe in a brief two-paragraph comparative narrative below, detailing what has been done and learned during the first two foundational practicums:

Describe in a brief two-paragraph below, what you and your supervisor anticipate you will be doing and learning for your advanced-level practicum that is different and at a more advanced level than the first two foundational practicums:

Student Signature: _____

Date: _____

WNMU COLLEGE OF PROFESSIONAL STUDIES
School of Social Work

Petition for Internship/Same Agency (Continued)

Approved: Yes No
Comments (*for MSW Field Director Use Only*) :

MSW Field Director Signature: Date:

Louise Ortega-Senter, LMSW, MSW FD

Appendix J: Affiliation Agreement

WNMU

College of Professional Studies

School of Social Work

CONTRACT BETWEEN

WESTERN NEW MEXICO UNIVERSITY

(ON BEHALF OF)

AND THROUGH

THE SCHOOL OF SOCIAL WORK

AND

This contract, hereinafter called the "Agreement," is made this _____ by and between Western New Mexico University on behalf of the School of Social Work and through the Social Work Department, hereafter called the "College," and

_____ hereinafter called the "Facility."

WHEREAS, the College has a curriculum in social work, and

WHEREAS, practicum experience is required as an integral component of the social work curriculum, and

WHEREAS, the College desires the cooperation of Facility in the development and implementation of the practicum experience phase of the College's social work curriculum, and

WHEREAS, the Facility recognizes its professional responsibility to participate in the education of social work students, and

WHEREAS, the Facility wishes to join the College in development and implementation of practicum experience for social work,

NOW, THEREFORE, in consideration of the mutual agreements set forth herein, the College and the Facility will cooperate as described herein.

The College and the Facility mutually agree:

1. To establish the educational objectives for the practicum experience, devise methods for their implementation, and continually evaluate to determine the effectiveness of the practicum experience.

2. To assure that no person will, on the grounds of race, color, creed, national origin, sex, sexual orientation, gender identity, age, or handicap, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination in performance of this Agreement.

3. To acknowledge that students participating in the Affiliation Program are members of the Facility's "workforce", as that term is defined under the Health Insurance Portability and Accountability Act ("HIPAA") Privacy Rules at 45 C.F.R. 160.103. ("Workforce" means employees, volunteers, trainees, and other persons whose conduct, in the performance of work for a covered entity, is under the direct control of such entity, whether or not they are paid by the covered entity.) As members of Facility's workforce for purposes of HIPAA, students participating in the Affiliation Program will be subject to the Facility's HIPAA policies and procedures.

4. To acknowledge, notwithstanding Paragraph 3 of this agreement, that participating students are not to be construed as agents or employees of the Facility or the College under this agreement. No retirement, paid leave, bonding, use of Facility or College vehicles, insurance, or other employee benefits from the Facility or College shall accrue to the students as a result of this Agreement.

5. To acknowledge that neither College nor students are "Business Associates" of the Facility as that term is defined under HIPAA at 45 C.F.R 160.163.

6. At the discretion of the Facility allow the students to participate in continuing education programs conducted for the Facility staff, including any training provided by the Facility on HIPAA compliance.

7.To acknowledge that the Facility at all times will retain responsibility for the care of its patients. Neither College faculty nor students will be expected to replace Facility staff in the conduct of the Facility's activities.

8. To allow this Agreement to cover practicum for Bachelor's and Master's Program affiliations.

9. That, as between the parties, each party will be responsible for liability arising from personal injury or damage to persons or property occasioned by its own agents or employees in the performance of this Agreement, subject in all cases to the immunities and limitations of the New Mexico Tort Claims Act (Section 41-4-1 et seq. NMSA 1978), and any amendment thereto.

10. That students are sent and accepted on a case by case basis. Facility has the right to refuse any Student BEFORE they are sent, due to a lack of Facility staff to properly supervise the Student.

The College agrees:

1. To assume responsibility for assuring continuing compliance with the educational standards established by the Council on Social Work Education.

2. To establish and maintain ongoing communication with the Director of Field Education of the Facility on items pertinent to social work education. Such communication may include, but not be limited to, a description of the curriculum, relevant course outlines, policies, faculty, and major changes in this information. On-site visits will be arranged whenever feasible.

3. When possible, to appoint as faculty the Practicum Supervisor who is responsible for planning and implementation of the social work practicum experience at the Facility.

4. To notify the Practicum Supervisor and the Facility at a time mutually agreed upon, of its planned schedule of student assignment, including the name of the student, level of academic preparation, and length and dates of practicum experience.

5. To refer to the Facility only those students who have satisfactorily completed the prerequisite portion of the curriculum that is applicable to the Facility.

6. To inform the student of the Facility's requirements for acceptance.

7. To advise the assigned student of the responsibility for complying with the existing pertinent rules and regulations of the facility.

8. To provide professional liability coverage for its students in accordance with the provisions of the New Mexico Tort Claims Act. The College is insured for professional liability covering its employees and students in accordance with the provisions of the New Mexico Tort Claims Act. The College agrees that all claims arising out of or relating to acts or omissions to act of one or more of its students will be made and tendered to the New Mexico Public Schools Insurance Authority by College.

9. To supply the Practicum Supervisor with appropriate forms to be used in evaluating the performance of the assigned student.

10. To have the student provide prior to the commencement of the student assignment such confidential information as may be required by the Facility.

11. To forward to the Facility the name, health status report, the evidence of coverage or noncoverage of health, worker's compensation and/or liability protection of each student enrolled in the program at least four (4) weeks before the commencement of each student's Clinical Education placement.

12. To assure that all participating students and faculty have been instructed in and will observe the importance of and requirements of maintaining confidentiality of all patient information.

13. To retain responsibility of personal and career guidance and counseling for its students.

The Facility agrees:

1. To designate as Practicum Supervisor the staff member who will be responsible for the planning and implementation of the practicum experience. The staff member so designated shall meet the criteria established by Council on Social Work Education and WNMU School of Social Work for supervising students.

2. To provide the Practicum Supervisor with time to plan and implement the practicum experience including, when feasible, time to attend relevant meetings and conferences.

3. To provide the physical facilities and equipment reasonably necessary to conduct the practicum experience.

4. To have available a written description of the practicum experience being offered.

5. To advise the College of any changes in its personnel, operation, or policies that may affect practicum experience.

6. To determine the number of students that can be accommodated during a given period of time.

7. To provide the assigned student, whenever possible, with use of library facilities and reasonable study and storage space.

8. To provide the assigned student with access to the Facility's existing pertinent rules and regulations with which the student is expected to comply, including the Facility's Policies and Procedures relating to the student's responsibilities under HIPAA.

9. To make emergency health care reasonably available for the assigned student. The student will otherwise be responsible for his or her health care.

10. To evaluate the performance of the assigned student on a regular basis using the evaluation form developed by the WNMU School of Social Work and supplied by the College. The completed evaluation will be forwarded to the college within one (1) week following conclusion of the student's practicum experience.

11. To advise the College at least by midterm of any serious deficit noted in the ability of the assigned student to progress toward achievement of the stated objectives of the practicum experience. It will then be the mutual responsibilities of the assigned student, the Practicum Supervisor and the Director of Field Education to devise a plan by which the student may be assisted to achieve the stated objectives.

12. To have the right to terminate any student whose health or performance is a detriment to patient well-being or the achievement of the stated objectives of the practicum experience after notifying the College.

13. To support continuing education and professional growth and development of those staff who are responsible for student supervision.

Miscellaneous terms:

1. This Agreement shall be effective when executed by both parties for a period of one year and will be automatically renewed annually and reviewed every five (5) years unless otherwise indicated by one of the parties.

2. Nothing in this Agreement will be construed as establishing a partnership, joint venture or similar relationship between the Facility and the College, and nothing in this Agreement will be construed to authorize either party to act as agent for the other.

3. This Agreement may be revised or modified only by written amendment signed both parties.

4. Either party may terminate this Agreement upon 90 days' written notice.

5. This Agreement is subject to periodic review as determined between the Facility and the College.
6. Any written notice/communication provided for, required, or permitted herein will be addressed to the following:

Facility Name:

Address:

City **State:**

Contact Name:

Phone Number:

Email Address:

Western New Mexico University
PO Box 680
Silver City, New Mexico 88062

Sachiko Gomi, PhD
Associate Dean, School of Social Work

For the Facility

By _____

Title:

Date: _____

For the University

By _____
Kelley Riddle
Vice President of Business & Finance

By _____
Sachiko Gomi, PhD
Associate Dean, School of Social Work

Date: _____

Appendix K: Field Practicum Timesheets



WESTERN
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Block 1

Field Practicum Timesheet- May 2024

Please be sure to fill in your email and your agency supervisor's email addresses correctly or these copies will not be received.

Student Information

Student Name

Student Email

WNMU Course Number (e.g. SWK 581)

Field Placement Agency

Field Placement Agency Supervisor

Field Placement Agency Supervisor Email

Who is your WNMU Field Course Instructor?

What is the WNMU Course Instructor's Email?

Field Practicum Timesheet - May 2024

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	#Conjoint, Total#
Week 1 Hours	0	0	0	0	0	0	0	0
Week 2 Hours	0	0	0	0	0	0	0	0
Week 3 Hours	0	0	0	0	0	0	0	0
Week 4 Hours	0	0	0	0	0	0	0	0
Week 5 Hours	0	0	0	0	0	0	0	0
Week 6 Hours	0	0	0	0	0	0	0	0

Monthly Totals:

Monthly **Total Hours:**

Total Supervision Hours:

Comments

By entering my name here, I acknowledge that the above information is accurate and ready to be reviewed by my Field Agency Supervisor. I understand that, if there are errors or discrepancies, it is my responsibility to make corrections and report those corrections to my WNMU Course Instructor. *Please

enter your name here ONLY if you agree to this statement and your timesheet is complete and ready for your Agency Supervisor to Review.

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Appendix L: Midterm Evaluation



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Default Question Block

Midterm Field Practicum Evaluation

Please let us know how our student is doing in their field practicum so far. At the end of this evaluation, you will have an opportunity to provide more substantive written feedback or request support if needed. **This evaluation should only take about 10 minutes to complete.**

Please tell us about you and your student. *Please fill this section out as accurately as possible. This will help route an email copy of the completed evaluation to you and your student.*

Student Name

Student Email

Field Agency Supervisor Name

Field Agency Supervisor Email

Field Agency Site Name

Who is your student's WNMU Field Course Instructor?

What is the WNMU Course Instructor's Email?

How well ${q://QID4/ChoiceTextEntryValue/1} is doing in terms of meeting your expectations on the following items?

	Far short of expectations (0)	Short of expectations (1)	Equals expectations (2)	Exceeds expectations (3)	Far exceeds expectations (4)	(5)
Learning contract						
Practicum hours						
Adhering to agency policy and procedure						
Adhering to the NASW Code of Ethics						
Time management and meeting deadlines						
Responding non-defensively to critical feedback						

	Far short of expectations 0	Short of expectations 1	Equals expectations 2	Exceeds expectations 3	Far exceeds expectations 4	5
Interpersonal skills and behavior						
Professional boundaries with clients & coworkers						
Critical thinking skills						
Sensitivity to diverse populations						
Integrating knowledge from coursework into practice setting						
Documentation skills						

Please provide more information on ${q://QID4/ChoiceTextEntryValue/1}'s needed improvement or issues with the learning contract.

Please provide more information on ${q://QID4/ChoiceTextEntryValue/1}'s needed improvement or issues with practicum hours.

Please provide more information on ${q://QID4/ChoiceTextEntryValue/1}'s needed improvement or issues with adhering to agency policy or procedure.

Please provide more information on ${q://QID4/ChoiceTextEntryValue/1}'s needed improvement or issues with adhering to the NASW Code of Ethics.

Please provide more information on ${q://QID4/ChoiceTextEntryValue/1}'s needed improvement or issues with time management and meeting deadlines.

Please provide more information on ${q://QID4/ChoiceTextEntryValue/1}'s needed improvement or issues with responding non-defensively to critical feedback.

Please provide more information on ${q://QID4/ChoiceTextEntryValue/1}'s needed improvement or issues with interpersonal skills and behavior.

Please provide more information on ${q://QID4/ChoiceTextEntryValue/1}'s needed improvement or issues with professional boundaries with clients and coworkers.

Please provide more information on ${q://QID4/ChoiceTextEntryValue/1}'s needed improvement or issues with critical thinking skills.

Please provide more information on ${q://QID4/ChoiceTextEntryValue/1}'s needed improvement or issues with sensitivity to diverse populations.

Please provide more information on ${q://QID4/ChoiceTextEntryValue/1}'s needed improvement or issues with integrating knowledge from course work to practice setting.

Please provide more information on ${q://QID4/ChoiceTextEntryValue/1}'s needed improvement or issues with documentation skills.

Thank you for taking the time to provide feedback on the learning progress of our student. Is there anything else you would like to tell us about ${q://QID4/ChoiceTextEntryValue/1}'s progress in field?

Is there anything we can do to improve this experience for you or for ${q://QID4/ChoiceTextEntryValue/5}?

Would you like a follow-up contact with the student's course instructor?

- Yes
- No

You indicated that you would like for ${q://QID5/ChoiceGroup/SelectedChoices} to follow up with you. What is your preferred method of contact?

- Telephone call to number on file
- Email
- Videoconference

Other

Are you ready to submit this evaluation? If so, please select yes, and click the purple arrow below.

Yes

No

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Appendix M: Final Evaluations

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Final Field Evaluation

CSWE Educational Policy 2.3-Signature Pedagogy: Field Education

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

Directions for completing the Final Practicum Evaluation:

This evaluation covers one semester. Field hours should be completed each semester before the last day of final exam period. The student and Field Agency Supervisor should discuss this evaluation prior to submission.

How to rate the practice behaviors: (3-5) is satisfactory (S) and (1-2) is unsatisfactory (U)

(Multiple scores of "2" or less could impact the students grade and may prevent them from passing the course. Please state in comments why the student scored a 2 or less.)

5	The intern has excelled in this area as demonstrated by practice behavior.
4	The intern is functioning above expectations in this area as demonstrated by practice behavior.
3	The intern has met the expectations in this area as demonstrated by practice behavior.
2	The intern has not as yet met the expectations in this area through demonstration of practice behaviors, but gives indication s/he can do so in the near future.

1	The intern has not met the expectations in this area through demonstration of practice behaviors, and does not give indications s/he can do so in the near future.

This evaluation will address the nine core social work competencies. Within the evaluation, you will be provided the opportunity to use Likert scale ratings for each of the behaviors associated with these nine competencies. If you need to change a rating, you may use the forward and back buttons.

Please tell us about you and your student. Please fill this section out as accurately as possible.

Student Name (required)

Student Email (required)

Field Agency Supervisor Name (required)

Field Agency Supervisor Email (required)

Field Agency Site Name (required)

Who is your student's WNMU Field Course Instructor?

What is the WNMU Course Instructor's Email?

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 principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making 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:

1. 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
2. demonstrate professional behavior; appearance; and oral, written, and electronic communication
3. use technology ethically and appropriately to facilitate practice outcomes; and
4. use supervision and consultation to guide professional judgment and behavior

In thinking about your experiences with your social work student, ${q://QID19/ChoiceTextEntryValue/1}, please provide a rating of their skill attainment in the following areas using the rating scale described in the instructions:

	Does Not/Not Likely to Meet Expectation	Not Yet Performing as Expected	As Expected	Above Expectation	Significantly Above Expectation
	1	2	3	4	5
Ability to 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					
Ability to demonstrate professional behavior; appearance; and oral, written, and electronic communication					
Ability to use technology ethically and appropriately to facilitate practice outcomes					
Ability to use supervision and consultation to guide professional judgment and behavior					

Please provide comments or clarifications for scores indicated above.

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

Social workers understand that every person regardless of position in society 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 in order 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:

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

In thinking about your experiences with your social work student, ${q://QID19/ChoiceTextEntryValue/1}, please provide a rating of their skill attainment in the following areas using the rating scale described in the instructions:

	Does Not/Not Likely to Meet Expectation	Not Yet Performing as Expected	As Expected	Above Expectation	Significantly Above Expectation
	1	2	3	4	5
Ability to advocate for human rights at the individual, family, group, organizational, and community system levels					
Ability to engage in practices that advance human rights to promote social, racial, economic, and environmental justice					

Please provide comments or clarifications for scores indicated above.

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, and alienation as well as 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 the extent to which 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:

1. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
2. 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 of their own lived experiences.

In thinking about your experiences with your social work student, ${q://QID19/ChoiceTextEntryValue/1}, please provide a rating of their skill attainment in the following areas using the rating scale described in the instructions:

	Does Not/Not Likely to Meet Expectation	Not Yet Performing as Expected	As Expected	Above Expectation	Significantly Above Expectation
	1	2	3	4	5
Ability to demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels					

	Does Not/Not Likely to Meet Expectation	Not Yet Performing as Expected	As Expected	Above Expectation	Significantly Above Expectation
	1	2	3	4	5
Ability to 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 of their own lived experiences					

Please provide comments or clarifications for scores indicated above.

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

analysis, and they 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 a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social workers:

1. apply research findings to inform and improve practice, policy, and programs; and
2. 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.

In thinking about your experiences with your social work student, ${q://QID19/ChoiceTextEntryValue/1}, please provide a rating of their skill attainment in the following areas using the rating scale described in the instructions:

	Does Not/Not Likely to Meet Expectation	Not Yet Performing as Expected	As Expected	Above Expectation	Significantly Above Expectation
	1	2	3	4	5
Ability to apply research findings to inform and improve practice, policy, and programs					
Ability to 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					

Please provide comments or clarifications for scores indicated above.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects 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 practice to effect change in those settings. Social workers:

1. 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
2. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

In thinking about your experiences with your social work student, ${q://QID19/ChoiceTextEntryValue/1}, please provide a rating of their skill attainment in the following areas using the rating scale described in the instructions:

	Does Not/Not Likely to Meet Expectation	Not Yet Performing as Expected	As Expected	Above Expectation	Significantly Above Expectation
	1	2	3	4	5
Ability to use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services					
Ability to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice					

Please provide comments or clarifications for scores indicated above.

Competency 6: Engage with 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, and privilege as well as their personal values and personal 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:

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

In thinking about your experiences with your social work student, ${q://QID19/ChoiceTextEntryValue/1}, please provide a rating of their skill attainment in the following areas using the rating scale described in the instructions:

	Does Not/Not Likely to Meet Expectation	Not Yet Performing as Expected	As Expected	Above Expectation	Significantly Above Expectation
	1	2	3	4	5
Ability to apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies					
Ability to use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies					

Please provide comments or clarifications for scores indicated above.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. 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, and their personal values and experiences may affect their assessment and decision making. Social workers:

1. 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
2. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

In thinking about your experiences with your social work student, ${q://QID19/ChoiceTextEntryValue/1}, please provide a rating of their skill attainment in the following areas using the rating scale described in the instructions:

	Does Not/Not Likely to Meet Expectation	Not Yet Performing as Expected	Above Expectation	As Expected	Significantly Above Expectation
	1	2	3	4	5
Ability to apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies					
Ability to demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan					

Please provide comments or clarifications for scores indicated above.

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:

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

In thinking about your experiences with your social work student, ${q://QID19/ChoiceTextEntryValue/1}, please provide a rating of their skill attainment in the following areas using the rating scale described in the instructions:

	Does Not/Not Likely to Meet Expectation	Not Yet Performing as Expected	As Expected	Above Expectation	Significantly Above Expectation
	1	2	3	4	5
Ability to engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals					
Ability to incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies					

Please provide comments or clarifications for scores indicated above.

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 practice, policy, and service delivery effectiveness. 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:

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

In thinking about your experiences with your social work student, ${q://QID19/ChoiceTextEntryValue/1}, please provide a rating of their skill attainment in the following areas using the rating scale described in the instructions:

	Does Not/Not Likely to Meet Expectation	Not Yet Performing as Expected	As Expected	Above Expectation	Significantly Above Expectation
	1	2	3	4	5
Ability to select and use culturally responsive methods for evaluation of outcomes					
Ability to critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities					

Please provide comments or clarifications for scores indicated above.

Summary of Student Achievement

Please think about your work with ${q://QID19/ChoiceTextEntryValue/1}. Tell us a bit about how you view their overall achievement during their field practicum.

Please provide your comments on the student's strengths:

Please provide your comments on the student's limitations or areas identified for additional experience:

Please provide any other information you would like us to know or would like to add:

What letter grade would you assign ${q://QID19/ChoiceTextEntryValue/1}?

(Please note that letter grades are assigned based upon a combination of coursework, task completion, and your recommendations.)

A B C

D F

Are you ready to submit this field evaluation on behalf of your student?

- Yes
- No

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Appendix N: Learning Contract General Guidelines

The heart of the learning contract is a conversation between the social work student and their agency field practicum supervisor. The learning contract serves to design learning activities unique to the agency setting, the student needs, and to demonstrate the competency standards established by the Council on Social Work Education. Learning contracts are a road map for student mastery of the practice behaviors necessary for competent social work practice. Based on the developmental philosophy the first semester is best characterized by breadth and second semester by depth.

Each semester the student develops a new learning contract with their agency field practicum supervisor and course instructor. It is approved by the practicum course instructor. (This is a group effort!) The learning contract template asks that you develop a task to meet each component behavior of every competency. Not only does the learning contract provide a guide to navigate the semester's learning, it also serves as an agreement between the student, the agency, and the Social Work Program. The final semester grade combines achievement of all of the learning contract tasks, the field practicum evaluation, as well as other field practicum course assignments.

Learning contract tasks should be written in SMART language: Specific, Measurable, Attainable, Realistic and Timely.

Tasks should include the specific actions towards meeting the designated competency and practice behavior.

Action language includes statements such as:

- to analyze
- to answer
- to arrange
- to circulate
- to collect
- to define
- to discuss
- to develop
- to discern
- to demonstrate
- to review
- to schedule
- to research
- to explore
- to participate in

Learning contracts are reviewed during the semester (conclusion of each semester). If the student is unable to meet the tasks of the learning contract either the agency field practicum supervisor or the student should notify the field practicum course instructor to discuss alternatives.

Here are some sample learning contract tasks for MSW Foundation and Advanced MSW field experiences organized by Competency. These are suggestions but not an exhaustive list of learning activities. Remember that the learning contract tasks should be very

specific to the work you will be doing in your practicum agency so you can use these as a starting point, but they will need to be personalized to your setting, which might require adding more details. Learning contract tasks must also include some practice opportunities with all client system levels (individuals, families, groups, organizations and communities). There are creative ways to ensure these practice opportunities regardless of the agency setting.

BSW (SWK 492/499) & MSW (SWK 581/582) Foundation 2022 CSWE Competencies

Some of these sample tasks were adopted or adapted from other university learning contracts. Some were generated using Artificial Intelligence. You are encouraged to revise them as needed for use in your specific field agency. You are also permitted to use Artificial Intelligence to assist you in creating SMART tasks as long as you critically review the AI suggestions with your field agency supervisor to ensure the task is appropriate for your field setting.

Competency 1: Demonstrate Ethical and Professional Behavior

Component Behavior 1.1: 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

Social Work Intern (SWI) will identify an ethical dilemma relevant to the agency setting, apply an ethical decision-making framework to the dilemma, and make recommendations for resolution of the dilemma.
(example of individual, family, group, organization, or community system level depending on the dilemma)

SWI will demonstrate ethical behavior by following the NASW Code of Ethics when working with a specific client or client population.

Component Behavior 1.2: demonstrate professional behavior; appearance; and oral, written, and electronic communication

SWI will demonstrate professional behavior by adhering to the agency dress code and arriving to meetings on time.

SWI will demonstrate professional behavior when communicating with agency colleagues during staff meetings. (example of group system level)

Component Behavior 1.3: use technology ethically and appropriately to facilitate practice outcomes

SWI will complete orientation/training as required and demonstrate appropriate use of agency software to document practice interactions with clients.

SWI will explore the ethical use of technology in practice with agency clients.

Component Behavior 1.4: use supervision and consultation to guide professional judgment and behavior

SWI will prepare an agenda for weekly supervisory meetings.

SWI will reflect on their affective reactions to interaction with clients and discuss with their supervisor how these reactions may influence their professional judgment and behavior.

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

Component Behavior 2.1: advocate for human rights at the individual, family, group, organizational, and community system levels

SWI will identify opportunities to advocate with other local agencies on behalf of their clients. (example of organization system level)

SWI will research advocacy organizations that advance human rights and social justice for a social problem experienced by their clients.

Component Behavior 2.2: engage in practices that advance human rights to promote social, racial, economic, and environmental justice

SWI will explore the source of injustice experienced by a client or client population and identify advocacy strategies to promote justice.

SWI will facilitate a group discussion with colleagues about the social justice principles and standards found in the Code of Ethics. (example of group system level)

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

Component Behavior 3.1: demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels

SWI will implement anti-oppressive strategies while interacting with clients in practice settings.

SWI will identify threats to anti-racist and anti-oppressive social work practice at all system levels and share this information at a staff meeting. (example of group system level)

Component Behavior 3.2: 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 of their own lived experiences

SWI will engage in critical reflection to identify their areas of bias, power, and privilege in their practice.

SWI will demonstrate cultural humility by encouraging clients to take an active role in goal setting.

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

Component Behavior 4.1: apply research findings to inform and improve practice, policy, and programs

SWI will research evidence-based client interventions appropriate to the agency setting.

SWI will compile relevant research to address an agency or client need.

Component Behavior 4.2: 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

SWI will assess client evaluation methods/outcome methods used by their agency for cultural bias. (example of individual, family, or group system level)

SWI will assess agency program evaluation/outcome methods for cultural bias. (example of organization system level)

Competency 5: Engage in Policy Practice

Component Behavior 5.1: use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services

SWI will identify potential changes to agency regulations, policies and/or procedures that could enhance service delivery and/or access for racialized or marginalized clients. (example of organization system level)

SWI will research and critically evaluate broader social welfare policies that impact service delivery and/or access for agency clients, with an emphasis on those who are marginalized by these policies. (example of community system level)

Component Behavior 5.2: apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice

SWI will identify and critically evaluate local, state, or national legislation that impacts the agency and/or client base and take relevant action to advocate for human rights. (example of community system level)

SWI will participate in an agency or community policy advocacy effort. (example of group, organization or community system level)

When completing Competencies 6, 7, 8, and 9, all system levels (individual, families, groups, organizations, and communities) must be addressed between the two required tasks.

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

Component Behavior 6.1: apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies

*SWI will conduct at least two **client** (individual) assessments, applying person-in-environment frameworks to understand **individual** challenges and strengths, with feedback from my field supervisor on the use of these frameworks.*

*SWI will facilitate one **family** intervention session using interprofessional collaboration, integrating social work theories and insights from other professionals (e.g., psychologists, healthcare providers). SWI will document progress and receive feedback from supervisor.*

*SWI will lead one small **group** session (e.g., support group or therapy group) where they incorporate human behavior theory to address group dynamics and individual needs. SWI will document and receive feedback from supervisor.*
*SWI will participate in a team project within an **organization**, applying interprofessional frameworks to contribute to organizational planning and program development that supports client and community needs. SWI will document and receive feedback from supervisor.*

*SWI will engage in at least one **community**-based initiative (e.g., a public awareness campaign or advocacy project) where they utilize person-in-environment and interprofessional frameworks to address systemic issues impacting the community.*

*SWI will apply the person-in-environment (PIE) framework and at least one behavioral theory (e.g., CBT, attachment theory) during **individual** client assessments and discuss with supervisor.*

SWI will integrate family systems theory and interprofessional concepts such as trauma-informed care when facilitating a group or family session and discuss with supervisor.

*SWI will strengthen his/her ability to engage effectively with **organizational** partners by using an interprofessional collaboration framework (e.g., multidisciplinary team model).*

*SWI will conduct 2 **community** outreach activities or listening sessions and summarize findings using an ecological map or framework. SWI will review in supervision.*

Component Behavior 6.2: use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies

*SWI will use empathy and reflective listening in three **individua**l client sessions to explore and understand their cultural values, needs, and personal experiences. SWI will integrate these insights into culturally responsive intervention strategies and assess client progress with culturally relevant tools and feedback from my supervisor and clients. SWI will track client progress by using culturally relevant assessment tools and seek feedback from supervisor and clients to assess the cultural responsiveness of interventions.*

*SWI will facilitate three f**amily**-focused interventions, applying cultural sensitivity and empathy to understand the unique dynamics and cultural traditions of the family. SWI will collaborate with family members to design and implement culturally appropriate treatment or support plans and gather feedback to evaluate the effectiveness of the intervention. SWI will assess success through feedback from family members and the supervisor, evaluating the family's level of engagement with the intervention and the degree to which cultural sensitivity was effectively integrated into the assessment and treatment plan.*

*SWI will lead one **group** session (e.g., therapy or support group), using empathetic communication and cultural reflection to create an inclusive environment where diverse cultural perspectives are respected. SWI will engage the group with culturally relevant content and gather participant feedback on the cultural responsiveness of the session.*

*SWI will participate in two **organizational** initiatives (e.g., program planning, policy review), ensuring that cultural competencies are embedded in organizational practices and policies. SWI will use empathy and interpersonal skills to collaborate with colleagues and stakeholders from diverse backgrounds to advocate for culturally responsive approaches in service delivery.*

*SWI will engage in two **community**-based projects or advocacy efforts, applying cultural reflection and interpersonal skills to build trust and facilitate community engagement. SWI will ensure that the initiatives are inclusive of diverse cultural perspectives and gather feedback from community members on how effectively their cultural needs and concerns were addressed.*
*SWI will strengthen his / her culturally responsive engagement with individual clients by using empathic communication and reflective practice during sessions. After 2 **individual** sessions, SWI will complete a brief reflection identifying cultural factors, client perspectives, and/or how he/she applied empathy in each interaction. SWI will use supervision to review reflections and receive feedback.*

*SWI will apply at least three cultural humility techniques (e.g., open-ended questions about cultural values, acknowledging differences, avoiding assumptions) in 2 **family** or **group** sessions, documented in session notes.*

*SWI will improve culturally responsive communication in **organizational** settings by using empathy and professional interpersonal skills during interprofessional collaborations. SWI will apply collaborative communication strategies (e.g., active*

listening, perspective-taking) in 1 organizational meeting, followed by written reflections on cultural dynamics observed.

*SWI will engage with **community** members in a culturally responsive manner by practicing empathy, active listening, and reflective awareness of community-level cultural norms. SWI will participate in one **community** outreach or engagement events and complete a reflection after each, describing how SWI applied empathy and cultural responsiveness.*

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

Component Behavior 7.1: apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies

*SWI will conduct two individual client assessments using the person-in-environment framework to identify how **individual** behaviors are influenced by internal factors (e.g., emotions, cognition) and external factors (e.g., family, culture, social context). SWI will apply human behavior theories (e.g., cognitive-behavioral theory, systems theory) and culturally responsive practices to ensure a holistic, individualized approach. SWI will track progress by using culturally relevant assessment tools, documenting insights gained from the assessment, and collecting feedback from both the client and supervisor to evaluate the effectiveness of the assessment.*

*SWI will complete three **family** assessments, using theories of human behavior and the person-in-environment framework to explore how family dynamics, cultural background, and environmental factors shape the functioning of the **family**. SWI will work with family members to identify and understand the intergenerational impact of behaviors and address cultural factors throughout the assessment process. SWI will obtain feedback from both family members and team members on the relevance and effectiveness of the assessment.*

*SWI will assess a **group** session, using human behavior theories and person in environment frameworks to understand how **group** dynamics and individual behaviors are influenced by social, cultural, and environmental factors. SWI will incorporate interprofessional frameworks to guide assessment of groups processes, such as role dynamics and cultural influences. SWI will receive feedback from group participants on the cultural responsiveness and effectiveness of the assessment process.*

*SWI will participate in two **organizational** assessments (program evaluations, policy assessments), applying human behavior theories, person-in-environment framework, and interprofessional conceptual frameworks to understand how organizational structures and practices impact client and community outcomes. SWI will use culturally responsive practices to ensure that organizational policies are inclusive of diverse cultural perspectives. SWI will evaluate policy changes or practice changes through feedback from organizational leaders and colleagues regarding the inclusiveness of the assessment and application of culturally responsive frameworks.*

*SWI will complete a **community** needs assessment using person in environment and culturally responsive frameworks to assess how community factors (culture,*

environment, resources) influence community behavior and health outcomes. SWI will assess the cultural relevance and inclusiveness of assessment process, and any resulting community initiative or policy recommendation through community feedback and discuss in supervision.

*SWI will apply at least two theories of human behavior (e.g., CBT, attachment theory) and the person-in-environment (PIE) framework when completing **individual** assessments. SWI will document the use of these frameworks in 2 individual assessments and review them in supervision.*

*SWI I will integrate family systems theory and culturally responsive frameworks when assessing families or groups. SWI will apply these frameworks in at least 1 **family or group** assessments, noting cultural dynamics, communication patterns, and environmental factors and discuss in supervision or in class logs.*

*SWI will use interprofessional conceptual frameworks (e.g., ecological systems theory, team-based care models) to assess **organizational** functioning and service delivery. SWI will complete one organizational assessment using a culturally responsive and interprofessional framework and share 2 improvement recommendations with my supervisor.*

*SWI will conduct one **community** assessment using culturally appropriate methods (e.g., listening sessions, informal interviews, participatory mapping) discuss in supervision or in class logs.*

Component Behavior 7.2: demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan

*For 3 **individual** clients, SWI will use a shared decision-making approach, ensuring each client identifies at least two of their own goals in their service plan.*

*SWI will conduct 4 **family or group** assessment sessions in which participants collaboratively identify shared goals, and SWI will document how consensus was reached.*

*After completing one **organizational** assessment, SWI will gather input from staff or stakeholders to create a joint improvement plan with at least three mutually agreed-upon priorities. This will be shared with SWI's supervisor.*

*SWI will hold two **community**-engagement activities (e.g., listening sessions, forums) and ensure community members contribute directly to at least three goals or strategies in the final plan, and discuss in supervision.*

*SWI will engage clients in a collaborative process during **individual** assessments, ensuring that their input is central to identifying goals and developing a plan that reflects their values and preferences. SWI will document the client's contributions to the plan's development and gather feedback from both the client and supervisor to evaluate the effectiveness of the process.*

*SWI will collaborate with **family** members to identify collective goals and create a mutually agreed family plan that respects the input of all family members. SWI will assess the effectiveness of the collaboration through feedback from family members and documentation of their contributions to family plan.*

*SWI will facilitate a discussion during a **group** session to ensure that each member has the opportunity to express their goals and preferences. SWI will collaborate with the group to develop a shared plan that reflects their collective input. SWI will evaluate the group's level of engagement and the extent to which their input is reflected in the final plan, gathering feedback from both participants and colleagues.*

*SWI will collaborate with colleagues and **organizational** leaders to develop and review organizational assessment tools, ensuring that client and community input in incorporated into the tools and processes used for planning. SWI will gather feedback from staff and clients on how well their perspectives were integrated into the organizational tools and processes.*

SWI will collaborate with community leaders and engage community members to complete community needs assessment to ensure their input is central in identifying key priorities and developing a plan that reflects the community's values and needs. SWI will assess level of community participation through feedback from community members.

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

Component Behavior 8.1: engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals

SWI will participate in at least two multidisciplinary team meetings to enhance the quality of services delivered to clients.

SWI will review at least four clients progress on treatment goals and termination process during supervision before discharging clients from services.

*SWI will collaborate with **individual** clients to identify their goals and select culturally responsive, evidence informed interventions that align with their values and preferences. SWI will track interventions used and progress toward their identified goals using relevant outcome measures and gather feedback from clients on their chosen approach.*

*SWI will complete three **family** sessions by collaboratively identifying family goals and implementing culturally responsive, evidence informed interventions that address family dynamics and cultural context. SWI will assess effectiveness of intervention through feedback from family members, monitoring changes in family functioning and goal attainment.*

*SWI will facilitate one **group** session, implementing a culturally responsive, evidence informed intervention that aligns with the group's collective goals. SWI will evaluate the effectiveness of intervention by collecting feedback from group members and discuss with supervisor.*

*SWI will collaborate in at least to **organizational** initiatives, contributing to the development and implementation of culturally responsive practices. SWI will measure the extent to which culturally responsive practices are integrated into organizational policies or programs by gathering feedback from stakeholders on the effectiveness of these practices and discussing results during supervision.*

*For 2 **individual** clients, SWI will select and document an intervention (e.g., CBT, MI, narrative therapy) that is culturally appropriate and discuss the choice with each client to ensure it aligns with their preferences.*
*SWI will implement at least one culturally responsive, evidence-informed **group or family** intervention (e.g., family systems techniques, group-based solution-focused strategies). SWI will use these interventions in 1 family or group sessions and document them appropriately.*
*In partnership with staff, SWI will propose and help implement one **organizational**-level strategy (e.g., trauma-informed approach, culturally adapted intake tool), and track at least one observable change in practice.*

*In collaboration with **community** members, SWI will co-design one intervention or outreach strategy (e.g., culturally adapted workshop, resource event, educational campaign) and evaluate participation or feedback in supervision or weekly logs.*

Component Behavior 8.2: incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies

*For 3 **individua**l clients, SWI will document at least one advocacy action per client (e.g., negotiating services, explaining rights, or facilitating access) that considers cultural preferences and needs.*

*SWI will facilitate 1 **family or group** session where at least one culturally sensitive mediation or negotiation strategy is applied, and outcomes are documented.*

*SWI will participate in one **organizationa**l policy or procedure review and propose to supervisor at least three culturally informed recommendations to improve fairness and inclusivity.*

*SWI will co-lead two **community** advocacy initiatives (e.g., resource campaign, community forum, policy briefing) and ensure community input shapes at least three concrete advocacy actions that are presented to the agency.*

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

Component Behavior 9.1: select and use culturally responsive methods for evaluation of outcomes

*SWI will apply at least one culturally appropriate assessment or outcome measure (e.g., culturally adapted mood scale, client-defined goals) with 2 **individua**l clients and document how cultural factors influenced interpretation.*

SWI will integrate two culturally sensitive feedback methods (e.g., anonymous group check-ins, culturally relevant goal setting, narrative reflections) in at least 1 ***family or group*** *sessions and summarize findings and present to supervisor.*

SWI will apply a cultural responsiveness evaluation checklist or similar tool during 2 ***organizational*** *meetings or program reviews, and provide recommendations to supervisor based on findings.*

SWI will gather ***community*** *input using two culturally appropriate data-collection methods (e.g., focus groups in preferred languages, community storytelling, participatory surveys) during two community events and summarize results.*

Component Behavior 9.2: critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities

SWI will review ***client*** *progress using a standardized or client-defined outcome tool for 2 individual clients and make at least one practice adjustment for each based on the findings.*

SWI will collect and analyze feedback or outcome data (e.g., group check-ins, brief surveys, group observations) from 2 ***family or group*** *sessions and implement at least two changes to improve group engagement or outcomes.*

SWI will review outcome data from one ***organizational*** *program or team process and create a 1–2 page summary with recommendations grounded in the analysis.*

SWI will review feedback or evaluation results from two ***community*** *events or outreach activities and propose at least three adjustments to supervisor to improve community engagement or service impact.*

MSW (SWK 681/682) Advanced 2022 CSWE Competencies

Some of these sample tasks were adopted or adapted from other university learning contracts. Some were generated using Artificial Intelligence. You are encouraged to revise them as needed for use in your specific field agency. You are also permitted to use Artificial Intelligence to assist you in creating SMART tasks as long as you critically review the AI suggestions with your field agency supervisor to ensure the task is appropriate for your field setting.

Advanced Competency 1: Demonstrate Ethical and Professional Behavior

Component Behavior 1.1: integrate social work core values, ethical standards, and relevant laws and regulations into practice at all practice levels

SWI will understand best practices based on agency policies, social work ethics and relevant laws that dictate practice. (example of organization system level)

SWI will review situations as they arise during weekly supervision to ensure best practices.

SWI will understand and apply the difference between the NASW Code of Ethics and State Laws regulating MSW Practice at all practice levels. (example of community system level)

Component Behavior 1.2: utilize critical thinking to select and apply ethical decision-making models and frameworks that are appropriate to situation and context

SWI will engage in weekly supervision to explore appropriate ethical frameworks related to specific cases throughout the semester. (example of individual, family or group system level)

SWI will complete monthly case reflections with supervisor to identify and process personal challenges, counter-transference reactions, values and ethical dilemmas.

SWI will utilize critical thinking to apply an evidence-based ethical decision-making model to an agency or client circumstance that warrants it. Following this, SWI will review their decisions with the supervisor for feedback and guidance. (example of individual, family, or group system level)

Component Behavior 1.3: distinguish between personal and professional values to limit the influence of personal values that may be incongruent with social work values in all practice situations

SWI will identify one personal value that conflicts with a professional value provided by the NASW Code of Ethics and identify/implement strategies to reduce the impact of this discrepancy. SWI will discuss the findings with the supervisor.

SWI will utilize weekly supervision, class discussion, and supervision logs to openly identify personal and professional social work values. SWI will discuss any incongruencies in weekly supervision.

SWI will review the NASW Code of Ethics with supervisors and colleagues. SWI will actively seek guidance from seasoned colleagues on managing conflicts between personal and professional values, and strategize on effective navigation through such situations.

Component Behavior 1.4: carry out the roles and responsibilities professionally in inter-professional teams

SWI will attend weekly interdisciplinary meetings to learn about the roles of each team member and determine how this impacts client services. (example of group system level)

SWI will participate in weekly team meetings using professional language in discussions regarding client care and agency practices. (example of group system level)

SWI will adhere to their role in the interprofessional team at the agency and will professionally carry out her intern role respectfully.

Component Behavior 1.5: integrate emerging forms of technology in practice while adhering to the profession's guidelines for ethical technology use

SWI will be aware of and adhere to (HIPAA, FERPA, 42CFR- depending on the setting), and other confidentiality laws related to electronic communication.

SWI will effectively learn the electronic documentation platforms and utilize them in the practice setting, as demonstrated by the weekly use of this platform during the semester.

SWI will work to integrate emerging forms of technology, such as the use of WhatsApp with clients, in the practice setting while also adhering to the ethical use of technology.

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

Component Behavior 2.1: work toward the elimination of oppressive structural barriers to ensure that environmental, economic, social, racial, and cultural human rights are protected at the individual, family, group, organizational, community, or global levels

SWI will attend a public hearing or organizational meeting focused on increasing social and economic justice. (example of organization or community system level)

SWI will identify a client or client group served by the agency experiencing an oppressive structural barrier and will advocate on their behalf to receive fair treatment in all areas: environmental, economic, social, and cultural human rights. (example of individual, family or group system level depending on setting)

SWI will use their local or national NASW website to research and participate in activities that address environmental, economic, social, and cultural human rights. (example of community system level)

Component Behavior 2.2: utilize knowledge, skills, and values to engage in culturally responsive practices that promote social, racial, economic, and environmental justice

SWI will evaluate for factors of intersectionality and use a culturally humble approach when working with clients and groups. SWI will discuss findings with supervisor; SWI will implement strategies that promote social, racial, economic, and environmental justice. (example of individual, family or group system level)

SWI will explore how social and economic justice issues relate to presenting problems in clients/families on caseload. Explore how social justice challenges relate to resiliency for children and their families. (example of individual or family system level)

SWI will identify the institutionally embedded barriers to an individual client's progress and discuss findings with the agency supervisor. (example of organization system level)

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

Component Behavior 3.1: engage in anti-racist and anti-oppressive social work practice at all system levels

*SWI will understand and apply anti-racist principles in the practicum (*example form University of Montana)*

SWI will increase knowledge of the community demographics related to the population the agency serves. Using this knowledge, SWI will implement relevant perspectives and practice models when working with the client population. (example of community system level)

*SWI will discuss ways to engage and improve ADEI in practice with the supervisor, Faculty Field Liaison, and/or peers in the practicum seminar (*example from University of Montana)*

SWI will understand the impact of historical and systematic discrimination and oppression of marginalized populations. (example of community system level)

SWI will utilize Systems, Ecological theories and Intersectionality to better understand each client in the context of their environmental interactions, diverse cultural identities and how they intersect, support systems and utilize social work values and ethics to engage with best practices. Each client will be discussed in supervision in the context of these theories to evaluate their needs and progress toward treatment goals in these larger contexts. (example of individual, family or group system level)

Component Behavior 3.2: embody cultural humility at all systems levels by engaging in continuous self-awareness and critical thinking to manage the influence of personal biases and values

SWI will participate in monthly cultural competence educational/current topics, meeting at agency (e.g. BLM, national policies, etc.). (example of group system level)

SWI will complete weekly journals about experiences in practicum and share experiences with the supervisor, during supervision, regarding the exploration of personal bias when situations arise.

SWI will reflect on how personal beliefs/values impact interactions with clients. SWI will discuss reflections with the supervisor and if needed, implement strategies to address bias.

SWI will discuss in supervision, class, and in weekly supervision logs ways, they have engaged in cultural humility in the agency.

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

Component Behavior 4.1: engage in relevant scientific inquiry appropriate to the practice setting

SWI will learn about polyvagal theory, somatic experiencing practice application, and other theories (such as Systems, Maslow, etc.) related to providing trauma-informed practice.

SWI will review evidence-based interventions effective for the agency's client population and discuss their application with the agency supervisor.

*SWI will research evidence-based policies informing agency practice and client population and discuss with the supervisor (*example from University of Montana)*

Component Behavior 4.2: demonstrate critical analysis of quantitative and qualitative research methods and interpret research findings to inform and improve practice, policy, and programs across diverse communities at all levels of practice

SWI will understand how the agency measures the effectiveness of interventions.

SWI will research fidelity measures of evidence-based interventions used at their agency (MI, CBT, etc).

SWI will implement a qualitative and quantitative instrument to measure client progress.

Component Behavior 4.3: apply ethical, culturally informed, anti-racist, and anti-oppressive advanced strategies to address inherent biases in quantitative and qualitative research methods

SWI will evaluate agency assessment tools and clinical measures to determine if they are developed with bias. SWI will discuss the findings with their supervisor.

SWI will review evidence-based trauma-informed and AEDI organizational assessment tools and discuss their potential use of them in the agency with their supervisor.

SWI will review literature related to the creation of gender-inclusive social work settings. SWI will compare findings with the agency practices and review possible changes with the supervisor.

Advanced Competency 5: Engage in Policy Practice

Component Behavior 5.1: articulate the connection between social work history, theories, values, and ethics and policy practice

SWI will learn about the history of advocacy for clients and relevant theories, discuss with their supervisor how these apply to clients in the practice setting, and engage in advocacy efforts that contribute to client wellbeing.

SWI will review the history of the foster care system and discuss the connection between this history and social work theory, ethics, and policy development with her supervisor.

SWI will evaluate an agency, state or national policy and its impact on client services. (example of organization or community system level)

Component Behavior 5.2: use an anti-racist and anti-oppressive perspective to analyze and improve how social policy impacts well-being, service delivery, and access to social services across practice settings and levels

SWI will research barriers to social, racial, economic, and environmental justice at their practicum and gain an understanding of how these are currently being addressed. (Hint: 681 students this is the focus of your signature assessment). (example of organization system level)

SWI will review a state social policy impacting the client population/community of agency and identify any institutional barriers created by it and or resolved by it. SWI will discuss the findings with their supervisor. (example of community system level)

SWI will understand state policies related to immigration and evaluate how these policies impact service delivery. (example of community system level)

Component Behavior 5.3: actively participate in rights-based advocacy that enhances social, racial, economic, and environmental justice by developing new policy and/or revising existing policy

SWI will create a plan to address barriers to social, racial, economic, and environmental justice at their practicum (Hint: 681 students this is the focus of your signature assessment). (example of organization system level)

SWI will investigate community resources available to clients including, but not limited to heating/cooling centers, access to food, community parks, etc. SWI will attend a community council meeting and advocate for positive change. (example of community system level)

SWI will identify a social policy negatively impacting their client population and write a letter to elected officers related to impact of the policy and changes needed. (example of community system level)

When completing Competencies 6, 7, 8, and 9, all system levels (individual, families, groups, organizations, and communities) must be addressed between the two required tasks.

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

Component Behavior 6.1: utilize a variety of theoretical frameworks and evidence-based approaches to engage with clients and constituencies

Individual / Family Level:
SWI will conduct an initial intake interview and identify two theoretical frameworks and at least one evidence-based approach and discuss in supervision, weekly supervision logs and/ or in class.

SWI will apply a culturally responsive engagement strategy during assessment discuss in supervision, weekly supervision logs and/ or in class.

SWI will observe an intake session and identify which theoretical framework (e.g., Systems, Strengths-Based, etc) was applied; summarize in supervision.

SWI will complete a role-play exercise using a chosen engagement theory (e.g., Motivational Interviewing) and reflect on its effectiveness in supervision

SWI will review a case study or client file and identify engagement strategies that were used; discuss cultural responsiveness and interpersonal skills in supervision.

SWI will create a culturally responsive engagement plan for a hypothetical client scenario, including strategies for building rapport and addressing diversity and discuss with supervisor, in class and /or weekly supervision logs.

*SWI will develop a hypothetical engagement plan for a **family** using a family systems theory and culturally responsive strategies and discuss in supervision.*

*SWI will observe a **family** meeting and document how theoretical frameworks guided engagement.*

Group Level:
SWI will facilitate or co-facilitate a group session using an evidence-based group engagement model (e.g., psychoeducational approach).

SWI will develop a group engagement plan that addresses diverse needs and promotes inclusion. SWI will review plan with supervisor.

SWI will create a group engagement strategy based on social learning theory and discuss in supervision.

Organizational Level:
SWI will review agency policies for cultural responsiveness and provide feedback to the supervisor.

SWI will attend a case staffing meeting and document how professionals engage with clients indirectly through collaborative planning and discuss in supervision, weekly supervision logs and/ or in class.

SWI will develop a plan for outreach to underserved populations, considering barriers related to diversity and inclusion (681 students- this is the topic of the SA)

Community Level:
SWI will attend a community forum, outreach event or coalition meeting and apply principles from community engagement theory (empowerment theory).

SWI will develop a plan for outreach to underserved populations, considering barriers related to diversity and inclusion (681 students- this is the topic of the SA)

Component Behavior 6.2: engage diverse individuals, and/or families, groups, organizations and communities without bias through relationship-building and interpersonal skills such as active listening, empathy, reframing, awareness of body language and indirect cues, and self-reflection

Individual/Family:
SWI will conduct an initial intake interview using active listening and empathy.
SWI will reflect on personal biases after a client session and discuss insights with supervisor, in class and in week supervision logs.

SWI will review a case study or client file and identify engagement strategies that were used; discuss cultural responsiveness and interpersonal skills in supervision.

SWI will create a culturally responsive engagement plan for a hypothetical client scenario, including strategies for building rapport and addressing diversity and discuss with supervisor, in class and /or weekly supervision logs.

SWI will observe a professional and client interaction and discuss interpersonal skills (empathy, reframing, etc) with supervisor and or the professional leading the interaction.

*SWI will complete a process recording identifying relationship building and interpersonal skills used in client interaction – **Note – this could be used for each level of practice***

*SWI will observe a **family** session and note examples of relationship-building and cultural responsiveness.*

*SWI will develop a hypothetical **family** engagement plan incorporating empathy and reframing techniques.*

Group Level:
SWI will co-facilitate or observe a group session and identify how active listening and indirect cues were used to engage members.

SWI will create a group activity that promotes inclusion and relationship-building among diverse participants and discuss in weekly supervision.

Community Level:
SWI will attend a community meeting and practice active listening when interacting with stakeholders; summarize engagement strategies observed.

SWI will develop a culturally responsive outreach message that demonstrates empathy and inclusivity.

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

Component Behavior 7.1: select and apply a variety of culturally responsive theoretical frameworks and evidence-based approaches to collect, organize, interpret, and analyze information and assessment data from clients, collateral contacts, and constituencies

Individual/Family:
SWI will conduct a comprehensive biopsychosocial assessment using culturally responsive frameworks.

SWI will collaborate with clients to identify strengths and challenges, ensuring respect for self-determination.

SWI will document assessment findings and reflect on potential biases in supervision notes.

SWI will research and critique two evidence-based assessment tools for cultural responsiveness and applicability to diverse populations.

SWI will complete a mock assessment based on a case vignette, including strengths, challenges, and measurable goals and review in supervision, class and /or weekly supervision logs.

SWI will observe an interdisciplinary meeting where assessment results are discussed and reflect on how self-determination and cultural factors are respected.

*SWI will develop a hypothetical **family** assessment plan using family systems theory and culturally responsive strategies.*

*SWI will observe a **family** assessment and document how data was collected and interpreted.*

Group:
SWI will facilitate a group needs assessment by collecting and analyzing member feedback.

SWI will apply evidence-based tools to assess group dynamics and cultural considerations.

SWI will develop measurable goals for the group based on assessment data.

SWI will create a group needs assessment tool based on evidence-based approaches and discuss its cultural applicability in weekly supervision, logs and/or in class.

Organizational:
SWI will review organizational policies and procedures to identify gaps in service delivery for diverse populations. ***(681- SA)***

SWI will conduct an internal assessment of agency resources and cultural competence and discuss findings with supervisor.

Community level:
SWI will research how to implement a community needs assessment project, gathering data from multiple stakeholders and findings with supervisor.

SWI will research and analyze agency demographic and cultural data and review ways this informs program planning with supervisor.

Component Behavior 7.2: demonstrate respect for self-determination while developing mutually agreed-on, realistic, culturally appropriate, and measurable intervention goals and objectives based on information obtained through assessment with clients and constituencies

Individual/ Family:
SWI will review a case file and draft culturally appropriate goals that respect client self-determination.

SWI will collaboratively develop culturally appropriate goals that respect client self-determination with at least 2 clients.

SWI will develop a hypothetical intervention plan for a ***family*** *that includes realistic, culturally appropriate goals and discuss in supervision.*

SWI observe a ***family*** *session and note how self-determination was respected.*

Group:
SWI will create measurable group objectives based on assessment data and discuss cultural considerations.

SWI will observe a group goal-setting process and reflect on inclusivity and mutual agreement.

Organizational:
SWI will participate in a multidisciplinary team meeting and note how client self-determination was respected & discuss in supervision, weekly supervision logs and/ or in class.

Community Level:

SWI will draft a culturally responsive community action plan with measurable objectives based on needs assessment findings (see 7.1) & discuss in supervision, weekly supervision logs and/ or in class.

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SWI will participate in a community meeting and document how stakeholders' self-determination was incorporated into planning & discuss in supervision, weekly supervision logs and/ or in class.

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

Component Behavior 8.1: use a variety of multi-disciplinary theoretical frameworks, culturally sensitive, and evidence-based approaches to select and implement interventions that fit the target of concern to achieve practice goals and enhance capacities of clients and constituencies

Individual System Level

*SWI will conduct three evidence-informed, culturally responsive intervention sessions with **individual** clients, using at least two different theoretical frameworks (e.g., CBT, strengths-based, or solution-focused). SWI will document the frameworks applied, client feedback, and outcome progress in supervision notes.*

Individual, or Family, or Group System Level

*SWI will choose and utilize evidence-based and appropriate intervention strategies to use with an **individual** client (**or a family or a group**) and will check in with their supervisor to evaluate if intervention strategies are appropriate. **(this same task could be used for individual, family and/or group client systems depending on the available client systems served by the agency)***

*SWI will demonstrate knowledge of planned change processes, including intervention and termination. SWI will discuss the impact of interventions on **individual** clients (**or families or groups**) at the micro, mezzo and macro level system level**. (this same task could be used for individual, family and/or group client systems depending on the available client systems served by the agency)***

Group System Level

SWI will demonstrate an understanding of Yalom's stages of group development & principles by identifying these in therapeutic groups as well as in agency interprofessional team meeting.

Component Behavior 8.2: actively participate in inter-professional collaboration as necessary, to enhance and inform the intervention process and to achieve beneficial practice outcomes

Individual System Level

SWI will provide an educational case presentation about the application of social work client interventions to the agency multidisciplinary team.

Family System Level

*SWI will facilitate two structured **family** intervention meetings that incorporate collaborative goal-setting and demonstrate inclusion of all family members' perspectives. SWI will submit a written reflection identifying how cultural sensitivity and inter-professional collaboration (e.g., consultation with a school counselor or healthcare provider) informed the intervention process.*

Group System Level

SWI will utilize weekly multidisciplinary team meetings to staff client concerns, work with clinicians and community support workers to ensure mutual clients enrolled in school programs receive the support they need, and utilize this collaborative process to inform best intervention practices.

Organizational System Level

SWI will attend an agency board meeting (or division directors meeting) and discuss how the work of the board of directors informs client interventions, staff training, etc.

SWI will develop and present a policy or program improvement proposal to agency leadership that integrates evidence-based practices and addresses diversity or equity concerns. SWI will deliver a written proposal and facilitate one feedback meeting with staff to assess feasibility and alignment with organizational goals.

Community System Level

*SWI will collaborate with at least two **community partners** (e.g., nonprofits, schools, advocacy groups) to plan and implement a **community-based intervention or outreach event** addressing a local need (e.g., mental health awareness, housing insecurity). SWI will document partner roles, event participation numbers, and collect post-event evaluations from attendees and collaborators.*

*SWI will partner with community leaders to design and launch a public awareness campaign (e.g., social media, flyers, workshops) addressing a pressing issue. SWI will track number of participants, views, or materials distribute and gather community feedback. **(This example of a community system level task could also be used when placed at an agency, such as a private practice, that does not provide community wide services)***

Component Behavior 8.3: intentionally include clients and constituencies as integral partners in the intervention process and to discern when mutually agreed-on goals are accomplished and appropriately facilitate transition and endings

Individual or Family System Level

*SWI will work with clients collaboratively to develop an **individual** client (or **family**) treatment plan, and in review of treatment plan throughout the intervention process.* ***(this same task could be used for individual or family client systems depending on the available client systems served by the agency)***

*SWI will consistently review goals with an **individual** (or **family** client) to determine when goals have been met & discuss termination or transition. SWI will discuss SWI's plan to leave the agency and will prepare the client at least two-weeks in advance to appropriately transition her to another social worker before terminating the practitioner/client relationship.* ***(this same task could be used for individual or family client systems depending on the available client systems served by the agency)***

*SWI will review the termination process in supervision and relevant research evidence to inform the timing and interventions related to the **individual** client's (or **family's**) progress and needs. SWI will learn the termination process in the agency, including discharge planning and discharge documentation. SWI will utilize discharge documentation to complete discharge notes when clients are discharged.* ***(this same task could be used for individual or family client systems depending on the available client systems served by the agency)***

Group System Level

SWI will apply Yalom's principles and techniques in determining collaborative group goals and transitions/terminations of members and or the group.

Community System Level

*SWI will organize and facilitate **one community listening session** with at least 20 participants to identify shared concerns and co-create intervention goals. SWI will share attendance records, meeting notes, and a summary of community-identified priorities during supervision.*

SWI will interview a social service provider in their local community that provides community level services to mutual clients to learn about the intervention and goal setting processes at the community systems level. SWI will provide a brief presentation for field agency staff that summarizes what was learned. ***(This example of a community system level task could also be used when placed at an agency, such as a private practice, that does not provide community wide services)***

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

Component Behavior 9.1: use advanced social work practice skills and culturally responsive methods for monitoring and evaluation of outcomes

Individual System Level

*SWI will administer and analyze culturally appropriate pre- and post-intervention assessment tools (e.g., depression or stress scales) with at least three **individual clients** to evaluate intervention effectiveness. SWI will compare quantitative scores and*

document qualitative client feedback to identify changes in functioning and culturally relevant factors influencing outcomes.

Individual, or Family, or Group System Level

*SWI will research and demonstrate knowledge of planned change processes, including evaluation and follow-up, as may be appropriate at either the micro, mezzo, or macro level (*example from University of Montana)* ***(this same task could be used for individual, family, group, organizational or community client systems depending on the available client systems served by the agency)***

Organizational System Level

SWI will research and discuss the agency's plan for evaluating practice outcomes. SWI will understand the rationale for the agency's evaluation method and review outcome reports. (Hint: 682 students, this is the focus of your Signature Assessment)

SWI will design and conduct a program evaluation project (e.g., client satisfaction survey or service utilization analysis) within the agency, incorporating anti-racist and equity-focused indicators. SWI will submit a written report with data analysis, identify at least two actionable recommendations, and present findings to agency staff or leadership. (Hint: 682 students, this is the focus of your Signature Assessment) (example of organization system level)

Component Behavior 9.2: critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities with particular attention to antiracist and anti-oppressive perspectives

Individual System Level

SWI will develop and implement a brief client satisfaction survey for clients that have been discharged with the last 6 months. SWI will analyze findings and review trends with their agency supervisor.

Individual, or Family, or Group System Level

SWI will use outcome measures such as evidence-based pre/post-assessment tools, client satisfaction surveys, goal completion, etc. to determine the efficacy of interventions. The intern will analyze outcomes and discuss trends with their agency supervisor. ***(this same task could be used for individual, family, or group client systems depending on the available client systems served by the agency)***

Family System Level

SWI will conduct two ***family case evaluations*** *using structured tools (e.g., family functioning scales, genograms) and incorporate anti-oppressive reflection questions to assess power dynamics and cultural influences. SWI will produce a written evaluation report highlighting strengths, challenges, and recommendations for practice improvement, reviewed in supervision.*

Group System Level

*SWI will implement pre/post group evaluation surveys for a **psychoeducational or support group** (minimum of four sessions) to measure changes in knowledge, skills, or cohesion. SWI will analyze survey data, present findings in a summary chart, and include participant feedback on inclusivity and cultural responsiveness.*

Organization System Level

*SWI will research alternative outcome measures/evaluations that would benefit and/or **improve agency outcomes**. SWI will present his/her findings to their supervisor, colleagues, and/or classmates, etc.) (Hint: 682 students, this is the focus of your Signature Assessment)*

*SWI will demonstrate an understanding of cultural bias in **agency** standardized tests and assessment tools. SWI will discuss with their supervisor the impact of these biases on outcomes.*

Community System Level

*SWI will collaborate with community partners to conduct a needs assessment or outcome evaluation of a **community** initiative (e.g., outreach event, advocacy campaign), using both quantitative participation data and qualitative stakeholder interviews. SWI will compile findings into a summary report, highlighting culturally responsive practices and at least one recommendation for enhancing **community** impact. **(This example of a community system level task could also be used when placed at an agency, such as a private practice, that does not provide community wide services)***

*SWI will perform an equity-focused evaluation of community service delivery (e.g., who is accessing services, who is excluded). SWI will create a demographic breakdown of service users and identify at least two strategies to reduce barriers. **(This example of a community system level task could also be used when placed at an agency, such as a private practice, that does not provide community wide services)***

Things to Remember: Each task on the learning contract must begin with SWI will (Social Work Intern will). The top of the learning contract should be fully completed by the student.

Date Achieved: Students should enter a tentative date in which you plan to achieve each learning contract task. Once you have completed each learning contract task, the actual date achieved should be entered. Students should not just enter the last date of the semester as the achievement date when developing the learning contract. It is important that students plan their learning contract tasks to span the entire semester.

Some helpful hints: Before students begin writing their Learning Contract, students should think back to what they know about the field agency as far as services provided, the day-to-day activities the student will be doing in practicum, etc. The student should make a list of the activities, starting from the first few days of orientation and getting to know the agency/program, to later in the practicum when the student will be attending meetings, meeting clients, shadowing other workers, interviewing the agency director, learning about

all of the internal policies for students and staff, as well as the ones which pertain to service delivery, etc. These are all tasks/activities that will apply to the component behaviors in the learning contract.

Evidence of Completion is defined as: specific details about how you measured achievement of the task.

Examples of what to write in the Evidence of Completion column of the Learning Contract:

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

Component Behavior 2.1: advocate for human rights at the individual, family, group, organizational, and community system levels

Task: *SWI will research advocacy organizations that advance human rights and social justice for a social problem experienced by their clients.*

Evidence of Completion: *SWI researched the National Alliance to End Homelessness and shared advocacy opportunities with agency supervisor and co-workers during a staff meeting.*

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

Component Behavior 3.2: 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 of their own lived experiences

Task: *SWI will engage in critical reflection to identify their areas of bias, power, and privilege in their practice.*

Evidence of Completion: *SWI completed a critical reflection and discussed their thoughts about religious bias, social worker/client power differentials, and white privilege with their agency supervisor in weekly supervision.*

Note that these "evidence of completion" examples do not just repeat the task but rather, add details to illustrate exactly how achievement of the task occurred.

Grading of Learning Contracts: All learning contracts will be graded based on the following criteria:

- Is task specific?
- Is task measurable?
- Is every task started with SWI will? Is assessment method chosen?
- Is learning contract free from spelling and grammar errors?

WNMU COLLEGE OF PROFESSIONAL STUDIES
School of Social Work

BSW 492/499 & MSW Foundation Learning Contract

The student learning contract provides a broad framework for developing an individualized learning plan which is responsive to the needs of the student and the resources of the field agency. This learning contract outlines each of the nine competencies identified by the Council on Social Work Education. Each of the nine competencies below must include at least one task that identifies the skills domain listed in the 2022 Educational Policy and Accreditation Standards (EPAS).

Student:
Agency Name:
Agency Supervisor:
Agency Supervisor Email:
Agency Supervisor Phone:
Semester:
Year:

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 principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making 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 NASW 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 context;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and

- use supervision and consultation to guide professional judgment and behavior.

Self-Evaluation			
Required Component behaviors demonstrated	**Task**	**Completion Date**	**Evidence of completion** Using specific details, explain how you measured achievement of this task.
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 within the profession as appropriate to context			
1.2 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication			
1.3 Use technology ethically and appropriately to facilitate practice outcomes			
1.4 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 position in society 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 in order 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

Self-Evaluation			
Required Component behaviors demonstrated	**Task**	**Completion Date**	**Evidence of completion** Using specific details, explain how you measured achievement of this task.
2.1 Advocate for human rights at the individual, family, group, organizational, and community system levels; and			
2.2			

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, and alienation as well as 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 the extent to which 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 of their own lived experiences.

Self-Evaluation

Required Component behaviors demonstrated	**Task**	**Completion Date**	**Evidence of completion** Using specific details, explain how you measured achievement of this task.
3.1 Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and			
3.2 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 of their own 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 analysis, and they 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 a variety of 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.

Self-Evaluation

Required Component behaviors demonstrated	**Task**	**Completion Date**	**Evidence of completion** Using specific details, explain how you measured achievement of this task.
4.1 Apply research findings to inform and improve practice, policy, and programs; and			
4.2 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 level that affects 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 practice to effect change in those settings. Social workers:

- 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
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Self-Evaluation			
Required Component behaviors demonstrated	**Task**	**Completion Date**	**Evidence of completion** Using specific details, explain how you measured achievement of this task.
5.1 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			
5.2 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 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, and privilege as well as their personal values and personal 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:

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

***** For Competency 6, students must include learning tasks that show practice at the individual, family, group, organizational, and community levels. While **every component behavior** does not need to include a separate task, the collection of learning tasks for the **entire competency** must demonstrate experience across all five levels of practice. In other words, your tasks should collectively show competence at all service levels, even though each individual practice behavior may focus on only one or two levels. **Please refer to the learning contract for samples in the resource tab on the homepage for additional assistance.**

Self-Evaluation			
Required Component behaviors demonstrated	**Task**	**Completion Date**	**Evidence of completion** Using specific details, explain how you measured achievement of this task.
6.1 Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and	**Individual:** SWI will conduct at least two **client** (individual) assessments, applying person-in-environment frameworks to understand **individual** challenges and strengths, with feedback from my field supervisor on the use of these frameworks. **Family:** SWI will facilitate one **family** intervention session using interprofessional collaboration, integrating social work theories and		

	insights from other professionals (e.g., psychologists, healthcare providers). SWI will document progress and receive feedback from supervisor. **Organization:** SWI will participate in a team project within an **organization**, applying interprofessional frameworks to contribute to organizational planning and program development that supports client and community needs. SWI will document and receive feedback from supervisor.		
6.2 Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies	**Group:** SWI will lead one small **group** session (e.g., support group or therapy group) where they incorporate human behavior theory to address group dynamics and individual needs. SWI will document and receive feedback from supervisor. **Community:** SWI will engage with **community** members in a culturally responsive manner by practicing empathy, active listening, and reflective awareness of community-level cultural norms. SWI will participate in one **community** outreach or engagement events and complete a reflection after each, describing how SWI applied empathy and cultural responsiveness.		

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. 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, and their 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 in developing a mutually agreed-upon plan.

***** For Competency 7, students must include learning tasks that show practice at the individual, family, group, organizational, and community levels. While **every component behavior** does not need to include a separate task, the collection of learning tasks for the **entire competency** must demonstrate experience across all five levels of practice. In other words, your tasks should collectively show competence at all service levels, even though each individual practice behavior may focus on only one or two levels. **Please refer to the learning contract for samples in the resource tab on the homepage for additional assistance.**

Self-Evaluation

Required Component behaviors demonstrated	Task	Completion Date	Evidence of completion Using specific details, explain how you measured achievement of this task.
7.1 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			
7.2 Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing 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.

***** For Competency 8, students must include learning tasks that show practice at the individual, family, group, organizational, and community levels. While **every component behavior** does not need to include a separate task, the collection of learning tasks for the **entire competency** must demonstrate experience across all five levels of practice. In other words, your tasks should collectively show competence at all service levels, even though each individual practice behavior may focus on only one or two levels. **Please refer to the learning contract for samples in the resource tab on the homepage for additional assistance.**

Self-Evaluation

Required Component behaviors demonstrated	Task	Completion Date	Evidence of completion Using specific details, explain how you measured achievement of this task.
8.1 Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and			

8.2 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 practice, policy, and service delivery effectiveness. 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 for evaluation of outcomes; and
- critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

***** For Competency 9, students must include learning tasks that show practice at the individual, family, group, organizational, and community levels. While **every component behavior** does not need to include a separate task, the collection of learning tasks for the **entire competency** must demonstrate experience across all five levels of practice. In other words, your tasks should collectively show competence at all service levels, even though each individual practice behavior may focus on only one or two levels. **Please refer to the learning contract for samples in the resource tab on the homepage for additional assistance.**

Self-Evaluation

Required Component behaviors demonstrated	**Task**	**Completion Date**	**Evidence of completion** Using specific details, explain how you measured achievement of this task.
9.1 Select and use culturally responsive methods for evaluation of outcomes; and			
9.2 Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.			

WNMU COLLEGE OF PROFESSIONAL STUDIES
School of Social Work

Advanced Generalist Student Learning Contract

The student learning contract provides a broad framework for developing an individualized learning plan which is responsive to the needs of the student and the resources of the field agency. This learning contract outlines each of the nine competencies identified by the Council on Social Work Education. Each of the nine competencies below must include at least one task that identifies the skills domain listed in the 2022 Educational Policy and Accreditation Standards (EPAS).

Student:
Agency Name:
Agency Supervisor:
Agency Supervisor Email:
Agency Supervisor Phone:
Semester:
Year:

Advanced Competency 1: Demonstrate Ethical and Professional Behavior

Advanced generalist social workers are intentionally mindful of and integrate social work core values, ethical standards, and relevant laws and regulations in practice at all levels. Advanced generalist social workers are attentive to the relationship between human rights principles and the realization of social, racial, economic and environmental justice in practice. Advanced generalist social workers critically select and apply a variety of ethical decision-making models and frameworks that are appropriate to situation and context in practice, research, and policy arenas. Advanced generalist social workers are conscious of the impact of personal values on practice and utilize critical thinking and reflection to distinguish between personal and professional values to limit, when necessary, cases where their personal experiences and affective reactions exert undue influence their professional judgment and behavior. Advanced generalist social workers engage in personal and professional self-care activities to support competent and ethical social work practice. Advanced general social workers critically evaluate the profession's history, its mission, roles and responsibilities in the context of human rights and historical and current oppression using an anti-racist perspective. Advanced generalist social workers educate others about the importance of anti-racism, diversity, equity and inclusion while respecting and valuing the roles of other professions when engaged in inter-professional teams. Advanced generalist social workers commit to life-long learning and continually update their skills to ensure they are relevant and effective. Advanced generalist social workers also strive to learn and integrate emerging forms of technology for social work practice while adhering to the profession's guidelines for ethical technology use. Advanced generalist social workers:

- integrate social work core values, ethical standards, and relevant laws and regulations into practice at all practice levels;
- utilize critical thinking to select and apply ethical decision-making models and frameworks that are appropriate to situation and context;
- distinguish between personal and professional values to limit the influence of personal values that may be incongruent with social work values in all practice situations;
- carry out the roles and responsibilities of the profession professionally and respectfully as participants in inter-professional teams;

- integrate emerging forms of technology in practice while adhering to the profession's guidelines for ethical technology use; and

Self-Evaluation			
Required Component behaviors demonstrated	**Task**	**Completion Date**	**Evidence of completion** Using specific details to explain how you measured achievement of this goal**.**
1.1 integrate social work core values, ethical standards, and relevant laws and regulations into practice at all practice levels;			
1.2 utilize critical thinking to select and apply ethical decision-making models and frameworks that are appropriate to situation and context;			
1.3 distinguish between personal and professional values to limit the influence of personal values that may be incongruent with social work values in all practice situations;			
1.4 carry out the roles and responsibilities of the profession professionally and respectfully as participants in inter-professional teams;			
1.5 integrate emerging forms of technology in practice while adhering to the profession's guidelines for ethical technology use;			

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

Advanced generalist social workers understand and value fundamental rights such as freedom, safety, privacy, an adequate standard of living, health care, education, and access to clean air, food, and water for all humans. Advanced generalist social workers integrate their awareness of global interconnections of ongoing injustices throughout history that result in oppression, racism, human rights violations, and knowledge of theories of human need and social justice to utilize and develop strategies to promote social and economic justice and human rights. Advanced generalist social workers are advocates who use their knowledge and skills to work toward the elimination of oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political,

environmental, economic, social, and cultural human rights are protected. Advanced generalist social workers:

- work toward the elimination of oppressive structural barriers to ensure that environmental, economic, social, racial, and cultural human rights are protected; and
- utilize knowledge, skills, and values to engage in culturally responsive practices that promote social, racial, economic, and environmental justice

Self-Evaluation

Required Component behaviors demonstrated	**Task**	**Completion Date**	**Evidence of completion** Using specific details to explain how you measured achievement of this goal**.**
2.1 work toward the elimination of oppressive structural barriers to ensure that environmental, economic, social, racial, and cultural human rights are protected; and			
2.2 utilize knowledge, skills, and values to engage in culturally responsive practices that promote social, racial, economic, and environmental justice			

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

Advanced generalist social workers use their understanding of the influence of racism, oppression, and white privilege on relationships and the human experience to drive their engagement in anti-racist practice with individuals, families, groups, organizations and communities. Advanced generalist social workers understand diversity as the intersectionality of multiple factors including 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. Advanced generalist social workers acknowledge the societal and historical roots of racial and social injustice which influence identify development and manifest as systemic oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim experienced by various groups. Advanced generalist social workers advocate with and on behalf of clients to challenge or change social, economic, political, racial, technological, and cultural structures that may oppress, marginalize, alienate, negatively impact equity or inclusion, or create privilege and power. Advanced generalist social workers strive to be culturally humble practitioners who value individuals as experts of their own experiences and engage clients at all system levels respectfully and without prejudice. Advanced generalist social workers:

- engage in anti-racist and anti-oppressive social work practice at all system levels; and
- embody cultural humility at all systems levels by engaging in continuous self-awareness and critical thinking to manage the influence of personal biases and values.

Self-Evaluation

Required Component behaviors demonstrated	**Task**	**Completion Date**	**Evidence of completion** Using specific details to explain how you measured achievement of this goal**.**

3.1 engage in anti-racist and anti-oppressive social work practice at all system levels; and			
3.2 embody cultural humility at all systems levels by engaging in continuous self-awareness and critical thinking to manage the influence of personal biases and values.			

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

Advanced generalist social workers, including in rural and indigenous settings, skillfully integrate, assess, and critique ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge around quantitative and qualitative research methods in practice to advance the science of social work, and to inform and evaluate practice. Advanced generalist social workers use research to inform their practice decision making and articulate how their practice experience informs research, monitoring, and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research using diverse frameworks 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 and utilize appropriate research questions and hypotheses. Social workers demonstrate advanced knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate historical and contemporary knowledge about advanced methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in diverse ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources including the utilization of logic models, culturally competent ethical approaches, and advanced scientific inquiry (controlled, field, design, and secondary research investigation). Advanced generalist social workers:

- engage in relevant scientific inquiry appropriate to the practice setting;
- demonstrate critical analysis of quantitative and qualitative research methods and interpret research findings to inform and improve practice, policy, and programs across diverse communities at all levels of practice; and
- apply ethical, culturally informed, anti-racist, and anti-oppressive advanced strategies to address inherent biases in quantitative and qualitative research methods.

Self-Evaluation

Required Component behaviors demonstrated	**Task**	**Completion Date**	**Evidence of completion** Using specific details to explain how you measured achievement of this goal**.**
4.1 engage in relevant scientific inquiry appropriate to the practice setting;			
4.2 demonstrate critical analysis of quantitative			

and qualitative research methods and interpret research findings to inform and improve practice, policy, and programs across diverse communities at all levels of practice; and			
4.3 apply ethical, culturally informed, anti-racist, and anti-oppressive advanced strategies to address inherent biases in quantitative and qualitative research methods.			

Advanced Competency 5: Engage in Policy Practice

Advanced generalist social workers are attentive to policy and its implementation at the federal, state, and local levels as integral to human rights, social justice, and social service delivery and access. Advanced generalist social workers analyze the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Advanced generalist social workers use a critical, rights-based, anti-oppressive, and anti-racist approach to evaluate how policies are created and implemented. Advanced generalist social workers understand the role of social workers as active participants in anti-racist and anti-oppressive policy development and implementation for all levels of practice. Advanced generalist social workers engage in policy advocacy to create change where change is needed to enhance services, human rights, or social justice. Advanced generalist social workers:

- articulate the connection between social work history, theories, values, and ethics and policy practice;
- use an anti-racist and anti-oppressive perspective to analyze and improve how social policy impacts well-being, service delivery, and access to social services across practice settings and levels; and
- actively participate in rights-based advocacy that enhances social, racial, economic, and environmental justice by developing new policy and/or revising existing policy

Self-Evaluation

Required Component behaviors demonstrated	**Task**	**Completion Date**	**Evidence of completion** Using specific details to explain how you measured achievement of this goal**.**
5.1 articulate the connection between social work history, theories, values, and ethics and policy practice;			
5.2 use an anti-racist and anti-oppressive perspective to analyze and improve how social policy impacts well-being, service delivery, and access to social services across practice settings and levels; and			

5.3 actively participate in rights-based advocacy that enhances social, racial, economic, and environmental justice by developing new policy and/or revising existing policy			

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

Advanced generalist social workers incorporate and apply their understanding of diversity, social work values, and theories to effectively engage diverse individuals, families, groups, organizations, and communities. Advanced generalist social workers implement various strategies to engage diverse clients and constituencies to advance practice effectiveness. Advanced generalist social workers continuously self-reflect and self-monitor to understand how bias, power, privilege, personal values, and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Advanced generalist social workers utilize the techniques of relationship-building and inter-professional collaboration to facilitate appropriate engagement with clients, constituencies, and other professionals. Advanced generalist social workers:

- utilize a variety of theoretical frameworks and evidence-based approaches to engage with clients and constituencies; and
- engage diverse individuals, and/or families, groups, organizations and communities without bias through relationship-building and interpersonal skills such as active listening, empathy, reframing, awareness of body language and indirect cues, and self-reflection.

***** For Competency 6, students must include learning tasks that show practice at the individual, family, group, organizational, and community levels. While **every component behavior** does not need to include a separate task, the collection of learning tasks for the **entire competency** must demonstrate experience across all five levels of practice. In other words, your tasks should collectively show competence at all service levels, even though each individual practice behavior may focus on only one or two levels. **Please refer to the learning contract for samples in the resource tab on the homepage for additional assistance.**

Self-Evaluation

Required Component behaviors demonstrated	**Task**	**Completion Date**	**Evidence of completion** Using specific details to explain how you measured achievement of this goal**.**
6.1 utilize a variety of theoretical frameworks and evidence-based approaches to engage with clients and constituencies;	**Individual:** SWI will conduct an assessment interview and identify two theoretical frameworks and at least one evidence-based approach and discuss in supervision. **Group:** SWI will facilitate or co-facilitate a group session using an evidence-based group engagement model (e.g., psychoeducational approach). **Organization:** SWI will develop a plan for outreach to underserved		

	populations, considering barriers related to diversity and inclusion.		
6.2 engage diverse individuals, and/or families, groups, organizations and communities without bias through relationship-building and interpersonal skills such as active listening, empathy, reframing, awareness of body language and indirect cues, and self-reflection.	**Family:** SWI will conduct an assessment interview using active listening and empathy. **Community:** SWI will develop a culturally responsive outreach message that demonstrates empathy and inclusivity.		

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

Advanced generalist social workers understand that assessment is an ongoing component of social work practice's dynamic and interactive process. Advanced social workers incorporate and apply their understanding of theories and interprofessional conceptual frameworks. 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 culturally responsive, mutually agreed-upon plan. Advanced generalist social workers utilize inter-professional collaboration, as necessary, to enhance and inform the assessment process. Advanced generalist social workers are self-reflective and continuously self-monitor to understand and minimize how bias, power, privilege, and personal values and experiences may affect their assessment and decision making. Advanced generalist social workers:

- select and apply a variety of culturally responsive theoretical frameworks and evidence-based approaches to collect, organize, interpret, and analyze information and assessment data from clients, collateral contacts, and constituencies; and
- demonstrate respect for self-determination while developing mutually agreed-on, realistic, culturally appropriate, and measurable intervention goals and objectives based on information obtained through assessment with clients and constituencies.

***** For Competency 7, students must include learning tasks that show practice at the individual, family, group, organizational, and community levels. While **every component behavior** does not need to include a separate task, the collection of learning tasks for the **entire competency** must demonstrate experience across all five levels of practice. In other words, your tasks should collectively show competence at all service levels, even though each individual practice behavior may focus on only one or two levels. **Please refer to the learning contract for samples in the resource tab on the homepage for additional assistance.**

Self-Evaluation

Required Component behaviors demonstrated	**Task**	**Completion Date**	**Evidence of completion** Using specific details to explain how you measured achievement of this goal**.**
7.1 select and apply a variety of culturally responsive theoretical frameworks and evidence-based			

approaches to collect, organize, interpret, and analyze information and assessment data from clients, collateral contacts, and constituencies; and			
7.2 demonstrate respect for self-determination while developing mutually agreed-on, realistic, culturally appropriate, and measurable intervention goals and objectives based on information obtained through assessment with clients and constituencies.			

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

Advanced generalist social workers incorporate and apply their understanding of diversity, social work values, and theories to effectively intervene with diverse individuals, families, groups, organizations, and communities. Advanced generalist social workers critically evaluate, select, and apply a variety of theoretically sound, culturally responsive, and evidence-informed methods of intervention for diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Advanced generalist social workers utilize inter-professional collaboration, as necessary, to enhance and inform the intervention process. Advanced generalist social workers continuously monitor and facilitate the intervention process to ensure successful transitions and endings. Advanced generalist social workers:

- use a variety of multi-disciplinary theoretical frameworks, culturally sensitive, and evidence-based approaches to select and implement interventions that fit the target of concern to achieve practice goals and enhance capacities of clients and constituencies;
- actively participate in inter-professional collaboration as necessary, to enhance and inform the intervention process and to achieve beneficial practice outcomes; and
- intentionally include clients and constituencies as integral partners in the intervention process; and discern when mutually agreed-on goals are accomplished and appropriately facilitate transition and endings.

***** For Competency 8, students must include learning tasks that show practice at the individual, family, group, organizational, and community levels. While **every component behavior** does not need to include a separate task, the collection of learning tasks for the **entire competency** must demonstrate experience across all five levels of practice. In other words, your tasks should collectively show competence at all service levels, even though each individual practice behavior may focus on only one or two levels. **Please refer to the learning contract for samples in the resource tab on the homepage for additional assistance.**

Self-Evaluation

Required Component behaviors demonstrated	**Task**	**Completion Date**	**Evidence of completion** Using specific details to explain how you measured achievement of this goal**.**
8.1 use a variety of multi-disciplinary theoretical frameworks, culturally			

sensitive, and evidence-based approaches to select and implement interventions that fit the target of concern to achieve practice goals and enhance capacities of clients and constituencies;			
8.2 actively participate in inter-professional collaboration as necessary, to enhance and inform the intervention process and to achieve beneficial practice outcomes; and			
8.3 intentionally include clients and constituencies as integral partners in the intervention process; and discern when mutually agreed-on goals are accomplished and appropriately facilitate transition and endings.			

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

Advanced generalist 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; with particular attention to rural and indigenous communities. Advanced generalist social workers monitor and evaluate processes and outcomes to increase advanced practice, policy, and service delivery effectiveness. Advanced generalist social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes at all levels of social work practice. Advanced generalist social workers understand historical and modern theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Advanced generalist social workers use qualitative and quantitative methods for monitoring and evaluating outcomes and practice effectiveness. Advanced generalist social workers:

- use advanced social work practice skills and culturally responsive methods for monitoring and evaluation of outcomes; and
- critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities with particular attention to anti-racist and anti-oppressive perspectives.

***** For Competency 9, students must include learning tasks that show practice at the individual, family, group, organizational, and community levels. While **every component behavior** does not need to include a separate task, the collection of learning tasks for the **entire competency** must demonstrate experience across all five levels of practice. In other words, your tasks should collectively show competence at all service levels, even though each individual practice behavior may focus on only one or two levels. **Please refer to the learning contract for samples in the resource tab on the homepage for additional assistance.**

Self-Evaluation

Required Component behaviors demonstrated	**Task**	**Completion Date**	**Evidence of completion** Using specific details to explain how you measured achievement of this goal**.**
9.1			

use advanced social work practice skills and culturally responsive methods for monitoring and evaluation of outcomes; and			
9.2 critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities with particular attention to anti-racist and anti-oppressive perspectives.			

Appendix O: Student Evaluation of Field Agency Supervisor and Agency

Default Question Block

Student and Agency Information:

Student Name:	
Field Practicum Course:	
Agency:	
Agency Superviso	

1. Did the agency supervisor provide you with a thorough orientation about the agency? Yes/No If no, why not?

0 Yes
0 No

2. Did the agency supervisor offer essential guidance in developing the Learning Contract and ensure it was thoroughly reviewed and revised? Yes/No If no, why not?

0 Yes
0 No

3. Did the agency supervisor design learning assignments that offered a comprehensive view of the agency's functions and included vital generalist social work activities? Yes/No If no, why not?

0 Yes
0 No

4. Was the agency supervisor readily available for guidance and support while you completed your hours at the agency?

Yes/No If no, why not?

0 Yes
0 No

5. Did the agency equip you with a suitable workspace and essential resources, such as a computer or access to other office equipment? Yes/No If no, why not?

0 Yes **0** No

6. Was the workload required at your placement appropriate for a student intern? Yes/No If no, why not?

0 Yes
0 No

7. Do you feel that you received adequate supervision throughout your practicum experience? Yes/No If no, why not?

0 Yes

0 No

8. Were you given opportunities to engage with all five system levels (individual, family, group, community, and organization)? Yes/No If no, why not?

0 Yes 0 No

9. In what ways did your field agency learning environment contribute to your growth as a professional social worker?

10.If you have any additional insights or reflections on your practicum experience, please share them here. Your feedback is invaluable in enhancing our understanding and improving future experiences for field students.

Appendix P: Field Practicum Instructor Evaluation of Field Agency Supervisor and Field Agency

Default Question Block

Field Practicum Information

Field Practicum Instructor:

Field Practicum Course:

1. Were you able to initiate and maintain ongoing contact with all field agency supervisors throughout the semester? Yes/ No If no, please identify the supervisor(s) and the reason for any difficulties experienced.

0 Yes

0 No

2. Did you experience difficulties with supervisors not submitting mid-term or final evaluations promptly? Yes/ No If yes, please identify the supervisor(s) and the reason for any difficulties experienced.

0 No

0 Yes

3. Did you have the opportunity to meet with all supervisors before midterms? Yes/ No. If no, please identify the supervisor (s) and the reason for any difficulties experienced.

0 Yes 0 No

4. Did the agencies and agency supervisors adequately meet the responsibilities and expectations as outlined in the WNMU

Field Manual? Yes/No If no, please identify the supervisor(s) or agency(ies) and the reason for any difficulties experienced.

0 Yes

0 No

5. Please share additional specific positive or negative experiences with agencies or agency supervisors that would be important for the field office to be aware of for future placements.