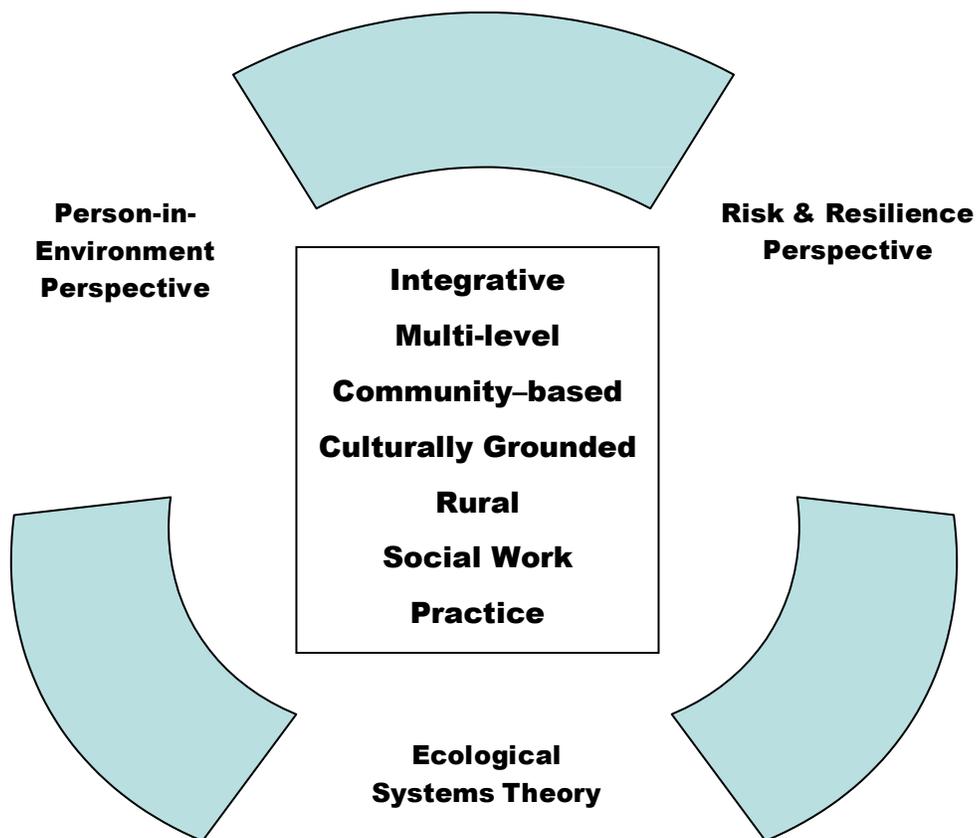


# Field Manual



MSW Program  
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# Welcome

The faculty and staff of the MSW Program at California University of PA welcome you to the field education component of the MSW Program. Field Education is highly prized by MSW graduates around the country. It is through your field education experience that you immerse yourself in what it means to practice as a professional social worker. Just as doctors undertake residency training, graduate social work students enter into field education and undertake placements at host settings, working under the supervision of professional social workers. This is not unpaid volunteer work. This is professional training and education in social work practice.

Our faculty members are very involved in the field education program, serving as Field Liaisons and working through the Field Education Committee to approve and monitor field education practicum placements. Many professional social workers in the community are also very involved, as Field Instructors. We want the best possible field sites and Field Instructors for our students to enhance the education we offer. To better ensure the quality of our placements and the instruction provided to our students, we have developed policies, procedures and processes specific to field education. They are presented to you in this manual. Please take the time to thoroughly acquaint yourself with this document. You will find important forms here related to field education, including those that will be used to evaluate student performance and evaluate the field education placement sites.

Again, we welcome you to the MSW Program and to MSW Field Education at California University of Pennsylvania!

Thank you,

Dr. Sheri Boyle, Ph.D., MSW  
Professor, MSW Program Director

## **MSW MISSION STATEMENT, PROGRAM GOALS & COMPETENCIES**

### **Our Program's Mission Statement is:**

As a professional degree program in a publicly funded university in a rural small town area, the mission of the MSW Program at California University of Pennsylvania is to improve the quality of life of at risk people within the surrounding region and in the broader global society. We do this by preparing effective and ethical advanced generalist practitioners committed to social, economic and environmental justice, human rights and universal respect for human diversity, who take an integrative, multi-level, culturally grounded, community-based approach to practice, and apply ecological systems theory with the person-in-environment perspective and risk and resilience perspective. We prepare professional leaders to develop needed and to enhance existing social welfare services through research, continuing education and service.

### **MSW Program Goals**

- Goal 1: To prepare ethical, competent, self-regulating MSW graduates with the requisite knowledge, skills, values, cognitive and affective processes for advanced generalist practice, with an emphasis on practice in rural and small town environments.
- Goal 2: Develop social workers committed to social, economic and environmental justice, the promotion of human rights and universal respect for human diversity.
- Goal 3: Develop leaders in social welfare prepared to create needed and positively impact existing services through nonmetropolitan-focused research, consultation, collaborative efforts and continuing education.

The MSW Program is committed to developing student's personal and professional growth, their appreciation of diversity, and their ability to use an advanced generalist perspective to make a difference in rural environments. We are committed to preparing our graduates to be highly competent, ethical, effective, and well regarded social work practitioners. Our MSW Program prepares students to respond professionally and creatively to the increasingly complex matrix of rural human needs and strengths in a changing society. Built on a professional advanced generalist curriculum model, with a rural emphasis, the program prepares students for leadership positions in direct and indirect practice to prevent and meet needs that affect people in South Western Pennsylvania and the broader "rural" world in general.

The program also contributes more broadly to the development of knowledge in the community through continuing education, research, and service that is relevant and sensitive to the needs, justice issues and concerns of Appalachian populations at-risk. In terms of the curriculum, faculty, and student activities, the program is involved in making a difference in the region.

## **Program Competencies in Relationship to Field Education and Field Competencies:**

The competencies of the MSW Program are designed to prepare advanced generalist graduate level social workers in an educational environment that includes research and service. The Program's concentration is Advanced Generalist Practice with a rural emphasis. The competencies, developed by the Council on Social Work Education (CSWE), the accrediting body for undergraduate and graduate schools of social work across the country, organize the curriculum and specify desired educational outcomes for our graduates at the foundation and specialization levels. These competencies provide the basis for outcome assessment of the implementation of the curriculum.

As one of five core curricular components, field education in our program is delivered through required field education courses (SWK 730 Generalist Field Practicum, and SWK 829 and SWK 830 Advanced Field Practicum I and II), and field placements at host sites. The field placement must meet CSWE core competencies at the generalist level and the advanced competencies designed by the program. All students take practice courses at the same time they are enrolled in field education. Regular admission students take SWK 701 Generalist Practice I their first semester, SWK 702 Generalist Practice II with SWK 730; SWK 801 Advanced Generalist Practice with SWK 829 (all students) and SWK 812 Practice with Supervision & Administration with SWK 830 (all students). While in a field placement, students attend their field practice course and complete assignments related to the course competencies. The competencies also inform the development of the learning agreement for practicum placement. While students are working at their placement site, student performance is also evaluated using specific evaluation forms designed to assess them in relationship to 9 field competencies. The indicators used to assess these 9 competencies reflect increasingly complex and advanced development as students move from their foundation to their advanced field placements.

It is important to note that neither the field practice courses, nor the field education experiences are sufficient, by themselves, for students to meet the CSWE competencies. It is through the combination of attendance, participation, and submission of required practice course assignments, field educational plans and active participation in field education at the host site that the Program's mission and core competencies are to be met.

### **MSW Program 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 laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning

and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

### **Behaviors**

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

### **Specialization Behaviors**

- demonstrate knowledge of contemporary rural/small town ethical dilemmas and debates surrounding appropriate ethical rural practice;
- manage dual relationships ethically in rural/small town environments;
- implement sustainable plans to secure and maintain appropriate supervision and consultation in agency and community contexts characterized by limited access to experienced graduate level social workers.

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

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

### **Practice Behaviors**

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

### **Specialization Behaviors**

- demonstrate understanding of the importance of difference in shaping life experiences in nonmetropolitan environments;
- develop culturally appropriate interventions in nonmetropolitan settings.

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

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

#### **Behaviors**

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

### **Specialization Behaviors**

- demonstrate understanding of the role that rurality plays in discrimination and oppression nationally and internationally;
- advocate for human rights and social, economic, and environmental justice in nonmetropolitan settings;
- implement multi-level practice interventions that advance human rights and social, economic, and environmental justice within nonmetropolitan environments.

### **Competency 4 – Engage In Practice-informed Research and Research-informed Practice**

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

#### **Behaviors**

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

### **Specialization Behaviors**

- use nonmetropolitan-focused research to inform, monitor and evaluate advanced practice in rural and small town areas;
- design practice- and policy- focused research appropriate to nonmetropolitan contexts.

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

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

#### **Behaviors**

- identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

#### **Specialization Behaviors**

- compare and contrast the impact of policy on social well-being in urban and nonmetropolitan environments locally and globally;
- develop policy solutions that advance human rights and social, economic and environmental justice in complex, nonmetropolitan environments.

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

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

### **Behaviors**

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

### **Specialization Behaviors**

- apply relevant theories and frameworks to engage with clients and constituencies in complex, nonmetropolitan environments;
- demonstrate empathy, reflection and interpersonal skills to effectively engage clients and constituencies within complex, nonmetropolitan environments.

## **Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities**

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

### **Behaviors**

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

### **Specialization Behaviors**

- apply a person-in-environment perspective to advanced assessment within complex, multi-level systems, especially in rural/small town areas;
- apply an ecological perspective to advanced assessment within complex, multi-level systems, especially in rural/small town areas;
- apply a risk and resilience perspective to advanced assessment within complex, multi-level systems, especially in rural/small town areas;
- use assessment, research knowledge and the values and preferences of diverse clients and constituencies to implement intervention strategies appropriate to complex, nonmetropolitan contexts.

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

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

### **Behaviors**

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

### **Specialization Behaviors**

- apply an advanced generalist framework to advanced practice within complex, multi-level systems especially in rural/small town environments;
- apply relevant theories and frameworks to advanced practice within complex, multi-level systems especially in rural/small town environments;
- operate as a self-regulating practitioner;
- use appropriate consultation and inter-professional collaboration to achieve positive practice outcomes in advanced practice within complex, multi-level systems especially in rural/small town environments

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

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

### **Behaviors**

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

### **Specialization Behaviors**

- apply relevant theories and frameworks to advanced practice evaluation within complex, multi-level systems especially in rural/small town environments;
- analyze, monitor and evaluate intervention and program processes and outcomes in complex, nonmetropolitan contexts.

## **MSW Program Curriculum**

### **Requirements**

The following tables display the required courses for the MSW Program and their sequencing for Regular Program students and Advanced Standing students. Descriptions of each of the courses are also included. You may also refer to the *Graduate Student Catalog* and the *MSW Program Policies and Procedures Manual for MSW Students* for material on the required courses and their sequencing. To gain a better understanding of why we require these courses and their sequencing, you may find it helpful to look at the Council on Social Work Education's Education Policy. This document can be viewed online at [www.cswe.org](http://www.cswe.org).

The 57 credit Regular MSW Program begins in the fall term. The two year program requires four semesters, and the three year program takes three years; students must register for at least six credits in the fall and spring; are required to follow the plan for appropriate course sequencing; and must complete degree requirements within six years. The Advanced Standing Program is 39 credits, begins in the summer term and takes three semesters (summer, fall, spring) or four semesters (summer, fall, spring, fall).

#### **Continuance in the MSW Program requires:**

1. Maintaining a 3.0 GPA.
2. Maintaining a professional demeanor, as demonstrated by actions that are in keeping with the NASW Code of Ethics.

**CURRICULUM SEQUENCE: REGULAR STANDING COHORT  
FOUR SEMESTERS  
(57 Credits)**

<u>FOUNDATION YEAR, FALL TERM</u>		<u>CREDITS</u>
SWK 701	Generalist Practice I	3
SWK 705	Human Behavior & Social Environment	3
SWK 709	Social Welfare Policy and Services	3
SWK	Practice Elective	<u>3</u>
		12
<u>FOUNDATION YEAR, SPRING TERM</u>		
SWK 702	Generalist Practice II	3
SWK 707	Human Diversity	3
SWK 716	Social Work Research Methodology & Data Analysis	3
SWK 730	First Year Field Practicum	<u>6</u>
		15
<u>SPECIALIZATION YEAR TWO, FALL TERM</u>		
SWK 801	Advanced Generalist Practice	3
SWK 803	Differential Assessment	3
SWK 806	Rural Family & Community Policy	3
SWK 829	Advanced Field Practicum I	<u>6</u>
		15
<u>SPECIALIZATION YEAR TWO, SPRING TERM</u>		
SWK 812	Practice in Supervision & Admin	3
SWK 808	Advanced Practice Evaluation	3
SWK	Practice Elective	3
SWK 830	Advanced Field Practicum II	<u>6</u>
		15
<u>PRACTICE ELECTIVES</u>		
SWK 811	Practice in Aging in Rural & Small Town Environments	3
SWK 813	Practice in Health Care & Health Planning in Rural & Small Town Environments	3
SWK 814	Practice in Mental Health in Rural & Small Town Environments	3
SWK 815	Practice in Juvenile/Adult Justice Systems in Rural & Small Town Environments	3
SWK 816	Practice in Children & Youth In Rural & Small Town Environments	3
SWK 821	Practice in Substance Abuse/Addictions In Rural & Small Town Environments	3
SWK 840	Electives	3

**CURRICULUM SEQUENCE: REGULAR STANDING COHORT  
SIX SEMESTERS  
(57 Credits)**

<u>FOUNDATION YEAR ONE, FALL</u>	<u>CREDITS</u>
SWK 705 Human Behavior & Social Environment	3
SWK 709 Social Welfare Policy and Services	<u>3</u>
	6
 <u>FOUNDATION YEAR ONE, SPRING</u>	
SWK 707 Human Diversity	3
SWK 716 Social Work Research Methodology & Data Analysis	3
SWK Practice Elective	<u>3</u>
	9
 <u>FOUNDATION YEAR TWO, FALL</u>	
SWK 701 Generalist Practice I	3
SWK Practice Elective	3
SWK 806 Rural Family & Community Policy	<u>3</u>
	9
 <u>FOUNDATION YEAR TWO, SPRING</u>	
SWK 702 Generalist Practice II	3
SWK 730 First Year Field Practicum	<u>6</u>
	9
 <u>SPECIALIZATION YEAR, FALL</u>	
SWK 801 Advanced Generalist Practice	3
SWK 803 Differential Assessment	3
SWK 829 Advanced Field Practicum I	<u>6</u>
	12
 <u>SPECIALIZATION YEAR, SPRING</u>	
SWK 808 Advanced Practice Evaluation	3
SWK 812 Practice in Supervision & Admin.	3
SWK 830 Advanced Field Practicum II	<u>6</u>
	12
 <u>PRACTICE ELECTIVES</u>	
SWK 811 Practice in Aging in Rural & Small Town Environments	3
SWK 813 Practice in Health Care & Health Planning in Rural & Small Town Environments	3
SWK 814 Practice in Mental Health in Rural & Small Town Environments	3
SWK 815 Practice in Juvenile/Adult Justice Systems in Rural & Small Town Environments	3
SWK 816 Practice in Children & Youth In Rural & Small Town Environments	3
SWK 821 Practice in Substance Abuse/Addictions In Rural & Small Town Environments	3
SWK 840 Electives	3

**CURRICULUM SEQUENCE: ADVANCED STANDING COHORT  
THREE SEMESTERS**  
(39 Credits)

<u>SUMMER TERM</u>	<u>CREDITS</u>
SWK 705      Human Behavior & Social Environment	3
SWK 715      Research, Policy & Rural SW Practice	3
SWK            Practice Elective	<u>3</u>
	9
<u>FALL TERM</u>	
SWK 801      Advanced Generalist Practice	3
SWK 803      Differential Assessment	3
SWK 806      Rural Family & Community Policy	3
SWK 829      Advanced Field Practicum I	<u>6</u>
	15
<u>SPRING TERM</u>	
SWK 808      Advanced Practice Evaluation	3
SWK 812      Practice in Supervision & Administration	3
SWK 830      Advanced Field Practicum II	6
SWK            Practice Elective	<u>3</u>
	15
<u>PRACTICE ELECTIVES</u>	
SWK 811 Practice in Aging in Rural & Small Town Environments	3
SWK 813 Practice in Health Care & Health Planning in Rural & Small Town Environments	3
SWK 814 Practice in Mental Health in Rural & Small Town Environments	3
SWK 815 Practice in Juvenile/Adult Justice Systems in Rural & Small Town Environments	3
SWK 816 Practice in Children & Youth In Rural & Small Town Environments	3
SWK 821 Practice in Substance Abuse/Addictions In Rural & Small Town Environments	3
SWK 840 Electives	3

**CURRICULUM SEQUENCE: ADVANCED STANDING COHORT  
FOUR SEMESTERS  
(39 Credits)**

<u>SUMMER TERM</u>		<u>CREDITS</u>
SWK 705	Human Behavior & Social Environment	3
SWK 715	Research, Policy & Rural SW Practice	3
SWK	Practice Elective	<u>3</u>
		9

<u>FALL TERM</u>		
SWK 801	Advanced Generalist Practice I	3
SWK 829	Advanced Field Practicum I	<u>6</u>
		9

<u>SPRING TERM</u>		
SWK 808	Advanced Practice Evaluation	3
SWK 812	Practice in Supervision & Administration	3
SWK 830	Advanced Field Practicum II	<u>6</u>
		12

<u>FALL TERM</u>		
SWK 803	Differential Assessment	3
SWK 806	Rural Family & Community Policy	3
SWK	Practice Elective	<u>3</u>
		9

**PRACTICE ELECTIVES**

SWK 811	Practice in Aging in Rural & Small Town Environments	3
SWK 813	Practice in Health Care & Health Planning in Rural & Small Town Environments	3
SWK 814	Practice in Mental Health in Rural & Small Town Environments	3
SWK 815	Practice in Juvenile/Adult Justice Systems in Rural & Small Town Environments	3
SWK 816	Practice in Children & Youth In Rural & Small Town Environments	3
SWK 821	Practice in Substance Abuse/Addictions in Rural & Small Town Environments	3
SWK 840	Electives	3

**Transfer Credit:**

Prior MSW course work and related graduate course work may be submitted for faculty review. Transfer credits must have been completed within six years of entrance into the program, must have a grade of B or better, and must be the equivalent of any courses they replace. If they are replacing required courses, they must have been taken at a CSWE accredited program.

**No credit is given for previous life or work experiences or non-course credit work.**

## **MSW Program Course Descriptions**

### **Human Behavior and the Social Environment:**

#### **SWK 705. Human Behavior and the Social Environment**

This course provides the foundation for working with individuals, families, groups, and communities. Basic concepts of human development throughout the life cycle are presented within the person-in-environment perspective. The framework is multidimensional considering the impact of ability, age, aging, class, exploitation, ethnicity, gender, oppression, political belief system, race, religion, sexual orientation, and the social environment on human behavior and development. Examples from social work practice integrating individual, family, group, community and organizational assessment and intervention strategies are taken from local, national, and international rural and small town communities.

Prerequisites: Program Admission  
Credits: 3

#### **SWK 707. Human Diversity**

This course provides foundation knowledge about human diversity and an understanding of the emphasis of the social work profession on culturally grounded social work practice. Students develop skills to identify strengths, bicultural adaptation, patterns of oppression, and both change and continuity during the aging process, with particular emphasis on rural and small town communities. The course assists students in understanding the impact of oppression on human growth and development and social functioning for the integration of individual, family, group, community and organizational level interventions to promote or enhance social justice.

Prerequisites: Program Admission  
Credits: 3

#### **SWK 803. Differential Assessment**

Students in this course learn how to work with clients and client systems to help them identify needs and assess problems as well as strengths. A number of different assessment methods are explored, with particular emphasis on those appropriate for diverse populations across the lifespan from local, national, and international rural and small communities.

Prerequisites: SWK 702 with a grade of C or higher or Advanced Standing Program Admission  
Credits: 3

## **Social Welfare Policy:**

### **SWK 709. Social Welfare Policy and Services**

Examination of the history and value base of the social work profession and U.S. social policy with a framework for policy analysis from the definition of a social problem, through legislative adoption to actual program development. Special emphasis on the impact of these policies, and related services on small towns, rural communities, the aging and diverse populations.

Prerequisite: Program Admission  
Credits: 3

### **SWK 806. Rural Family and Community Policy**

Explores the design, function and impact of community and family policies. Historical development of specific policies and the effects of policy on rural family and community institutions and organizations. Skills in analyzing and synthesizing policy are applied to rural situations and change strategies.

Prerequisites: SWK 705 and SWK 709 with a grade of C or higher, or SWK 705 with a grade of C or higher and Advanced Standing Program Admission  
Credits: 3

## **Research:**

### **SWK 716. Social Work Research Methodology and Data Analysis**

This course examines: the logic of scientific inquiry; the social research process, with an emphasis on problem conceptualization, measurement options, and research design; the use of descriptive and inferential data analysis, and the development of skills needed for understanding and conducting ethical quantitative and qualitative research related to social work practices and programs serving small towns, rural communities and diverse populations.

Prerequisite: Program Admission  
Credits: 3

### **SWK 715. Research, Policy and Rural Social Work Practice**

Use of research designs to inform and evaluate practice and policy in small town and rural contexts. Development of knowledge and skills for understanding and conducting applied research, with emphasis on research related to social work practices and programs serving small towns, rural communities and diverse populations.

Prerequisite: Advanced Standing Program Admission  
Credits: 3 Credits

### **SWK 808. Advanced Practice Evaluation**

Advanced use of research to evaluate social work practices and programs, particularly those serving small towns, rural communities, aging and diverse populations. Includes single system design and program evaluation. Skills developed for assessing and adding to the knowledge base of social work practice.

Prerequisite: SWK 716 or SWK 715 (Advanced Standing) with a grade of C or higher  
Credits: 3

### **Social Work Practice:**

#### **SWK 701. Generalist Practice I**

Foundation framework for generalist social work practice, including the problem solving process, social work values/ethics, and social work roles as they apply to varying size client systems. Develops specific intervention skills, such as interviewing, assessment, contracting, goal setting and evaluation for diverse client systems with the emphasis on rural and small communities.

Prerequisite: Program Admission  
Credits: 3

#### **SWK 702. Generalist Practice II**

Continues foundation for generalist social work practice and builds on SWK 701, with a focus on the community/rural content of practice. Explores basic intervention/advocacy, management and evaluation. Provides examples from a variety of practice areas, including practice with populations throughout the lifespan.

Prerequisite: SWK 701 with a grade C or higher  
Credits: 3

#### **SWK 801. Advanced Generalist Practice**

Builds on the generalist practice skills, knowledge and values taught in Generalist Practice I and II. Integrates the use of advanced individual, family, group and organizational skills within the agency and community settings that serve diverse rural and small town client systems. Addresses practice concerns such as: acquiring sanction for work, assessing needed resources, supervision, certification, and evaluation of practice.

Prerequisite: SWK 730 with a grade C or higher  
Credits: 3

**SWK 812. Practice in Supervision and Administration**

Supervision, management, and control in human service organizations. Theoretical and functional models to assist staff to grow and function competently as professionals. Understanding the elements of programming, budgeting, staffing, communications, and control within the organization. Identifying formal and informal systems, the impact of human diversity, and how all of this functions in the rural setting.

Prerequisite: SWK 801 and SWK 829 with a grade C or higher  
Credits: 3

**Field:**

**SWK 730. First Year Field Practicum**

MSW-supervised placement in a social agency that provides opportunities for generalist social work practice with individuals, families, and groups of all ages from rural and small communities, including advocacy skills to enhance social justice. The minimum hours required in a field agency is 240 for SWK 730.

Prerequisites: SWK 701 with a grade C or higher  
Credits: 6

**SWK 829. Advanced Field Practicum I**

First semester advanced MSW-supervised placement in a social agency setting for three days a week, requiring advanced generalist practice with varying size client systems, working in rural and small town communities. Students are required to complete a minimum of 330 hours in SWK 829.

Prerequisites: SWK 730 with a grade C or higher or Advanced Standing Program Admission  
Credits: 6

**SWK 830. Advanced Field Practicum II**

Second of a two-semester Advanced MSW supervised placement in a social agency setting for three days a week providing an opportunity for advanced generalist practice with varying size and age client systems for working in rural environments. Students are required to complete a minimum of 330 hours.

Prerequisites: SWK 801 and SWK 829 with a grade C or higher  
Credits: 6

## Special Topics:

### **SWK 811. Practice in Aging in Rural & Small Town Environments**

Integration of knowledge about aging, rural aging, services for the aging, and the principles of social work and practice with various diverse populations in rural environments.

Prerequisite: Program Admission

Credits: 3

### **SWK 813. Practice in Health Care & Health Planning in Rural & Small Town Environments**

Examines roles of the social worker and the place of social work values and practice in health care planning, modern medical ethics, and professional practices.

Prerequisite: Program Admission

Credits: 3

### **SWK 814. Practice in Mental Health in Rural & Small Town Environments**

Overview of MH/MR policies and services; issues of rehabilitation, advocacy and case management; and how treatment approaches (crisis, behavioral and chemical) are related to social work roles and values in the context of community needs.

Prerequisite: Program Admission

Credits: 3

### **SWK 815. Practice in Juvenile/Adult Justice Systems in Rural & Small Town Environments**

Overview of the juvenile and adult criminal justice system in urban and rural communities. Places emphasis on the development of an understanding of the ever-changing philosophies that undergird the criminal justice system. In addition, the focus of the course will include an examination of the relationship between human diversity and aging in the criminal justice system.

Prerequisite: Program Admission

Credits: 3

### **SWK 816. Practice in Children & Youth in Rural & Small Town Environments**

Examines the major problems and legal and clinical issues encountered when working with children. Special concern for victimized and at-risk children in rural settings.

Prerequisite: Program Admission

Credits: 3

### **SWK 821. Practice in Substance Abuse/Addictions in Rural & Small Town Environments**

This course provides students with a substantive knowledge base and critical skills for planning to work in the addictions field as well as for those who will encounter chemical dependency problems in their work with different age groups in the variety of arenas in which they practice.

Prerequisites: Program Admission

Credits: 3

### **SWK 840. Special Topics.**

Study of selected topics of significance or current importance and interest to the social work profession.

Prerequisite: Program Admission

Credits: 3

## **MSW Field Education Policies and Procedures**

**Note: Due to the COVID-19 Pandemic, hours for field education have been amended. Because the change to this hourly requirement remains in flux, please contact the Director of Field Education, Ann Bergamasco, for questions related to this issue.**

### **General Responsibilities within the Field Practicum**

Collaboration among all participants must take place for successful completion of practicum course work. The roles and responsibilities of each participant must be clearly defined and understood in order to accomplish the overall objectives of the educational process.

A commitment to professional practice standards shall be reflected in the behaviors of students, Field Instructors, Field Coordinator, and Faculty Field Liaisons as efforts are being made by all to achieve these professional/educational objectives. Students, Field Instructors, Faculty Liaisons, and the Field Coordinator are expected to be aware of, understand and implement through their actions the National Association of Social Worker's Code of Ethics.

### **General Responsibilities of the MSW Social Work Program**

The MSW Program has the primary and basic responsibility for making all final decisions regarding the field placement. The MSW Program Director, MSW Faculty Field Liaisons, Field Coordinator, and Field Instructor work together to implement the field learning process as it is

required in the curriculum. General responsibilities of the MSW Program include:

1. Assess student's learning needs, refer and assign students to field placements.
2. Monitor the progress of the student's learning in the practicum site.
3. Assign grades for field education courses based on input from Field Instructors.
4. Manage all matters of students' status in the program, including extending placement when necessary and eligibility for graduation.
5. Decide in collaboration with student and agency Field Instructor whether a student may need a change of placement.
6. Maintain a relationship with agencies not only through individual liaison contacts but by keeping agencies informed about policies, curriculum, and general program and administrative changes.

## **Governance Structure of Field Program within the Social Work Programs**

**The Social Work Field Education Committee** is open to all faculty members in the department. The Field Coordinator chairs it and its membership includes the BSW and MSW Social Work Program Directors, Faculty Field Liaisons, Field Coordinator, and other BSW/MSW faculty. The function of the committee is to develop policies and procedures related to field practicum and review and/or approve uncommon placement requests.

**The Field Subcommittee of the Social Work Advisory Board** is composed primarily of past Field Instructors who provide a link between the field agencies and the Social Work Program, sharing community interests and needs, advising on specific issues, discussing current trends in social work practice and social work education, providing community support for the field instruction component of the curriculum as well as assisting in the development of continuing education, program review and revision.

## **Responsibilities of the Field Coordinator**

The Field Coordinator serves as the focal point for the development of a field instruction program that is educationally based on identified curricular objectives. The role includes both administrative and curricular responsibilities. The specific responsibilities of this position include:

1. Organize and coordinate the assignment of students to placements giving consideration to the specialized services of the agency and the skills and knowledge of the field instruction staff.
2. Management of administrative data and instructional technology
3. Provide leadership in educational curriculum planning for the field instruction program in conjunction with appropriate faculty committees to develop stated objectives for field instruction at various program levels.
4. Interpret field practicum policies and procedures to students, agencies and faculty.
5. Develop appropriate administrative and curricular supports for the field placement period such as timetables, a system for maintaining learning contracts, evaluations, etc.
6. Chair Field Committee meetings
7. Serve as a consultant in grievances, conflicts, and differences that may occur.

8. Promulgate the purposes and needs of the field practicum component of the school as a representative to external constituencies.
9. Assume some limited responsibility for the field liaison role in special circumstances.
10. Review proposals for new placement settings to present to the Field Instruction Committee for approval. Visit new agencies and potential new field instructors.
11. Organize orientations, seminars and field faculty meetings to facilitate communication with field faculty.
12. Conduct Field Instructor trainings.
13. Develop and maintain current information on students, affiliated agencies and Field Instructors.
14. Present eligible students to the field committee for Faculty Liaison assignments.
15. Promote and maintain collaborative partnerships between human services agencies.
16. Participate in teaching and service appropriate to role.
17. Provide support to the Field Subcommittee of the Social Work Advisory Board.

### **Responsibilities of the Faculty Field Liaison**

The faculty member who serves as field liaison, carries the major responsibility for agency-school contacts regarding the design, implementation and evaluation of the practicum experience. Agency visits by the Faculty Liaison include a monitoring and coordinating function designed to assure that social work learning opportunities are made available. The Field Instructor and/or student may request an interim visit at any time when a need is identified.

The specified responsibilities of the faculty field liaison are:

1. Work cooperatively with agencies and the department to clarify educational and administrative expectations of student, agency and school; to maintain consultative and evaluative communication with the agency and students through agency visits each placement cycle; to facilitate and assist in the integration of classroom material and practice experience; to facilitate field experiences which reflect racial, ethnic and gender diversity; and to clarify and reinforce the educational role of the Field Instructor.
2. Make a minimum of three contacts with the Field Instructor at the agency per semester. One contact must be a face-to-face visit each semester with the student included for a portion of the meeting. Meetings/contacts must be recorded in the LiveText system (explained later in the field manual).
3. Participate with the Field Instructor and student in the evaluation of student performance.
4. Determine the final field instruction grade
5. Provide feedback regarding the agency setting and its potential for providing instructional experiences
6. Serve as the first point of contact in situations where problems occur in field learning.

## **Responsibilities of the Agency Student Placement Coordinator**

In agencies with a social service staff of some size, this role maybe carried by a Program Manager or a MSW Social Service Director. In small agencies, the Field Instructor may carry this role.

1. Represent the agency as the central administrative contact between the agency and the School by contracting with the MSW Program Field Coordinator regarding available placement slots and organizing the pre-placement screening of students within the agency.
2. Inform the Field Coordinator of changes in personnel in the agency.
3. Confirm with the Field Coordinator those students accepted for placement.
4. Recommend potential Field Instructors.
5. Offer support and consultation to Field Instructors within the agency as needed and participates in mediation related to field practicum conflicts when necessary.

## **Responsibilities of the Field Instructor**

The process of field instruction is expected to foster the student's acquisition, application, and progressive development of professional knowledge and skills. The Field Instructor is a teacher and a role model. Specific professional educational responsibilities include:

1. Provide an orientation of the agency, policies and procedures, safety to students, social work role and responsibilities within the first week of practicum.
2. Work with the student and Faculty Liaison to develop and implement the learning contract for instruction.
3. Provide appropriate learning experiences to enable the student to develop and integrate theoretical concepts with practice skills.
4. Make clear statements of the Field Instructor's expectations of the student.
5. Schedule supervisory conferences of at least one hour of protected time per week. This is in addition to informal interaction throughout the week. Provide access to other staff as appropriate.
6. Initial and continuing assessment of the student's level of knowledge, educational needs and interest, in cooperation with the Faculty Liaison.
7. Complete the mid-term and final evaluation of the student's progress in LiveText online.
8. Discuss with the faculty field liaison any serious problems that may impact on the student.

9. Participate with the California University of Pennsylvania Master of Social Work Program in order to enrich and enhance educational goals. This may be accomplished through service on the Field Subcommittee of the Social Work Advisory Board, through guest lectures, or through other mechanisms.
10. Assist in periodic evaluations of the appropriateness of the setting for providing sound educational learning/practice experiences for placement students.
11. Attend and participate in the Field Faculty meetings, orientation and training opportunities offered by the MSW Program for MSW Field Instructors.
12. Complete a safety assessment.

## **Responsibilities of the Student**

The student with the support of the Faculty Liaison and the Field Instructor has major responsibility for his/her own learning and is expected to actively participate in the formulation and implementation of the field instruction experience. While in the field practicum the student is expected to maintain the same ethical standards and practices as the professional staff. Students must be in academic good standing to proceed with practicum. Specific requirements include the following:

1. Attend the required pre-placement orientation sessions and follow all the pre-placement instructions in a timely fashion. This includes discussion with the assigned advisor and Field Coordinator of appropriate placement choices.
2. Students who have not secured a field placement by the 13<sup>th</sup> week of the semester before they are due to begin placement may be forced to delay field placement by a semester or may not be able to start on time. Both can affect your anticipated graduation date. It is important to respond to the field coordinator's emails and/or phone calls in a timely manner (48 hours) and complete all paperwork by given deadlines. When you are given contact information to set up an interview this is expected to be done within 2 business days. Students are also responsible for responding to potential field sites/instructors who may email or call them within 2 business days. It is the student's responsibility to ensure they are checking their university email regularly as this is where field correspondence is taking place and information disseminated.
3. Make Field Instructor aware of any pertinent information that may affect the student's ability to learn.
4. Advocate for self in pursuit of learning. The student is responsible for the initial drafting of the learning contract and discussion with the Field Instructor so that it can be finalized for submission to the Faculty Liaison by the specified deadline date.

5. MSW advanced standing students who are accepted in the Spring/Summer that go into their field placement in the fall are given individualized timelines and guidance in the process; however they still must reply to emails and phone calls within 48 hours or 2 business days. This includes emails and phone calls from the field coordinator and potential field sites.
6. The student is required to adhere to the items agreed upon in the learning contract, including required reports, etc. The student is required to participate in conferences with the Faculty Liaison during the placement.
7. Clarify with the agency any expectations related to transportation of clients and insurance coverage for these purposes.
8. Use the Field Instructor as a base for channeling contacts with other areas of the setting.
9. Respect client/agency confidentiality and abide by the NASW Code of Ethics.
10. Engage in appropriate termination activities with clients and agency at any point practicum ends.
11. Use of Supervision: The student is expected to prepare for and participate in regular conferences with the Field Instructor, focusing on the student's learning and application of social work concepts. In an effort to foster the integration of class and field, the student is expected to share with the Field Instructor course materials and syllabi in addition to appropriate classroom discussions and experiences. The student uses this professional tutorial relationship as a constructive tool in his/her total educational program.
12. Use of Agency Material: The student should take responsibility for a clear understanding between the agency, the student, and the Program about the student's use of agency material in the classroom.
13. The Student as Member of the Agency: The student must take responsibility for becoming a part of the field instruction setting and participate as a responsible member of the staff. Attendance at meetings and conferences in the agency and community are encouraged. The student should take advantage of appropriate opportunities to broaden the learning experience within the field instruction placement consistent with educational and service obligations.
14. **MANDATORY:** Clearances and Criminal History: This is mandatory for all students enrolled in programs in the College of Education and Liberal Arts: in accordance to Pennsylvania's Child Protective Services Law and Pennsylvania Department of Education regulations, all students who have direct contact with children must have current (not more than one year old) Pennsylvania Child Abuse History Clearances (Act 151), Pennsylvania Criminal Record Checks (Act 34) and FBI Criminal Background Checks (Act 114) completed. Requirements for clearances and criminal history apply to all course-related observation, field and clinical

experiences, as well as student teaching. **IMPORTANT:** State law and particular practicum sites may also require health related clearances, drug testing and other such clearances. Certain types of criminal convictions and/or health related issues may affect the student's ability to complete the program. In addition, a number of employers and statewide licensing boards have policies regarding criminal histories which may limit employment and licensing options.

To get your child abuse clearance and fingerprinting completed you can go to:  
[www.keepkidssafe.pa.gov](http://www.keepkidssafe.pa.gov)  
Fingerprinting can also be scheduled through [www.identogo.com](http://www.identogo.com)

The estimated cost is 13\$ for Child Abuse clearance and 23\$ for fingerprints.

In order to get your fingerprints you must obtain a code from the agency you are going to do your placement at. You should ask for this code when you are offered the placement

For Criminal Record clearance you can go to <https://epatch.state.pa.us>. This will cost 10\$

Please plan ahead and find out what clearances you will need when you are offered your placement. It may take up to 8 weeks to get results back and if not done in a timely manner could prevent you from starting placement on time. It is the student's responsibility to make sure they get the needed clearances to the agency in the appropriate time frame as stated by the specific agency.

15. All students (BSW and MSW) must purchase professional liability insurance prior to beginning practicum. Students will not be permitted to begin their practicum until the Field Coordinator has been provided with a copy of the insurance. No exceptions will be made. Students who get their liability insurance must remember that it is only good for 1 calendar year and if doing consecutive placements they may need to renew it. If renewal is needed and not received by the Field Coordinator, students are not permitted to begin or continue their placement until it is received. Employment based placement still require liability insurance. For NASW student members, see NASW website to purchase this insurance at \$15 a year. Others can visit [www.hpsso.com](http://www.hpsso.com) to purchase insurance for \$38 a year. The Field Coordinator or another designated social work faculty member (if the Field Coordinator is not available) will be present at the BSW Seminar and MSW Practice classes to collect insurance copies if they have not already been sent in. The Field Coordinator will then notify Faculty Liaisons of who cannot begin their placement as scheduled. It will be the student's responsibility to notify the placement agency and field instructor of any change in schedule or delay in starting. Students will also be responsible to make up any missed hours due to non-compliance with this policy.

16. Students are required to log their hours in LiveText on a monthly basis and also have them approved by field instructor monthly.
17. Students are responsible for arranging and assuming the cost of transportation to and from their field placements. Additionally the social work program does not guarantee a local field placement as part of the requirement for the MSW.

### **Criteria for Selection of Agencies**

In selecting agencies as potential settings for field instruction the Program looks for evidence of commitment to social work principles and values as well as a commitment by the setting to the learning needs of the student. The following represent criteria utilized in the selection process:

1. The agency accepts professional education for social work as part of the philosophy and practice of the agency and is willing to work collaboratively with the Program to maximize the educational nature of the field placement.
2. The agency has available MSW employees with appropriate practice experience interested in providing field instruction who meet the criteria and standards of the MSW Program.
3. The agency is willing to accept the student as a learner and to provide appropriate experiences. It will maximize the student's opportunity to have assignments that include work with clients across the diversity spectrum.
4. The student is accepted as a participant in the overall agency program and activities as appropriate. This includes opportunity to participate in staff meetings, interagency meetings, in-service trainings, and other opportunities for professional learning.
5. Students should be provided with the proper physical environment and equipment, i.e., phone, desk, and a private space for interviewing clients, office supplies, clerical services, etc. The student is reimbursed for expenses incurred in the performance of agency responsibilities; i.e. travel, telephone, special agency activities.
6. The agency must agree to treat all information, including evaluations of students, as confidential. According to the provision of the Buckley Amendment to the 1974 Family Rights and Privacy Act, the student must give written permission for the school or agency to release data concerning her/his attendance history or performance record.
7. The agency must be willing to allow students to use case records and other appropriate material, with confidentiality protected, in classroom discussions and assignments.
8. The agency must be willing to adjust the Field Instructor's schedule to permit time to plan student's program, attend field seminars, prepare for and hold supervisory conferences, and generally supervise the student's field placement progress.

9. *Use of Personal And Or Agency Automobiles for Agency Work.* If the Field Placement Agency requires students to utilize their personal or agency vehicles as part of the duties being performed, the agency must indemnify and hold the University harmless, and indemnify any student required to utilize their personal vehicle as part of the field placement assignment (e.g. students who are required to transport clients). The formal affiliation agreement will reflect this agreement to indemnify, which will include the agency agreeing to this provision. If a student is utilizing the agency's vehicle, the agency assumes full financial liability, loss, or damage responsibility while the student is performing agency duties. Proof of insurance/indemnification must be submitted to the field coordinator before any such transportation takes place. The agency is also responsible for verifying students have a valid driver's license and for checking their driver history.

## **Criteria for Selection of Field Instructors**

The Field Instructor is a teacher and a role model and is responsible for delivering a significant portion of the educational curriculum. They are to be competent in their chosen field of practice, have an ability to consciously discuss the concepts and principles that underlie that practice, and have an interest and desire to be involved in teaching students. Further it is recommended that the Field Instructor:

1. Possess a graduate degree in social work (MSW) from an accredited school of social work and at least two years of post-degree experience.
2. Has knowledge and competence within the field of practice area in which the setting engages.
3. Will adhere to the standards of professional social work ethics and values.
4. Will attend orientation, training, and other seminars offered by the Program regarding the field instruction process.

Faculty follow the NASW (2013) standards for student safety. This policy requires that principles of safe practice be reviewed with students and field instructors during orientation. In addition, the faculty has developed a student safety risk assessment tool based on the CSWE guidelines to help students, the field faculty and the field instructor assess safety and risk in the field placement setting. In the classroom, students are taught about social workers safety by the faculty in SOW 302, SOW 304 and it is reviewed again in the orientation on the first day of practicum. In the field instructor orientation and in our manual, agencies are encouraged to provide a formal orientation to the agency which includes safety and precaution issues. The assessment tool facilitates this review. Students and faculty also engage in an ongoing dialogue about safety in the field seminar.

## **Field Instruction Requirements and Expectations**

### **Prerequisites for Entering Field Placement**

Students must complete the MSW Courses that are delineated in the course-sequencing guide found in the Student Handbook and in the Appendix of this manual.

## Pre-Placement Process

The field placement process is designed to provide the student with an experiential educationally directed practicum that is appropriate to the student's learning needs. This process requires that the Field Coordinator and, where needed, the student's faculty advisor, participate in a discussion with the student of appropriate placement planning. The Program assumes the responsibility of ensuring the educational purpose of the practicum and therefore, although including student and agency preferences in the selection process, maintains ultimate responsibility for the process and agency placement.

The MSW Social Work Program will announce and conduct required orientation meetings the semester before a student is entering the field, to assist students in preparing for field placement. It is important that students read carefully and follow the pre-placement procedures in full before seeking interviews and making decisions. Students will initiate interviews with agencies after being contacted by the Field Coordinator. Advanced standing students accepted in late spring or summer will meet individually with the field coordinator for orientation. Students will attend the mandatory orientation and meet individually with the Field Coordinator and then be given an assignment.

1. Students may meet with their faculty advisors to discuss their career goals, learning needs, practicum objectives, and preparation of a resume before meeting with the Field Coordinator if they wish.
2. Students prepare a resume to be presented to agencies where they request an interview in order to give the agency appropriate information about themselves. A copy of this resume should also be given to the MSW Field Coordinator.
3. Students meet with the MSW Field Coordinator to discuss their areas of interest and select at least two possible agencies that are appropriate to their career goals and learning needs. This meeting will also be used to discuss the practicum, identify the potential MSW Field Instructor, and describe any special needs and/or requirements unique to the student or to the agency.
4. After the Field Instructor contacts the student with the MSW Field Instructor and the agency the student contacts the agency and the MSW Field Instructor to schedule an interview. Both student and Field Instructor are encouraged to have a careful discussion to develop a mutually clear understanding about the appropriateness of the placement. (See Appendix: Pre-placement interview questions).
5. Students cannot do a practicum at an agency where they have a relative working in the agency; where they, or a relative is/has been, a client; where they have or had a personal relationship with anyone in the agency; or where they have been placed for a previous Practicum. (Questions regarding this policy should be addressed to the Field Coordinator).
6. Placement in one's place of employment may be considered when the placement assignment is different from the work assignment, when the MSW for the practicum is not the work supervisor and when the student has filled in the forms from the MSW field manual. All students must complete Appendix four of the field placement section form prior to the deadline specified at the orientation meeting. Completed materials are taken to the Field Committee for a decision.

7. People choose careers in social work for a variety of reasons. Frequently, students have had prior life experiences in which they needed assistance themselves. Students should be aware that they should not seek placement opportunities in a field of practice within which they have recently received assistance themselves. For example, a student who recently sought help for a substance abuse issue should not seek placement at a site for substance abusers.
8. Students submit their completed and signed agency selection form to the MSW Field Coordinator by the specified date (See Appendix: Site Selection Indicator Form). The Field Coordinator contacts the agency's MSW Field Instructor to confirm the selection. If the site is new it will be presented to the Social Work Field Committee for final approval. Once approved, the student, Field Instructor, and agency are notified.
9. **IMPORTANT:** State law and in particular field education (practicum) sites may require some or all of the following: (1) criminal background check; (2) child abuse clearance; (3) health related clearances; (4) drug testing and other such clearances; (5) fingerprint clearances. Certain types of criminal convictions and/or health related issues may affect the student's ability to complete the program. In addition, a number of employers and statewide licensing boards have policies regarding criminal histories which may limit employment and licensing options.
10. Students may not begin SWK 730 or SWK 829 until they have had an orientation with their practice teacher (SWK 702/SWK 801) which takes place during their first practice class. SWK 830 may begin on the first day of class and they do not have to wait until their first practice class.

### **Additional Placement Policies**

1. If the student believes that an appropriate choice is not available after careful exploration of approved agencies, the student may contact the Field Coordinator to discuss the possibility of seeking approval for a new site. The Field Coordinator will evaluate the request and decide whether to pursue approval based on the same criteria used to evaluate other requests for affiliation. In particular, it is important that a site can fulfill the needs of future students rather than be of one time use only. In addition, if the student wishes to dispute a decision made during the field planning process, s/he may bring the matter to the attention of the MSW Field Committee or the MSW Program Director.
2. The State System of Higher Education and the Faculty Union have defined the geographic boundaries within which field placements will be considered as being no more than 200 miles from the campus. Only in situations where there is a compelling personal circumstance or a very unique opportunity will this be waived. In choosing placement possibilities, students must be prepared to attend concurrent classes.
3. **Employer-Based Placement:** Placement in one's place of employment may be considered when the placement assignment is different from the work assignment,

when the MSW for the practicum is not the work supervisor and when the student has completed the Employer-based application from the MSW field manual. All students must complete the form prior to the deadline specified at the orientation meeting. Completed materials are taken to the Field Committee for review.

4. Should the student be approached about accepting employment at the agency during the field placement, the student should immediately contact the Field Coordinator and discuss the implications of that possibility.
5. In the event a placement is not confirmed after three pre-placement interviews because of his or her presentation or readiness, the student is automatically required to have a Performance Review, to be coordinated by the Field Coordinator. Such a review may prevent a student from entering a field placement. This process is outlined in the student handbook.
6. Proposed field instruction assignments must be appropriate to the student's level of education, first year or advanced, and meet curriculum requirements.
7. The MSW Field Committee will review and must approve the practicum proposal if it is a new site.
8. *Agency Required Orientation/Training*: If an agency requires training in order for you to perform your practicum duties a maximum of 24 hours of an agency's training program may count towards your practicum hours, provided that they are done in the current semester. Anything above 24 hours will not apply towards your practicum hours. Additional training hours throughout the semester that exceed 24 hours must be pre-approved by your faculty liaison.

For example, students who want to do their placement at an agency with domestic violence are required to do 40 hours of training before they can begin their placement. Many students opt to do this training on their own time before the semester begins getting no credit towards the total hours for the semester. Others will do the training once they start the semester but only get a maximum of 24 hours credit. This also occurs at times with child welfare agencies. If you want to do a placement at an agency where training is mandatory, please discuss these options with the field coordinator and faculty liaison so you will be prepared and to avoid confusion once the semester begins.

9. When the agency is open and operating, the student can expect to report for practicum hours. When the University is on break, the student is expected to take this break from practicum hours. Exceptions can be made when agency and University breaks do not coincide to ensure completion of practicum hours (e.g. at school-based placements), provided that a faculty member is available to serve as a liaison during the break. A student may not be in practicum when classes are not in session. The exception is when a student is completing work to resolve an incomplete grade and this is with the approval and supervision of the Faculty Liaison.

## Learning Objectives, Learning Contracts and Educational Plans

The MSW field practicum syllabus, created by the Faculty Liaison, describes the general educational objectives for the field along with other field related learning assignments. As described in the syllabus, all students are required to work with their Field Instructor to prepare a learning contract which addresses the specific educational objectives, their respective client population, the student's own learning objectives, and the process by which those objectives can be accomplished in field placement. The Learning Contract and Educational Plan are completed in LiveText online. This is CalU's Social Work Programs' database management system for practicum students, field agencies and Field Instructors. Each Field Instructor will receive an email at the beginning of the semester with their individual username and password to access the information and documents in LiveText.

The Field Instructor and student submit the draft learning contract and the Educational Plan in LiveText. The draft learning contract and Educational Plan will be submitted to the Faculty Liaison by the due date indicated on the practicum syllabus. Once the Faculty Liaison approves and signs the learning contract, the student and Field Instructor also need to sign it. It is possible that the contract may be renegotiated at mid-term or whenever the need may arise to add new tasks or reduce expectations. Changes to the learning contract can be made in LiveText, but the Field Coordinator must be notified, and new signatures must be completed as well.

**Note: The Educational Plan is the primary basis upon which the student is evaluated by the Field Instructor both at the mid-point of the placement and for the final evaluation.**

## Placement Time and Length Requirements

All MSW students must complete the required number of days/hours during the placement period. This means that 2<sup>nd</sup> year/Advanced Standing MSW degree candidates are required to complete 660 hours in placement. First year/Regular Standing MSW degree candidates are required to complete 240 hours in placement. Those MSW degree candidates in the Regular Program are required to spend 900 hours in total. Advanced Standing students complete 660 hours in total.

All students, Regular or Advanced Standing, full or part-time follow their sequence of courses as illustrated previously under the MSW Program Curriculum.

The student's schedule may reflect variations in relation to assignments, such as fulfilling evening, weekend or – on call responsibilities. However, it is important to note that the MSW Program requires a significant overlap of time when Field Instructor and student are working during the same hours. Appropriate access to field instruction must be available so that the Field Instructor may directly observe the work of the student and provide feedback and direction. Any decision to use evening and weekend hours must meet this requirement.

## Evaluation Process

Students in field practicum are evaluated by the Field Instructor and the Field Liaison Faculty at mid-semester and at the completion of the required 240 or 330 hours. The mid-term and final evaluations are completed online in LiveText. Upon completing the evaluation, both the Field Instructor AND student **must** electronically sign the evaluation. Upon completion of the two semester practicum, students are required to evaluate the practicum experience and this evaluation is used to continuously improve the field component of the social work program. This form is also found at [www.livetext.com](http://www.livetext.com).

1. Evaluation of the student's performance in the placement agency by the Field Instructor is to be an on-going process through which the student receives **continual assessment** of his or her performance. (See **detailed notes on the evaluation process below**.)
2. At mid-semester, there is to be a planned conference between the student and the Field Instructor devoted to an assessment of the student's performance to date. The evaluation form will be used as the basis for this assessment of student's performance (See Appendix: Student Evaluation Forms).
3. It is imperative that the Field Instructor notify the Faculty Liaison immediately if there is any indication that the student's performance is less than satisfactory at mid-semester.
4. During any evaluative process, students are expected to participate actively in the conference and may be asked to prepare a self-assessment of her/his performance. If disagreements occur, the student has the right to submit a written rebuttal for attachment to the Field Instructor's evaluation to be included in the student's record. The student must read and sign the written evaluation and the Field Instructor must also sign it prior to its transmission to the faculty field liaison.
5. Student Evaluation of Agency and Field Instructor (**Appendix**).
6. Student Evaluation of Field Faculty Liaison (**Appendix**).

With respect to the evaluation of student performance, some of the key points above (items 1-4) merit additional consideration. Because the performance evaluation is to be an ongoing process throughout the placement, the written evaluation should not contain anything the student does not already know.

An evaluation is due at mid-term and at the end of placement. Mid-term evaluations are essential to provide feedback on progress and outline areas needing continued improvement.

There are two different evaluation forms to be used for the evaluation of student performance in field. One form is used for the evaluation of foundation field education and is so titled. The foundation evaluation of student field performance is

to be used at mid-term and at the end of the semester in foundation field (SWK 730). The other form is for the evaluation of performance in advanced field. This form is used across the year-long advanced field education placements (SWK829/830). These evaluation forms can be found online in LiveText at [www.livetext.com](http://www.livetext.com).

It is helpful to go over a copy of the evaluation form ahead of time and to discuss what must be accomplished to earn a successful grade.

It is not fair to the student to receive negative feedback for the first time at the end of placement when they have not had a significant opportunity to address the problem areas.

The evaluation form requires assessment of student performance in each of the 9 field competency areas identified earlier in this manual. Although the 9 competency areas are the same across the two field education placements, the indicators used to assess performance in these 9 areas **require a higher level of applied learning in the advanced field placement**. Greater emphasis is placed on mastery in the advanced field evaluation. Students are expected to be performing independently, to be managing their own cases, evaluating their interventions, and developing and evaluating intervention plans for increasingly complex, multi-level situations. It is absolutely critical that the correct evaluation tool is used for the two different practicum placements for this reason. Evaluation of student performance is based on a review of the learning contract to reflect the student's progress in the agreed upon areas of skill development. Written evaluations must be reviewed with the student, signed and dated by both the student and the Field Instructor and forwarded to the Faculty Liaison.

#### Grading:

The evaluation form asks for a rating scale ranging from unacceptable to outstanding. The actual grade options use the A, B, C, and F scale. (A plus/minus scale is used, however there are no C- or D grades at the graduate level.)

Field Instructors are responsible for recommending a grade via the rating scale. Faculty Liaisons are responsible for assigning the grade.

It is important to give accurate feedback. If a student's performance is unacceptable or clearly needs improvement in order to meet the basic standards of performance it is important to reflect this in the evaluation.

In the event that the Field Instructor realizes that he/she may recommend a failing grade or that the student needs additional placement experience in order to meet a successful level of performance, the Faculty Liaison should be contacted as soon as possible.

The Field Instructor must be careful when considering recommending any extension to improve a grade, especially if the student is in the last semester, as it is often difficult to turn things around in a short period of time. A decision to extend a practicum, following consultation, is the responsibility of the Faculty Liaison.

Grades cannot be assigned unless an evaluation, signed by both the student and the Field Instructor, is received by the Faculty Liaison by the due date identified on the field instruction calendar. Submitting late evaluations will result in the student receiving an

incomplete grade.

***Average Ratings of 4: Mastery: Student demonstrates practice behavior consistently with minimal supervision.***

A student at this level of performance is performing well and performing professionally most of the time. While there may be unevenness in performance among the competencies the student's professional behavior and integration of knowledge and skills provide evidence of both the motivation and capacity to perform satisfactorily in all areas with the ability to: integrate theory and practice; and receive and make use of constructive criticism to improve practice.

***Average Ratings of 3: Accomplished: Student demonstrates developing practice behavior; the student is not consistent in practice behavior, but is moving towards consistency and independence.*** A student at this level of performance is characterized by unevenness in performance. The student's professional behavior provides periodic evidence of both the motivation and capacity to perform satisfactorily but does not do so consistently. There is some recognizable ability to integrate theory and practice and to receive and make use of constructive criticism to improve practice. Ratings of 3 should be addressed with plans for improvement for the second half of the semester.

***Average Ratings of 2: Developing: Student demonstrates beginning practice behavior; the student needs a lot of supervision and is not functioning independently.*** Because this rating indicates minimal demonstration of desired behavior and professional competencies, this rating is indicative of problems that merit attention. *Ratings of 2 are not commonplace and should result in a plan of action for the second half of the semester.* If ratings of 2 are widespread (across many competencies) they may indicate serious problems. Difficulties may be apparent in any or in a combination of the following areas:

1. Inability to establish appropriate professional relationships;
2. Lack of sensitivity/feeling for people and difficulty in disciplining his/her own feeling responses;
3. Preoccupation with one's own needs and feelings;
4. Limited ability to conceptualize and to apply theories and perspectives in practice;
5. Inability to engage, assess, plan and implement interventions, and evaluate interventions (including self-review under supervision);
6. Persistent problem in viewing client systems objectively;
7. Behavior in supervisory relationships indicates limited ability to involve self in the learning process and a high degree of defensiveness; frequent need for external cues and direction of learning;
8. Evidence of a lack of personal integrity.

A student performing at this level needs to be brought to the attention of the Field Faculty Liaison as early in the semester as possible. Appropriate problem-solving needs to occur early in the semester.

***Average Ratings of 1: Beginning: Student demonstrates very little practice behavior (this level does not meet basic requirements).*** Ratings of 1 are not acceptable. All of the items on the evaluation form are related to our program objectives and generalist social work knowledge, skills and values. Opportunities should be present for students to demonstrate these competencies. If a Field Instructor sees that a student is not demonstrating beginning level generalist practice knowledge, skills and values, s/he should contact the Field Faculty Liaison immediately. If a Field Instructor sees that a student is doing very well in most areas but there are one or two items that cannot be assessed because opportunities to exhibit these competencies have not been present, the student, Field Instructor and Field Faculty Liaison need to work together to ensure that opportunities are developed to assess these abilities during the semester.

Field Faculty Liaisons can consult on potential projects or tasks that would provide these opportunities. Any one of the following characteristics alone or in combination with others would indicate that a student is in jeopardy at mid-term. The student demonstrates:

1. Consistent lack of empathy or inability to relate to the client or client system (individuals/families/groups/organizations/communities).
2. Evidence of destructiveness with clients.
3. Inability to move or think independently.
4. Preoccupation with own needs and feelings which negates the effective use of self as a helping person.
5. Hostile behavior when given constructive criticism.
6. Persistence of lay attitudes limiting his/her professional identification and discipline; no commitment to or beginning ability to internalize the goals and values of the social work profession; confusion in the role of a social worker and identification as a social worker.
7. Evidence of disorganization in responding to basic demands for use of time, in the learning situation, in submitting, recording and/or setting up appointments.
8. No ability to implement the beginning aspects of the helping process as derived from classes, field teaching and readings.
9. No reference to theoretical concepts about behavior and/or inability to conceptualize or to recognize principles.
10. Lack of ability to use the supervisory process as evidenced by the inability to look at one's own performance in a self-evaluative manner; high degree of self-protectiveness.
11. Requires a high degree of pressure in order to function to meet deadlines; unrealistic perception of self and unrealistic expectations of others;
12. Motivation to learn only enough to "get through".
13. Need to control all in his/her learning experience.
14. Evidence of a lack of personal integrity in one's performance with individual/family/group/organization/community or in the relationship with the Field Instructor; does not adhere to the professional code of ethics.

### **End of First Year:**

#### **ACCEPTABLE LEVEL OF PERFORMANCE:**

A student with an acceptable level of performance may be characterized by more or less even, progressive movement over one year. While there may be periods of unevenness (with some limited degree of regression or immobilization, mainly during periods of stress or pressure), the student must give evidence of both the motivation and capacity to perform satisfactorily in all areas, with the ability to begin to integrate theory and practice.

Many students perform at above the acceptable level of performance by displaying creativity, flexibility, imaginativeness, and reflecting a potential to perform at the superior level.

The following considerations need to be addressed when working with a student who, at the end of their first year, displays marginal passing performance or unacceptable performance.

**MARGINAL PASSING LEVEL OF PERFORMANCE:**

The major characteristics are unevenness and slow progress in the student's overall performance in the application of theory and the development of skill. The student will have periods of improved functioning and responsiveness to specific direction from agency field instruction staff. However, difficulties may develop in any or in a combination of the following areas:

1. inability to establish relationships at the basic level due to lack of sensitivity and feeling for people and difficulty in disciplining his/her own feeling responses;
2. preoccupation with one's own needs and feelings;
3. inability to do case/project planning and self review;
4. persistent problem in viewing client systems objectively with overemphasis on either positive or negative aspects of a situation;
5. limited ability to conceptualize;
6. behavior in supervisory relationships indicates limited ability to involve self in the learning process and a high degree of defensiveness; frequent need for external controls and propulsion for learning;
7. evidence of a lack of personal integrity throughout performance.

Consideration When Passing A Student With Marginal Performance To The Second Year

- A. Students who pass the first year marginally may be advised not to return for a second year of graduate work for some of the following reasons:
  1. personal pressures, stresses, or immaturity.
  2. where student needs help during the intermitting period in order to show evidence that he/she can function satisfactorily in an educational setting.
  3. where intellectual capacity is limited, and it is believed that the student would have a serious problem meeting the demands of the expectations for the conceptualization required in the second year.
  4. where the student's capacity is at such a minimal level, that while he/she passed the first year, on this basis, it is educationally indicated that he/she could not achieve the requirements for performance in the second year.
- B. Students who pass the first year marginally may be advised that they can continue for the following second year of graduate study. But it would be recommended that their initial second year performance be on a probationary basis. These students may need an extended period of field placement to demonstrate a sustained passing performance based on:
  1. ability to show evidence of good intellectual capacity.
  2. ability to show a late evidence of integration and the expectation that they can consolidate, sustain, and strengthen this gain in their second year.
  3. expected ability to meet minimal demands of the second year program.

## UNSATISFACTORY LEVEL OF PERFORMANCE

Any one of the following characteristics would indicate that a student is failing at the middle of the first semester of field practicum. However, it would not normally be expected to find only one of these characteristics in isolation, but rather in a combination with others.

The student demonstrates:

1. consistent lack of empathy and unrelatedness to the individual, family, group, organization and/or community.
2. evidence of destructiveness with clients.
3. inability to move or think independently.
4. preoccupation with own needs, and feelings, which negates the effective use of self as a helping person.
5. hostile behavior when given constructive criticism.
6. persistence of lay attitudes, limiting his/her professional identification and discipline; no commitment to, or beginning ability, to internalize the goals and values of the social work profession; confusion in the role of a social worker and identification as a social worker.
7. evidence of disorganization in responding to the basic demands for use of time, in the learning situation, in submitting, recording and/or setting up appointments.
8. no reference to theoretical concepts about behavior or no ability to begin to implement the beginning aspects of the treatment process including concepts of social study, assessment, and evaluation, as derived from class, field teaching and readings.
9. complete inability to conceptualize or to recognize principles.
10. inaccessibility to learning in the use of the supervisory process as evidenced by the inability to look at one's own performance in a self-evaluative manner; high degree of self-protectiveness; requires a high degree of pressure in order to function to meet deadlines; unrealistic perception of self and unrealistic expectations of others; motivation to learn only enough to get through; need to control all in his/her learning experience.
11. evidence of a lack of personal integrity in one's performance with individual/family/group/organization/community, or in the relationship with the Field Instructor; does not adhere to the NASW Code of Ethics.

Evaluation of student performance is an ongoing activity that is built into the instructional and supervisory process. Close supervision of the student is the essential ingredient in an accurate performance evaluation. However, evaluation of student performance must not be viewed exclusively as an externally imposed assessment. Students must develop the ability to assess their own growth and learning, to recognize their strengths and the areas needing improvement, and to evaluate their practice abilities—both in general and as related to specific intervention efforts.

Students usually tend to be very anxious about the assessment process. In instances where things are not going well, the student is not the only anxious party, most likely. In these situations, the agency Field Instructor and Faculty Liaison undoubtedly will also face the evaluation conference with some degree of trepidation. Anxiety in the face of performance evaluation seems to be universal for all students, even when they are doing outstanding work. Although it never seems possible to eliminate anxiety entirely, it is helpful to discuss with students ahead of time what will occur during the evaluation conference and what they might be expected to discuss.

In preparing students for the formal evaluation conference, some Field Instructors require the student to fill out the Evaluation Form in pencil. The Field Instructor then proceeds to complete the form. Thereafter, the differences and similarities between the student's perceptions and the Field Instructor's perceptions are discussed prior to the formal evaluation session with the Faculty Liaison. Based on these discussions, the Field Instructor may wish to change one or more of the performance assessments. Before the form is turned in to the Faculty Liaison the student's pencil marks are erased. This approach to the assessment of performance seems to be highly effective.

Prior to submitting the Evaluation Form to the Faculty Liaison, the Field Instructor and the student sign the Evaluation Form. Students may provide a dissenting opinion of the evaluation by so indicating on the form and by attaching an explanation of their disagreement to the form, which then becomes a permanent part of the student's record. Following the evaluation session, the Faculty Liaison signs the Evaluation Form and assigns a grade based on the evaluation, the logs, the field seminars, and other syllabus requirements. Students have the right to appeal the final grade as outlined in the MSW Student Handbook. Upon completion of the evaluation both the Field Instructor and student must electronically sign each evaluation.

Field Instructors are urged to be painstakingly thorough in their assessments when the Faculty Liaison visits. Students cannot maximize their professional development and monitor their own performance in the absence of honest and balanced feedback. The grading system for the practicum includes other components of the overall course work. Practice teachers and Field Instructors share certain designated assignments to assist with the final evaluation. A candid discussion of student performance during evaluation sessions is needed to deal more readily with many field instruction elements that are difficult to translate into a letter grade.

Only in rare cases do students earn an unsatisfactory rating. However, those instances present difficult situations for the student, the Field Instructor/task supervisor, and the Faculty Liaison. No one likes to assign an unsatisfactory grade, and certainly no one likes to earn it. Nevertheless, problems sometimes arise that can result in an unsatisfactory rating.

Usually the behaviors leading to an unsatisfactory rating are not outrageously dramatic such as illegal, or immoral behavior—but instead are a recurrent series of lesser problems. Some of the more likely types of problems might include the following.

1. A hostile, resistant attitude toward learning, toward the Field Instructor, or toward others in the agency.

2. Chronic absenteeism—particularly when there are obviously flimsy excuses for the behavior—and other irresponsible behavior.
3. A personality that appears to be unsuited to and incompatible with the practice of social work, such as judgmental attitudes, unapproachable appearance or attitudes, punitive or cold behavior.
4. Emotional immaturity or unusual naiveté that interferes with the ability to effectively practice social work.
5. Unprofessional behavior, including blatant disregard for agency policies, rules, and regulations.
6. Behavior that is emotionally damaging to clients.
7. Emotional problems and needs that interfere with the student’s ability to work with clients.

When problems and behaviors such as those cited above become evident, the Field Instructor or task supervisor should first arrange a meeting with the student to address the problems. If the Field Instructor or task supervisor is unable to resolve the difficulties during the conference or sees no improvement following the conference, he or she should immediately contact the Faculty Liaison, who will make a visit to the agency to address the difficulties. If the difficulties remain unresolved and lead to an early termination of the placement or to an unsatisfactory field performance rating, the field supervisor must approach the writing of the evaluation with extreme care. The field supervisor should consult with other colleagues, the Faculty Liaison, and/or the Field Coordinator. The evaluation should substantiate, through description and illustration, the basis for the unsatisfactory rating. It should give more than usual detail of all contributing factors, including assignments, supervision, description of problems, student’s responses to feedback, and related events. It should be written in a way that documents the basis for the unsatisfactory field performance rating in order to withstand challenges. However, it should be extremely humane and demonstrate the highest level of respect for the dignity of the student.

**After two involuntary terminations from a field practicum, the student will be mandated to attend a professional review with relevant faculty members in attendance within 15 days of the formal termination.**

## **Problems in Field Instruction**

It is the responsibility of the social work faculty to grant academic credit only to students whose course work meets at least minimally acceptable standards. Students must maintain a 3.0 in order to graduate from the program.

Each student receives specific evaluative feedback from the agency Field Instructor throughout the placement. The Faculty Liaison or the Field Coordinator may initiate a Problem Identification Review for the student’s field performance when it appears the student may be

unready to become a professional social worker. The policy for this review is in the MSW Student Policies and Procedures Manual.

The Program respects the right of the student to raise and pursue issues regarding his/her field placement. Such concerns should be brought by the student, first to the Field Instructor, and second, to the Faculty Liaison coaching the student to attempt to resolve the problem for him/herself. The Program believes that the process of problem solving on one's own behalf can be an important part of the student's education. If this fails, the student, Field Instructor, Faculty Liaison and/or the Field Coordinator will initiate a joint meeting with the student and Field Coordinator to assess the possibility and appropriateness of further attempts at problem resolution.

Field placements, once confirmed, are not changed lightly. If the conclusion reached by the Field Coordinator, Faculty Liaison, and agency representative is that a placement should be discontinued, an assessment will be made jointly whether a student should be reassigned to another Field Instructor in the same agency, or to another agency setting, or to be discontinued from placement. This decision will be final.

### **Code of Ethics**

Professional conduct and breach of learning contract grievances are defined as complaints or disputes involving the explicit learning contract between the student, the Field Instructor, and the Faculty Liaison. Expectations for appropriate professional behavior by the involved parties are as set forth in the revised NASW Code of Ethics. Therefore, all parties signing the learning contract are expected to adhere to the NASW Code of Ethics. A copy of the Code of Ethics was given to all students at the MSW Program orientation. Contact the Field Coordinator if you do not have a copy. The Code is also accessible through the NASW home page: [www.naswdc.org](http://www.naswdc.org).

### **Insurance Coverage**

1. Professional liability insurance coverage is required and may be secured by joining NASW and obtaining an NASW policy, where appropriate, or by securing an individual policy for coverage from another carrier. See Field Coordinator for forms.
2. Transportation of client in personal auto:  
University insurance does not include any coverage for the student should an accident occur while transporting a client in a personal automobile. Therefore, students shall not be expected to transport clients in their personal automobile as a requirement of their field placement unless the agency can provide insurance coverage to them for this activity or they agree to use their own insurance coverage.
3. Health/Medical Coverage:  
While student injuries in field placement are rare, there is an element of personal risk for those who engage in the practice of social work. It is important for students to know that if an injury should be sustained while in the field placement, his or her own medical insurance will be the only source of medical coverage. The University is not responsible for accidents occurring to students in connection with class, laboratory, shop, fieldwork, travel, or other activities. Students may rely on their own coverage or purchase a student health policy. Information about this policy may be obtained from the University Health Service.

**MSW Field Manual Billing Statement:**

MSW students may provide billable services in field placement agencies in some circumstances where the agency may claim agency revenues for those services provided by the field student. It is incumbent on the placement agency, not the University, to determine when and if the placed student meets the required credentialing requirements under the agency's licensing, regulation and/or contract obligations. It is also incumbent on the placement agency, not the University, to provide said students with the requisite orientation, training, resources and support to deliver, document and bill for those rendered billable services.

**MSW Student Medication Administration:**

Field students will often be placed in field agencies where clients receive medications as a component of their provided service and treatment. Field students are not permitted to manage or administer medication, whether physician ordered or "over-the-counter" under any circumstances as part of their field educational experiences.

**APPENDIX**

<b>1. Pre-Placement Interview Questions.....</b>	<b>44</b>
<b>2. Practicum Application and Background Information.....</b>	<b>45</b>
<b>3. New Field Instructor Application.....</b>	<b>47</b>
<b>4. MSW Field Placement Selection Form.....</b>	<b>49</b>
<b>5. Social Work Field Education Student Agreement .....</b>	<b>52</b>
<b>6. MSW Application for Employer-Based Field Instruction Placement.....</b>	<b>54</b>
<b>7. Evaluations.....</b>	<b>57</b>
<b>7-A. SWK 730 Practicum Mid-Term and Final Evaluation.....</b>	<b>57</b>
<b>7-B. Advanced Practicum Mid-Term and Final Evaluation.....</b>	<b>65</b>
<b>7-C. Student Evaluation of Agency and Field Instructor.....</b>	<b>76</b>
<b>7-D. Student Evaluation of Faculty Liaison.....</b>	<b>77</b>
<b>7-E. Student Evaluation of Field Coordinator.....</b>	<b>79</b>
<b>7-F. Field Instructor Evaluation of Faculty Liaison.....</b>	<b>80</b>
<b>7-G. Field Instructor Evaluation of Field Coordinator.....</b>	<b>81</b>
<b>8. Sample-Model Orientation Checklist for MSW Field Students.....</b>	<b>82</b>
<b>9. Guidelines for Practicum Matching Interviews.....</b>	<b>84</b>
<b>10. Key Points and Working Definitions for Developing and Educational Plan....</b>	<b>86</b>
<b>11. Macro Level Practicum Task Suggestions.....</b>	<b>87</b>
<b>12. MSW First Year Practicum Learning Contract &amp; Educational Plan .....</b>	<b>89</b>
<b>13. MSW: Advanced Practicum Learning Contract &amp; Educational Plan .....</b>	<b>99</b>
<b>14. Full-Time Regular Social Work Faculty.....</b>	<b>111</b>
<b>15. Social Work Offices.....</b>	<b>112</b>

## Appendix 1

### Pre-Placement Interview Questions

Each of you is being asked to schedule an appointment at a potential field placement site. Both you and the contact person at that site will explore the appropriateness of this practicum assignment. Below is a list of questions that you might want to consider asking during your initial appointment.

1. What kinds of activities and programs does this agency undertake?
2. What activities, tasks, and/or projects will I be able to undertake?
3. What specific skills will I be able to develop at this agency?
4. Does this agency have a particular theoretical approach to intervention?
5. What are the general characteristics of clients and communities served by this agency?
6. What is the approach to and structure of supervision?
7. What amount of interaction does a student have with other students and with permanent staff?
8. What opportunities exist for inter-professional collaboration or cooperation?
9. What types of in-service training or workshops and conferences will be available to me?
10. What kinds of cases and/or projects do you anticipate assigning to me?
11. What kinds of skills do you hope a student will bring to the agency?
12. How much independence and initiative do you expect me to demonstrate?
13. How are students helped to handle issues of diversity in regards to age, gender, race, ethnicity, sexual orientation, and mental and physical ability, etc. on both staff and client levels?

**Appendix 2**

**CALIFORNIA UNIVERSITY OF PENNSYLVANIA  
MSW PROGRAM  
PRACTICUM APPLICATION AND BACKGROUND INFORMATION  
SWK 730 (foundation practicum) \_\_\_\_\_  
SWK 829/830 (advanced practicum) \_\_\_\_\_**

Name:

Date:

Home Address:

Phone:

Address @ school:

Cell Phone:

Email:

Undergraduate College/University:

Bachelor's Degree:

Date Received:

Date Start(ed) CalU MSW Program:

Social Work Courses Currently Enrolled:

Current standing (check one): Regular 4 Semesters

Regular 6 Semesters

Advanced 3 Semesters

Advanced 4 Semesters

Current GPA:

I have existing grades of "F" and/or "Incomplete" in social work courses. Yes  No

If yes, please list the course(s), the semester year and the professor's name:

Social Work Area of Interest: List 3 top choices (population, type of agencies, etc). No guarantee you will be placed in one of these choices.

- 1.
- 2.
- 3.

Work Experience:

Volunteer Experience:

Organizational Memberships and Honors:

Special School/Professional Interests, Papers, Reports, etc.:

Interests, Hobbies, Other Activities:

Do you have a car? Yes  No

Concerns Related to Practicum Experience:

---

Student's Signature

---

Date

Please return to Ann B. Bergamasco, Field Coordinator  
California University of PA, Box 90  
250 University Avenue  
California, PA 15419

Fax: 724-938-5977

Email: [bergamasco@calu.edu](mailto:bergamasco@calu.edu)

**Appendix 3**

**New Field Instructor Application**

Name: \_\_\_\_\_

Agency: \_\_\_\_\_

Agency Address: \_\_\_\_\_

Agency Phone Number: Education: \_\_\_\_\_

College	Degree	Date Received

Are you a member of NASW?     \_\_\_ Yes   \_\_\_ No

Please list other organizations/affiliations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Have you been a Field Instructor before?   \_\_\_ Yes   \_\_\_ No

If yes, with which College/University were you affiliated? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Other Academic Appointments or Experience

Institution	Appointments/Experience	Dates

Narrative:

1. Briefly describe how students will be able to gain generalist social work experience in your agency.

Approved 5/07

**Appendix 4**

**CALIFORNIA UNIVERSITY OF PENNSYLVANIA**  
**MSW Field Placement Selection Form**

Semester: \_\_\_\_\_ Fall \_\_\_\_\_ Spring Year: \_\_\_\_\_

Please circle: SWK 730      SWK 829/830

Class Standing: \_\_\_\_\_

Student's Name: \_\_\_\_\_

On-Campus Phone: \_\_\_\_\_ Permanent Phone: \_\_\_\_\_

Field Agency Selected: \_\_\_\_\_

Field Instructor's Name: (Specify MSW, LSW or LCSW): \_\_\_\_\_

Field Instructor's Job Title: \_\_\_\_\_

Year Field Instructor received MSW \_\_\_\_\_

College/University Field Instructor received MSW \_\_\_\_\_

Is Field Instructor a full-time employee of the field agency specified?    \_\_\_ Yes    \_\_\_ No

Agency Address: \_\_\_\_\_

\_\_\_\_\_

Agency Phone: \_\_\_\_\_

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

Describe the student's role at the agency. This must include work with individuals, groups/family communities and organizations.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Field Instructor's Phone: \_\_\_\_\_

There is a desk available for the student and access to a phone & computer. \_\_\_ Yes \_\_\_ No  
There is designated space to secure personal belongings \_\_\_ Yes \_\_\_ No  
There is designated space to secure files and materials \_\_\_ Yes \_\_\_ No

Student's Work Hours at Agency:

Monday: \_\_\_\_\_ Tuesday: \_\_\_\_\_ Wednesday: \_\_\_\_\_  
Thursday: \_\_\_\_\_ Friday: \_\_\_\_\_ Saturday: \_\_\_\_\_  
Sunday: \_\_\_\_\_

Does student need \_\_\_\_\_ child abuse clearance?  
\_\_\_\_\_ state police clearance?  
\_\_\_\_\_ finger print clearance?  
\_\_\_\_\_ liability insurance? amount: \_\_\_\_\_  
\_\_\_\_\_ tuberculosis test? type: \_\_\_\_\_  
\_\_\_\_\_ other? \_\_\_\_\_

#### TERMINATION FROM THE MSW FIELD PRACTICUM

I understand and acknowledge that both the California University of Pennsylvania's Social Work faculty and the agency will have the right to suspend a student from the placement for reasons of health, unsatisfactory performance or other reasonable cause. Such actions may be taken only after prior consultation between the agency and the Social Work Program. Suspended students will be referred to the Faculty Practicum Committee, MSW Program Director and the Field Faculty Liaison.

#### USE OF PERSONAL AND OR AGENCY AUTOMOBILES FOR AGENCY WORK

Agencies must indemnify students who are required to transport clients. The agency must agree to and submit in writing that they indemnify the student. The agency assumes full financial liability, loss, or damage responsibility while the student is performing agency duties. Proof of insurance/indemnification must be submitted to the field coordinator before any such transportation takes place. The agency is also responsible for verifying students have a valid driver's license and for checking their driver history.

#### SUPERVISION

I understand, as the Field Instructor, that I am required to provide the student with a minimum of a full one-hour session of structured individualized supervision each week of the practicum.

In the event that I will be away from the office for an extended amount of time (1 week or more), I designate \_\_\_\_\_ phone # \_\_\_\_\_  
(name & credentials)  
to supervise the student.

ETHICS

I agree to adhere to the standards of the NASW Code of Ethics.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

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

Date: \_\_\_\_\_

Field Coordinator: \_\_\_\_\_

Date: \_\_\_\_\_

Last update: 7/2019

## Appendix 5

### **CALIFORNIA UNIVERSITY OF PENNSYLVANIA Social Work Field Education Student Agreement**

As an enrolled student in the Department of Health & Human Service Professions at California University of Pennsylvania, I agree to the following stipulations regarding academic, credit-bearing internships.

1. It is my responsibility to follow the Social Work Program's procedures in securing my practicum assignment.
2. It is my responsibility to file all required paperwork as required by the University and the Department of Health & Human Service Professions in order to schedule the appropriate credit for my practicum. I will adhere to all posted deadlines.
3. Approval of the social work practicum for academic credit is contingent on the approval of the Social Work Program.
4. I understand that I must have a minimum of 2.5 GPA in social work courses as an undergraduate and a 3.0 GPA as a graduate student to participate in a social work practicum. If my GPA is below the minimum at the time of the application, my application will be held until the current terms grades are computed and I have achieved the required GPA.
5. Because social work practicums are designed for social work majors, I will meet all the Social Work Program's prerequisites prior to the social work practicum semester including the GPA standard.
6. I will obtain all the required documentation that is required by the Department of Health & Human Service Professions and/or site to participate in the social work practicum. This includes a criminal background check, a child abuse clearance, fingerprinting and professional liability insurance and may require other documents as required by an agency.
7. I understand that my acceptance in the social work practicum placement may be contingent on my ability to meet site selection criteria such as interview, pre-employment testing, background check, and substance screening and any other agency requirements.
8. I understand that I cannot do my practicum at an agency where I have a relative working in the agency; where I am, or a relative is/has been, a client; where I have or had a personal relationship with anyone in the agency; or where I have been placed for a previous practicum. (Questions regarding this policy should be addressed to the Field Coordinator).
9. I will be responsible for the tuition fee (based on the number of credits) and all associated fees for the social work practicum.
10. I will submit all reports and communicate with my Field Faculty Liaison according to the prearranged schedule as outlined in the syllabus. I will inform my Field Faculty Liaison of any changes to my approved social work practicum acceptance form. Additionally, I will report any significant problems that I may encounter at the social work practicum, site to my Field Faculty Liaison.
11. I understand the social work practicum hours will take place during an academic semester. Any hours that I put in outside of the regularly scheduled academic term must be approved by my Field Faculty Liaison prior to doing so. Students may not acquire hours prior to a course officially beginning (see items 2 & 3 above).
12. I understand that I am responsible for arranging and assuming the cost of transportation to and from my field placements. Additionally, I understand that the Social Work Program does not guarantee a local field placement as part of the requirement for the social work major.

13. I understand that my MSW/or BSW Field Instructor will have the primary responsibility for determining the daily tasks and assignments as agreed upon in the approved learning contract and educational plan associated with my social work practicum.
14. I will adhere to the professional accepted standards at the internship site. These may include but are not limited to: the NASW Professional Code of Ethics, attendance, punctuality, workplace ethics, professional decorum, dress codes, confidentiality, sexual harassment, proprietary information and others. I will consult with my MSW Field Instructor about these issues.
15. I understand and acknowledge that both the Social Work Program faculty and the agency will have the right to suspend a student from the practicum for reasons of health, unsatisfactory performance or other reasonable cause. Such actions may be taken only after prior consultation between the agency and the school. Suspended students will be referred to the Faculty Practicum Committee, MSW Program Director and/or BSW Program Chair and the Faculty Field Liaison.
16. I understand that this is not a contract and that the University reserves the right to unilaterally modify its academic programs.

**I understand that I may be counseled out of the program for any one of the following behaviors:**

17. Poor Academic Performance: If I do not meet the grade requirements, or if I fail to demonstrate that grade deficiencies can be corrected within a reasonable time, or if I participate in academic misconduct. Furthermore, I understand that plagiarism falls into this category and it is unethical, unprofessional and a violation of the University's academic misconduct policy. Plagiarism includes but is not limited to copying others' work and claiming it as your own, failing to use citations properly, cheating on tests and homework assignments, and copying or purchasing papers from the internet or other sources.
18. Chronic Absenteeism: If I have a pattern of unexcused absences that makes effective learning and discharge of responsibilities impossible. This pertains to both the classroom and field practicum.
19. Unprofessional Behavior: If my behavior violates the NASW Code of Ethics. Examples would be, but not limited, to misrepresenting my qualifications, exploiting professional relationships, or if I fail to treat my peers, agency staff, or faculty with respect, courtesy, fairness and good faith.
20. Persistent Ineffectiveness with Clients: If I do not demonstrate minimal levels of effective performance and give no evidence of progress in working with clients, including violation of practicum agency policy, where due to emotional immaturity, personal prejudice, resistance to learning or inability to complete assigned tasks, or a persistent incapacity of mastering necessary skills for interpersonal helping.
21. Behavior Damaging to Clients: If I demonstrate habitual hostility, disparaging remarks, violations of client confidentiality, ridicule clients, violation of client civil or legal rights, or related behaviors which do not change in response to warnings or efforts at remediation.

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Student Signature

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Date

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Print Name

**Appendix 6**

**CALIFORNIA UNIVERSITY OF PENNSYLVANIA**  
**MSW Application for Employer-Based Field Instruction Placement**

Directions: Use of this format is required. Copy the cover page directly and complete it. Duplicate the rest of the form and answer each question fully.

Student's Name: \_\_\_\_\_

Current Address: \_\_\_\_\_  
\_\_\_\_\_

Current Phone (work) \_\_\_\_\_ (home) \_\_\_\_\_ Student ID # \_\_\_\_\_

Field of Practice: \_\_\_\_\_ Full-time \_\_\_\_\_ Part-time

Regular Standing: \_\_\_\_\_ Advanced Standing \_\_\_\_\_

**I. Employment Information:**

- A. Name of Employing Agency: \_\_\_\_\_
- B. Address of Agency \_\_\_\_\_
- C. Name of Current Supervisor \_\_\_\_\_
- D. Student's Current Job Title: \_\_\_\_\_
- E. Please attach copy of your job description.
- F. Please attach a resume including all prior social service and other employment experiences with brief descriptive statement of each position.

**II. Agency Endorsement**

We, the undersigned attest to the accuracy of the attached statements and proposed plan. We understand and will support the academic needs of this employee that go beyond and are in addition to the ordinary requirements of employment. We agree to provide the experiences noted in the attached plan.

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

\_\_\_\_\_  
Agency Administrator

\_\_\_\_\_  
Student Director of Field Instruction (where available)

\_\_\_\_\_  
Date

### **III. Employed Placement Rationale**

- A. Rationale and need for employed placement: (Please state briefly the major reasons for request).
- B. Structural Arrangements
  - 1. Briefly describe your agency's function and staff composition.
  - 2. Describe how your workload will be reduced to insure that the time required for your field practicum is available each week of placement. Specify the days and times set aside for the field practicum each week.
- C. Learning Opportunities: Describe your plan and educational design for field instruction as it relates to the goals and objectives of an advanced generalist practice in small towns and other rural environments.
  - 1. Direct Services to Individuals, Families and Groups
  - 2. Services to Communities, Neighborhoods and Organizations
  - 3. Staff Meetings/Case Conferences/Interagency Meetings
  - 4. Advanced Generalist Practice in Small Towns and Rural Environments
  - 5. Describe how the employed placement will provide opportunities to work with persons/groups of differing identifications, i.e., racial, ethnic, gender, age, etc.

D. Field Instruction Supervision

Approval of the proposed Field Instructor rests with the MSW Program (MSW and two year post-graduate practice experience the minimum requirements). The student's present supervisor may not be used as the Field Instructor. A minimum of one hour per week must be set aside for conferences. Attach a copy of the vitae of the proposed Field Instructor.

- E. Please describe how your field instruction responsibilities will be different from those typically expected in your employed position.

Appendix 7-A

# MSW SWK 730 Practicum Mid-Term and Final Evaluation

## Competency 1: Demonstrate Ethical and Professional Behavior

CSWE-2015.1

Social Work Competencies

CSWE-2015.1.A

Competency 1 Demonstrate Ethical and Professional Behavior

CSWE-2015.1.A.1

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

	<b>Mastery (4 pts)</b>	<b>Accomplished (3 pts)</b>	<b>Developing (2 pts)</b>	<b>Beginning (1 pt)</b>
Student makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. [Knowledge & Skill] (1.000, 20%) CSWE-2015.1.A.1				
Student uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations. [Skill, C&A] (1.000, 20%) CSWE-2015.1.A.1				
Student demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication. [Skill] (1.000, 20%) CSWE-2015.1.A.1				
Student uses technology ethically and appropriately to facilitate practice outcomes [Knowledge, Skill] (1.000, 20%) CSWE-2015.1.A.1				
Student uses supervision and consultation to guide professional judgment and behavior. [ Knowledge, Skill, Value] (1.000, 20%) CSWE-2015.1.A.1				

## Competency 2: Engage Diversity and Difference in Practice

CSWE-2015.1

Social Work Competencies

CSWE-2015.1.B

Competency 2 Demonstrate Ethical and Professional Behavior

CSWE-2015.1.B1

Social workers understand the value base of the profession and its ethical standards, as well as relevant

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

	<b>Mastery (4 pts)</b>	<b>Accomplished (3 pts)</b>	<b>Developing (2 pts)</b>	<b>Beginning (1 pt)</b>
Student applies and communicates an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. [Knowledge, Skill] (1.000, 33%)				
Student presents themselves as learners and engages clients and constituencies as experts of their own experiences [ Knowledge, Skill] (1.000, 33%)				
Student applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies [Knowledge, Skill, Value. C&A] (1.000, 33%)				

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

CSWE-2015.1.C

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

CSWE-2015.1.C.1

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

	<b>Mastery (4 pts)</b>	<b>Accomplished (3 pts)</b>	<b>Developing (2 pts)</b>	<b>Beginning (1 pt)</b>
Student applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. [Knowledge & Skill] (1.000, 50%) CSWE-2015.1.C.1				
Student engages in practices that advances social, economic, and environmental justice. [Skill, Value] (1.000, 50%) CSWE-2015.1.C.1				

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

CSWE-2015.1.D

Competency 4 Engage In Practice-informed Research and Research-informed Practice

CSWE-2015.1.D.1

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

workers:

	<b>Mastery (4 pts)</b>	<b>Accomplished (3 pts)</b>	<b>Developing (2 pts)</b>	<b>Beginning (1 pt)</b>
Student uses practice experience and theory to inform scientific inquiry and research. [Knowledge, Skill] (1.000, 33%) CSWE-2015.1.D.1				
Student applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. [Knowledge, Skill, C&A] (1.000, 33%) CSWE-2015.1.D.1				
Student uses and translates research evidence to inform and improve practice, policy, and service delivery. [Knowledge, Skill] (1.000, 33%) CSWE-2015.1.D.1				

### Competency 5: Engage in Policy Practice

CSWE-2015.1.E

Competency 5 Engage in Policy Practice

CSWE-2015.1.E.1

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

	<b>Mastery (4 pts)</b>	<b>Accomplished (3 pts)</b>	<b>Developing (2 pts)</b>	<b>Beginning (1 pt)</b>
Student identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. [Knowledge, Skill, Value] (1.000, 33%) CSWE-2015.1.E.1				
Student assesses how social welfare and economic policies impact the delivery of and access to social services. [Knowledge, Skill] (1.000, 33%) CSWE-2015.1.E.1				
Student applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. [Knowledge, Value, C&A] (1.000, 33%) CSWE-2015.1.E.1				

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

CSWE-2015.1.F

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

CSWE-2015.1.F.1

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

Engage with Individuals

	<b>Mastery (4 pts)</b>	<b>Accomplished (3 pts)</b>	<b>Developing (2 pts)</b>	<b>Beginning (1 pt)</b>
Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. [Knowledge, Skill] (1.000, 50%) CSWE-2015.1.F.1				
Student uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. [Knowledge, Skill, Value, C&A] (1.000, 50%) CSWE-2015.1.F.1				

**Engage with Groups and/or Families**

	<b>Mastery (4 pts)</b>	<b>Accomplished (3 pts)</b>	<b>Developing (2 pts)</b>	<b>Beginning (1 pt)</b>
Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. [Knowledge, Skill] (1.000, 50%) CSWE-2015.1.F.1				
Student uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. [ Knowledge, Skill, Value, C&A] (1.000, 50%) CSWE-2015.1.F.1				

**Engage with Organizations & Communities**

	<b>Mastery (4 pts)</b>	<b>Accomplished (3 pts)</b>	<b>Developing (2 pts)</b>	<b>Beginning (1 pt)</b>
Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. [ Knowledge, Skill] (1.000, 50%) CSWE-2015.1.A.1				
Student uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. [Knowledge, Skill, Value, C&A] (1.000, 50%)				

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

CSWE-2015.1.G

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

CSWE-2015.1.G.1

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

**Assess Individuals**

	<b>Mastery (4 pts)</b>	<b>Accomplished (3 pts)</b>	<b>Developing (2 pts)</b>	<b>Beginning (1 pt)</b>
Student collects and organize data, and apply critical thinking to interpret information from clients and				

California University MSW Field Manual

constituencies [Knowledge, Skill, and C&A] (1.000, 25%) CSWE-2015.1.G.1				
Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. [Knowledge, Skill] (1.000, 25%) CSWE-2015.1.G.1				
Student develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. [Knowledge, Skill, Value] (1.000, 25%) CSWE-2015.1.G.1				
Student selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. [Knowledge, Skill, Value] (1.000, 25%)				

Assess Groups and/or Families

	<b>Mastery (4 pts)</b>	<b>Accomplished (3 pts)</b>	<b>Developing (2 pts)</b>	<b>Beginning (1 pt)</b>
Student collects and organize data, and apply critical thinking to interpret information from clients and constituencies. K, S, C&A (1.000, 25%) CSWE-2015.1.G.1				
Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. K, S (1.000, 25%) CSWE-2015.1.G.1				
Student develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. K, S (1.000, 25%) CSWE-2015.1.G.1				
Student selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. K, S, V (1.000, 25%) CSWE-2015.1.G.1				

Assess Communities & Organizations

	<b>Mastery (4 pts)</b>	<b>Accomplished (3 pts)</b>	<b>Developing (2 pts)</b>	<b>Beginning (1 pt)</b>
Student collects and organize data, and apply critical thinking to interpret information from clients and constituencies. [Knowledge, Skill, C&A] (1.000, 25%) CSWE-2015.1.G.1				
Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. [Knowledge, Skill] (1.000, 25%) CSWE-2015.1.G.1				
Student develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. [Knowledge, Skill, Value] (1.000, 25%) CSWE-2015.1.G.1				
Student selects appropriate intervention strategies based on the assessment, research knowledge, and values and				

preferences of clients and constituencies. [Knowledge, Skill, Value] (1.000, 25%) CSWE-2015.1.G.1				
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**Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities**

CSWE-2015.1.H

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

CSWE-2015.1.H.1

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

**Intervene with Individuals**

	<b>Mastery (4 pts)</b>	<b>Accomplished (3 pts)</b>	<b>Developing (2 pts)</b>	<b>Beginning (1 pt)</b>
Student critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies. [Knowledge, Skill, Value, C&A] (1.000, 20%) CSWE-2015.1.H.1				
Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. [Knowledge, Skill] (1.000, 20%) CSWE-2015.1.H.1				
Student uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes. [Knowledge, Skill] (1.000, 20%) CSWE-2015.1.H.1				
Student negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies. [Knowledge, Skill, Value] (1.000, 20%) CSWE-2015.1.H.1				
Student facilitates effective transitions and endings that advance mutually agreed-on goals. [Knowledge, Skill, Value] (1.000, 20%) CSWE-2015.1.H.1				

**Intervene with Groups and/or Families**

	<b>Mastery (4 pts)</b>	<b>Accomplished (3 pts)</b>	<b>Developing (2 pts)</b>	<b>Beginning (1 pt)</b>
Student critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies. [Knowledge, Skill, Value, C&A] (1.000, 20%) CSWE-2015.1.H.1				
Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. [Knowledge, Skill] (1.000, 20%) CSWE-2015.1.H.1				
Student uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes. [Knowledge, Skill] (1.000, 20%) CSWE-2015.1.H.1				
Student negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies. [Knowledge,				

Skill, Value] (1.000, 20%) CSWE-2015.1.H.1				
Student facilitates effective transitions and endings that advance mutually agreed-on goals. [Knowledge, Skill, Value] (1.000, 20%) CSWE-2015.1.H.1				

**Intervene with Communities & Organizations**

	<b>Mastery (4 pts)</b>	<b>Accomplished (3 pts)</b>	<b>Developing (2 pts)</b>	<b>Beginning (1 pt)</b>
Student critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies. [Knowledge, Skill, Value, C&A] (1.000, 20%) CSWE-2015.1.H.1				
Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. [Knowledge, Skill] (1.000, 20%) CSWE-2015.1.H.1				
Student uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes. [Knowledge, Skill] (1.000, 20%) CSWE-2015.1.H.1				
Student negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies. [Knowledge, Skill, Value] (1.000, 20%) CSWE-2015.1.H.1				
Student facilitates effective transitions and endings that advance mutually agreed-on goals. [ Knowledge, Skill, Value] (1.000, 20%) CSWE-2015.1.H.1				

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

CSWE-2015.1.I

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

CSWE-2015.1.I.1

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

**Evaluate Practice with Individuals**

	<b>Mastery (4 pts)</b>	<b>Accomplished (3 pts)</b>	<b>Developing (2 pts)</b>	<b>Beginning (1 pt)</b>
Student selects and uses appropriate methods for evaluation of outcomes, K, S (1.000, 25%) CSWE-2015.1.H.1				
Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. K, S, V (1.000, 25%) CSWE-2015.1.H.1				
Student critically analyzes, monitors, and evaluates intervention and program processes and outcomes. K, S, C&A (1.000, 25%) CSWE-2015.1.H.1				
Student applies evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels. K, S (1.000, 25%)				

**Evaluate Practice with Groups and/or Families**

California University MSW Field Manual

	<b>Mastery (4 pts)</b>	<b>Accomplished (3 pts)</b>	<b>Developing (2 pts)</b>	<b>Beginning (1 pt)</b>
Student selects and uses appropriate methods for evaluation of outcomes, K, S (1.000, 25%) CSWE-2015.1.I.1				
Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. K, S, V (1.000, 25%) CSWE-2015.1.I.1				
Student critically analyzes, monitors, and evaluates intervention and program processes and outcomes. K, S, C&A (1.000, 25%) CSWE-2015.1.I.1				
Student applies evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels. K, S (1.000, 25%) CSWE-2015.1.I.1				

Evaluate Practice with Communities & Organizations

	<b>Mastery (4 pts)</b>	<b>Accomplished (3 pts)</b>	<b>Developing (2 pts)</b>	<b>Beginning (1 pt)</b>
Student selects and uses appropriate methods for evaluation of outcomes, K, S (1.000, 25%) CSWE-2015.1.I.1				
Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. K, S, V (1.000, 25%) CSWE-2015.1.I.1				
Student critically analyzes, monitors, and evaluates intervention and program processes and outcome's K, S, C&A (1.000, 25%) CSWE-2015.1.I.1				
Student applies evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels. K, S (1.000, 25%) CSWE-2015.1.I.1				

## Appendix 7-B

# MSW Advanced Practicum Mid-Term and Final Evaluation

## Standards

### CALU MSW Adv. Competencies 2017.Competency 1

MSW Specialization: Competency 1: Demonstrate Ethical and Professional Behavior in Advanced Generalist Practice: Advanced generalist social workers serving rural and small town populations translate the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact integrative, advanced generalist practice. Advanced generalist social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in advanced generalist practice, research, and policy arenas. They demonstrate knowledge of contemporary ethical dilemmas and debates in rural and small town practice and methods to address and manage these dilemmas to further ethical social work practice. Advanced generalist social workers recognize personal values and the distinction between personal and professional values in their work in complex nonmetropolitan environments. They explain how their personal experiences and affective reactions influence their professional judgment and behavior and manage potential and real dual relationships in rural and small town environments. Social workers understand the history, mission, and the roles and responsibilities of the profession, including its past and present efforts to address social needs in nonmetropolitan areas. They address professional supervision and consultation needs in resource poor rural and small towns. Social Workers also value the roles of other professions when engaged in inter-professional teams in advanced generalist practice. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective as advanced generalists. Social workers also apply emerging forms of technology and appraise its ethical use in advanced generalist social work practice in a context of resource scarcity.

### CALU MSW Adv. Competencies 2017.Competency 2

MSW Specialization: Competency 2: Engage Diversity and Difference in Advanced Generalist Practice: Advanced generalist social workers recognize how diversity and difference characterize and shape the human experience and are critical to the formation of identity in nonmetropolitan settings. The intersectionality of the dimensions of diversity are examined as multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Advanced generalist social workers serving rural and small town populations appraise how differences and diversity may present greater potential for isolation, marginalization, and alienation in areas characterized by low population density and high degrees of ethnic and cultural homogeneity, as well as heightened access to privilege, power, or acclaim for dominant group members. Advanced generalist social workers investigate the forms and mechanisms of oppression and discrimination and recognize and reflect upon the extent to which the structures and values of a culture, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power in nonmetropolitan areas, and may disadvantage rural and small town people living in or being served within urban settings. Advanced generalist social workers demonstrate cultural humility in their work within complex, nonmetropolitan settings.

### CALU MSW Adv. Competencies 2017.Competency 3

MSW Specialization: Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice in Advanced Generalist Practice: Advanced generalist social workers value every person regardless of position in society and their fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. They weight how these fundamental human rights may be threatened by resource scarcity in rural and small town environments. Advanced generalist social workers understand the global interconnections of oppression and human rights violations, and apply theories of human need and social justice and strategies to promote social and economic justice and human rights in global nonmetropolitan environments. Advanced generalist social workers make professional judgements about oppressive structural barriers and develop appropriate strategies to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected within nonmetropolitan areas and within metropolitan areas in which rural and small town people are living and seeking services and supports.

### CALU MSW Adv. Competencies 2017.Competency 4

MSW Specialization: Competency 4: Engage in Practice-informed Research and Research-Informed Practice in Advanced Generalist Practice: Advanced generalist social workers use quantitative and qualitative research methods and engage in advancing a science of social work and in evaluating their practice in nonmetropolitan contexts. Advanced generalist social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge and employ methods

to address resource barriers to engage in knowledge building in resource poor contexts. Advanced generalist social workers evaluate evidence that informs practice from multi-disciplinary sources and multiple ways of knowing developed globally, including international research on rural and small town social policy and social work practice. They translate research findings into effective advanced generalist practice in complex, nonmetropolitan contexts. They monitor and evaluate their own social work practice in rural and small town areas, and design practice and policy-focused social work research appropriate for nonmetropolitan contexts.

CALU MSW Adv. Competencies 2017.Competency 5

MSW Specialization: Competency 5: Engage in Policy Practice in Advanced Generalist Practice: Advanced generalist social workers value and defend human rights and social justice, as well as social welfare and services, as mediated by policy and its implementation at the federal, state, and local levels. Advanced generalist social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Advanced generalists reflect upon and analyze differences in social policy and services in rural and urban contexts. Advanced generalist social workers demonstrate their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within nonmetropolitan and metropolitan settings. Advanced generalist social workers analyze and critique the historical, social, cultural, economic, organizational, environmental, and global influences that affect nonmetropolitan social policy. They formulate, analyze, implement, and evaluate policy, with specialized knowledge of how policy processes may be affected by cultural norms, availability and access to resources, differential government structures, and differential power structures in rural and urban areas.

CALU MSW Adv. Competencies 2017.Competency 6

MSW Specialization: Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities in Advanced Generalist Practice: Advanced generalist social workers execute and manage engagement as 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 in metropolitan and non-metropolitan contexts. Advanced generalist social workers value the importance of human relationships and recognize the primacy of formal and informal human relationships in rural and small town areas. Advanced generalist social workers critique theories of human behavior and the social environment, and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities functioning within complex nonmetropolitan contexts. Advanced generalist social workers implement strategies to engage diverse clients and constituencies to advance practice effectiveness in complex, nonmetropolitan environments in which diversity may be associated with high degrees of isolation and marginalization. Advanced generalist social workers manage how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies in rural and small town environments and develop strategies to effectively manage their impact upon their work with client systems. They understand that rural and small town environments are characterized by high degrees of shared social interaction, knowledge, and heightened social visibility for professionals. Advanced generalist social workers value and effectively apply principles of relationship-building and inter-professional collaboration to engage with clients, constituencies, and other professionals as appropriate in nonmetropolitan environments.

CALU MSW Adv. Competencies 2017.Competency 7

MSW Specialization: Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities in Advanced Generalist Practice: Advanced generalist social workers execute and manage assessment as 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 in nonmetropolitan and metropolitan settings. Advanced generalist social workers critique theories of human behavior and the social environment, and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities in non-metropolitan contexts. Advanced generalist social workers use methods of assessment with diverse clients and constituencies to advance practice effectiveness in nonmetropolitan settings. Advanced generalist social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Advanced generalist social workers manage how their personal experiences and affective reactions may affect their assessment and decision-making. They recognize, critically evaluate, and manage the impact of their personal experiences and affective reactions upon their professional assessment work, paying special attention to the influences of shared social knowledge and interaction, as well as the cultural norms of small towns and rural environments.

CALU MSW Adv. Competencies 2017.Competency 8

MSW Specialization: Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities in Advanced Generalist Practice: Advanced generalist social workers execute and manage intervention as 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 in nonmetropolitan and metropolitan settings. Advanced generalist social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups,

organizations, and communities living in small towns and rural environments, and rural peoples living in metropolitan contexts. Advanced generalists implement an advanced generalist framework to develop context-appropriate interventions for complex, multi-level systems in nonmetropolitan areas. Advanced generalist social workers critique theories of human behavior and the social environment, and apply this knowledge to effectively intervene with clients and constituencies in nonmetropolitan contexts. Advanced generalist social workers use methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals in complex, nonmetropolitan contexts and are able to operate as self-regulating advanced generalist practitioners. They also value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration, particularly in complex, multi-level systems and settings lacking resources.

CALU MSW Adv. Competencies 2017.Competency 9

MSW Specialization: Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities in Advanced Generalist Practice: Advanced generalist social workers execute and manage evaluation as 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 in nonmetropolitan and metropolitan contexts. Advanced generalist social workers design evaluative processes and outcomes to advance practice, policy, and service delivery effectiveness in rural and small town settings. Advanced generalist social workers critique theories of human behavior and the social environment, and apply this knowledge in evaluating outcomes in complex, nonmetropolitan contexts. Advanced generalist social workers explain qualitative and quantitative methods for evaluating intervention and program processes, practice effectiveness and outcomes, and employ evaluation designs that can be adapted to contexts of resource scarcity.

**Specialization: Competency 1 - Demonstrate Ethical and Professional Behavior in Advanced Generalist Practice**

	<b>Mastery (4 pts)</b>	<b>Accomplished (3 pts)</b>	<b>Developing (2 pts)</b>	<b>Beginning (1 pt)</b>
Demonstrate knowledge of contemporary rural/small town ethical dilemmas and practice in rural/ small town, nonmetropolitan environments. [Knowledge & Value] (1.000, 33%) CALU MSW Adv. Competencies 2017.Competency 1				
Manage dual relationships ethically in rural/small town, nonmetropolitan environments. [Skill, Value, C&A] (1.000, 33%) CALU MSW Adv. Competencies 2017.Competency 1				
Use technology ethically and appropriately to facilitate practice outcomes in rural/small town, nonmetropolitan environments. [Skill & Value] (1.000, 33%) CALU MSW Adv. Competencies 2017.Competency 1				
Implement sustainable plans to secure and maintain appropriate supervision and consultation in agency and community contexts characterized by limited access to experienced graduate level social workers. [Skill] CALU MSW Adv. Competencies 2017.Competency 1				

**Specialization: Competency 2–Engage Diversity and Difference in Advanced Generalist Practice**

	<b>Mastery (4 pts)</b>	<b>Accomplished (3 pts)</b>	<b>Developing (2 pts)</b>	<b>Beginning (1 pt)</b>
Demonstrate understanding of the importance of difference in shaping life experiences in rural/small town, non-metropolitan environments. [Knowledge & Value] (1.000, 50%) CALU MSW Adv. Competencies 2017.Competency 2				
Develop culturally appropriate interventions in rural/small town, nonmetropolitan settings. [Skill, C&A, Value]				

(1.000, 50%) CALU MSW Adv. Competencies 2016.Competency 2				
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**Specialization: Competency 3–Advance Human Rights and Social, Economic, and Environmental Justice in Advanced Generalist Practice**

	<b>Mastery (4 pts)</b>	<b>Accomplished (3 pts)</b>	<b>Developing (2 pts)</b>	<b>Beginning (1 pt)</b>
Demonstrate understanding of the role that rurality plays in discrimination and oppression nationally and internationally. [Knowledge, Value, C&A] (1.000, 33%) CALUMSW Adv. Competencies 2017.Competency 3				
Advocate for human rights, social, economic, and environmental justice in rural/small town, nonmetropolitan settings. [Skill & Value] (1.000, 33%) CALU MSW Adv. Competencies 2017.Competency 3				
Implement multi-level practice interventions that advance human rights and social, economic, and environmental justice within rural/small town, nonmetropolitan environments. [Skill & Value] (1.000, 33%) CALU MSW Adv. Competencies 2017.Competency 3				

**Specialization: Competency 4–Engage in Practice-informed Research and Research-Informed Practice in Advanced Generalist Practice**

	<b>Mastery (4 pts)</b>	<b>Accomplished (3 pts)</b>	<b>Developing (2 pts)</b>	<b>Beginning (1 pt)</b>
Use research to inform, monitor and evaluate advanced practice in rural/small town, nonmetropolitan areas. [Knowledge, Skill, C&A] (1.000, 50%) CALU MSW Adv. Competencies 2017.Competency 4				
Design ethical and culturally appropriate practice and policy- focused research appropriate to rural/small town, nonmetropolitan contexts. [Skill & Value] (1.000, 50%) CALU MSW Adv. Competencies 2017.Competency 4				

**Specialization: Competency 5–Engage in Policy Practice in Advanced Generalist Practice**

	<b>Mastery (4 pts)</b>	<b>Accomplished (3 pts)</b>	<b>Developing (2 pts)</b>	<b>Beginning (1 pt)</b>
Compare and contrast the impact of policy on social well-being in urban and rural/small town, nonmetropolitan environments locally and globally. [Knowledge, C&A] (1.000, 50%) CALU MSW Adv. Competencies 2017.Competency 5				
Develop policy solutions that advance human rights and social, economic and environmental justice in rural/small town, non-metropolitan environments. [Skill & Value] (1.000, 50%) CALU MSW Adv. Competencies 2017.Competency 5				

**Specialization: Competency 6–Engage with Individuals, Families, Groups, Organizations, and Communities in Advanced Generalist Practice**  
Engage with Individuals

<b>Pp</b>	<b>Mastery (4 pts)</b>	<b>Accomplished (3 pts)</b>	<b>Developing (2 pts)</b>	<b>Beginning (1 pt)</b>
Apply relevant theories and frameworks to engage with clients and constituencies in rural/small town, nonmetropolitan environments. [Knowledge, Skill & Value] (1.000, 50%) CALU MSW Adv. Competencies 2017.Competency 6				
Demonstrate empathy, reflection and interpersonal skills to effectively engage clients and constituencies in rural/small town, nonmetropolitan environments. [Skill, C&A] (1.000, 50%) CALU MSW Adv. Competencies 2017.Competency 6				

**Engage with Groups and/or Families**

	<b>Mastery (4 pts)</b>	<b>Accomplished (3 pts)</b>	<b>Developing (2 pts)</b>	<b>Beginning (1 pt)</b>
Apply relevant theories and frameworks to engage with clients and constituencies in rural/small town, nonmetropolitan environments. [Knowledge, Skill & Value] (1.000, 50%) CALU MSW Adv. Competencies 2017.Competency 6				
Demonstrate empathy, reflection and interpersonal skills to effectively engage clients and constituencies in rural/small town, nonmetropolitan environments. [Skill, C&A] (1.000, 50%) CALU MSW Adv. Competencies 2017.Competency 6				

**Engage with Communities and Organizations**

	<b>Mastery (4 pts)</b>	<b>Accomplished (3 pts)</b>	<b>Developing (2 pts)</b>	<b>Beginning (1 pt)</b>
Apply relevant theories and frameworks to engage with clients and constituencies in rural/small town, nonmetropolitan environments. [Knowledge, Skill & Value] (1.000, 50%) CALU MSW Adv. Competencies 2017.Competency 6				
Demonstrate empathy, reflection and interpersonal skills to effectively engage clients and constituencies in rural/small town, nonmetropolitan environments. [Skill, C&A] (1.000, 50%) CALU MSW Adv. Competencies 2017.Competency 6				

**Specialization: Competency 7- Assess Individuals, Groups and/or Families Communities and Organizations in Advanced Generalist Practice**

**Assess Individuals**

	<b>Mastery (4 pts)</b>	<b>Accomplished (3 pts)</b>	<b>Developing (2 pts)</b>	<b>Beginning (1 pt)</b>
Apply relevant theories and frameworks to engage with clients and constituencies in rural/small town, nonmetropolitan environments. [Knowledge, Skill & Value] (1.000, 25%) CALU MSW Adv. Competencies 2017.Competency 7				
Apply an ecological perspective to advanced assessment especially in rural/small town, nonmetropolitan areas. [Knowledge & Skill] (1.000, 25%) CALU MSW Adv. Competencies 2017.Competency 7				
Apply a risk and resilience perspective to advanced				

California University MSW Field Manual

assessment especially in rural/small town, nonmetropolitan areas. [Knowledge & Skill] (1.000, 25%) CALU MSW Adv. Competencies 2017.Competency 7				
Use assessment, research knowledge and the values and preferences of diverse clients and constituencies to implement intervention strategies appropriate to rural/small town, nonmetropolitan contexts. [Value, C&A] (1.000, 25%) CALU MSW Adv. Competencies 2016.Competency 7				

**Assess Groups and/or Families**

	<b>Mastery (4 pts)</b>	<b>Accomplished (3 pts)</b>	<b>Developing (2 pts)</b>	<b>Beginning (1 pt)</b>
Apply relevant theories and frameworks to engage with clients and constituencies in rural/small town, nonmetropolitan environments. [Knowledge, Skill & Value] (1.000, 25%) CALU MSW Adv. Competencies 2017.Competency 7				
Apply an ecological perspective to advanced assessment especially in rural/small town, nonmetropolitan areas. [Knowledge & Skill] (1.000, 25%) CALU MSW Adv. Competencies 2017.Competency 7				
Apply a risk and resilience perspective to advanced assessment especially in rural/small town, nonmetropolitan areas. [Knowledge & Skill] (1.000, 25%) CALU MSW Adv. Competencies 2017.Competency 7				
Use assessment, research knowledge and the values and preferences of diverse clients and constituencies to implement intervention strategies appropriate to rural/small town, nonmetropolitan contexts. [Value, C&A] (1.000, 25%) CALU MSW Adv. Competencies 2017.Competency 7				

**Assess Communities and Organizations**

	<b>Mastery (4 pts)</b>	<b>Accomplished (3 pts)</b>	<b>Developing (2 pts)</b>	<b>Beginning (1 pt)</b>
Apply relevant theories and frameworks to engage with clients and constituencies in rural/small town, nonmetropolitan environments. [Knowledge, Skill & Value] (1.000, 25%) CALU MSW Adv. Competencies 2017.Competency 7				
Apply an ecological perspective to advanced assessment especially in rural/small town, nonmetropolitan, rural/small town areas. [Knowledge & Skill] (1.000, 25%) CALU MSW Adv. Competencies 2017.Competency 7				
Apply a risk and resilience perspective to advanced assessment especially in rural/small town, nonmetropolitan areas. [Knowledge & Skill] (1.000, 25%) CALU MSW Adv. Competencies 2016.Competency 7				
Use assessment, research knowledge and the values and preferences of diverse clients and constituencies to implement intervention strategies appropriate to rural/small town, nonmetropolitan contexts. [Value, C&A] (1.000, 25%) CALU MSW Adv. Competencies 2017.Competency 7				

**Specialization: Competency 8—Intervene with Individuals, Families, Groups, Organizations, and Communities in Advanced Generalist Practice**

**Intervene with Individuals**

	<b>Mastery (4 pts)</b>	<b>Accomplished (3 pts)</b>	<b>Developing (2 pts)</b>	<b>Beginning (1 pt)</b>
Apply an advanced generalist framework to advanced practice in rural/small town, nonmetropolitan environments. [K&S] (1.000, 25%) CALU MSW Adv. Competencies 2017.Competency 8				
Apply relevant theories and frameworks to advanced practice in rural/small town, nonmetropolitan environments. [Knowledge & Skill] (1.000, 25%) CALU MSW Adv. Competencies 2017.Competency 8				
Operate as a self-regulating practitioner. [Skill, C&A] (1.000, 25%) CALU MSW Adv. Competencies 2017.Competency 8				
Use appropriate consultation and inter-professional collaboration to achieve positive practice outcomes in advanced practice especially in rural/small town, and nonmetropolitan environments. [Skill & Value] (1.000, 25%) CALU MSW Adv. Competencies 2017.Competency 8				

**Intervene with Groups and/or Families**

	<b>Mastery (4 pts)</b>	<b>Accomplished (3 pts)</b>	<b>Developing (2 pts)</b>	<b>Beginning (1 pt)</b>
Apply an advanced generalist framework to advanced practice in rural/small town, nonmetropolitan environments. [K&S] (1.000, 25%) CALU MSW Adv. Competencies 2017.Competency 8				
Apply relevant theories and frameworks to advanced practice especially in rural/small town, nonmetropolitan environments. [Knowledge & Skill] (1.000, 25%) CALU MSW Adv. Competencies 2017.Competency 8				
Operate as a self-regulating practitioner. [Skill, C&A] (1.000, 25%) CALU MSW Adv. Competencies 2017.Competency 8				
Use appropriate consultation and inter-professional collaboration to achieve positive practice outcomes in advanced practice especially in rural/small town, nonmetropolitan environments. [Skill & Value] (1.000, 25%) CALU MSW Adv. Competencies 2017.Competency 8				

**Intervene with Communities and Organizations**

	<b>Mastery (4 pts)</b>	<b>Accomplished (3 pts)</b>	<b>Developing (2 pts)</b>	<b>Beginning (1 pt)</b>
Apply an advanced generalist framework to advanced practice in rural/small town, nonmetropolitan environments. [K&S] (1.000, 25%) CALU MSW Adv. Competencies 2017.Competency 8				
Apply relevant theories and frameworks to advanced practice especially in rural/small town, nonmetropolitan environments. [Knowledge & Skill] (1.000, 25%) CALU MSW Adv. Competencies 2017.Competency 8				
Operate as a self-regulating practitioner. [Skill, C&A]				

(1.000, 25%) CALU MSW Adv. Competencies 2017.Competency 8				
Use appropriate consultation and inter-professional collaboration to achieve positive practice outcomes in advanced practice especially in rural/small town, nonmetropolitan environments. [Skill & Value] (1.000, 25%) CALU MSW Adv. Competencies 2017.Competency 8				

**Specialization: Competency 9-Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities in Advanced Generalist Practice**  
**Evaluate Practice with Individuals**

	<b>Mastery (4 pts)</b>	<b>Accomplished (3 pts)</b>	<b>Developing (2 pts)</b>	<b>Beginning (1 pt)</b>
Apply relevant theories and frameworks to advance ethical, practice evaluation especially in rural/small town, nonmetropolitan environments. [Knowledge, Skill & Value] (1.000, 50%) CALU MSW Adv. Competencies 2017.Competency 9				
Analyze, monitor and evaluate intervention and program processes and outcomes especially in rural/small town, nonmetropolitan environments. [ Knowledge, Skill & C&A] (1.000, 50%) CALU MSW Adv. Competencies 2017.Competency 9				

**Evaluate Practice with Groups and/or Families**

	<b>Mastery (4 pts)</b>	<b>Accomplished (3 pts)</b>	<b>Developing (2 pts)</b>	<b>Beginning (1 pt)</b>
Apply relevant theories and frameworks to advance ethical, practice evaluation especially in rural/small town, nonmetropolitan environments. [Knowledge, Skill & Value] (1.000, 50%) CALU MSW Adv. Competencies 2017.Competency 9				
Analyze, monitor and evaluate intervention and program processes and outcomes especially in rural/small town, nonmetropolitan environments. [ Knowledge, Skill & C&A] (1.000, 50%) CALU MSW Adv. Competencies 2017.Competency 9				

**Evaluate Practice with Communities and Organizations**

	<b>Mastery (4 pts)</b>	<b>Accomplished (3 pts)</b>	<b>Developing (2 pts)</b>	<b>Beginning (1 pt)</b>
Apply relevant theories and frameworks to advance ethical, practice evaluation especially in rural/small town, nonmetropolitan environments. [Knowledge, Skill & Value] (1.000, 50%) CALU MSW Adv. Competencies 2017.Competency 9				
Analyze, monitor and evaluate intervention and program processes especially in rural/small town, nonmetropolitan environments. [ Knowledge, Skill & C&A] (1.000, 50%) CALU MSW Adv. Competencies 2017.Competency 9				

Place the appropriate rating for each category (Individuals, Groups and/or families & Community and/or Organizations) in the grid below:

<b>Practice Behavior</b>	<b>Individuals</b>	<b>Groups and/or Families</b>	<b>Community &amp;/or Organizations</b>
<b>Competency 6–Engage with Individuals, Families, Groups, Organizations, and Communities:</b>			
1. Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.			
2. Student uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.			
<b>Specialization Behaviors</b>			
1. Student applies relevant theories and frameworks to engage with clients and constituencies in complex, rural/small-town/nonmetropolitan environments;			
2. Student demonstrates empathy, reflection and interpersonal skills to effectively engage clients and constituencies within complex, rural/small-town/nonmetropolitan environments.			
<b>Competency 7–Assess Individuals, Families, Groups, Organizations, and Communities:</b>			
1. Student collects and organize data, and apply critical thinking to interpret information from clients and constituencies.			
2. Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.			
3. Student develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.			
4. Student selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.			
<b>Specialization Behaviors</b>			
1. Student applies a person-in-environment perspective to advanced assessment within complex, multi-level systems, especially in rural/small-town/nonmetropolitan areas;			
2. Student applies an ecological perspective to advanced assessment within complex, multi-level systems, especially in rural/small-town/nonmetropolitan areas;			
3. Student applies a risk and resilience perspective to advanced assessment within complex, multi-level systems, especially in rural/small town/nonmetropolitan areas;			
4. Student use assessment, research knowledge and the values and preferences of diverse clients and constituencies to implement intervention strategies appropriate to complex, nonmetropolitan contexts.			

<b>Practice Behavior</b>	<b>Individuals</b>	<b>Groups and/or Families</b>	<b>Community &amp;/or Organizations</b>
<b>Competency 8—Intervene with Individuals, Families, Groups, Organizations, and Communities:</b>			
1. Student critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.			
2. Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.			
3. Student uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.			
4. Student negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.			
5. Student facilitates effective transitions and endings that advance mutually agreed-on goals.			
<b>Specialization Behaviors</b>			
1. Student applies an advanced generalist framework to advanced practice within complex, multi-level systems especially in rural/small town/nonmetropolitan environments;			
2. Student applies relevant theories and frameworks to advanced practice within complex, multi-level systems especially in rural/small town/nonmetropolitan environments;			
3. Student operates as a self-regulating practitioner;			
4. Student uses appropriate consultation and inter-professional collaboration to achieve positive practice outcomes in advanced practice within complex, multi-level systems especially in rural/small-town/nonmetropolitan environments.			
<b>Competency 9—Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities:</b>			
1. Student selects and uses appropriate methods for evaluation of outcomes;			
2. Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;			
3. Student critically analyzes, monitors, and evaluates intervention and program processes and outcomes; and			
4. Student applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.			
<b>Specialization Behaviors</b>			
1. Student applies relevant theories and frameworks to advanced practice within complex, multi-level systems especially in rural/small town/nonmetropolitan environments;			
2. Student analyzes monitors and evaluates intervention and program processes and outcomes in complex, nonmetropolitan contexts.			

California University MSW Field Manual

This section is provided for general comments and for areas not covered by the preceding items, such as the student's use of instruction, response to learning opportunities, attitudes and changes in the student's performance during the placement.

Total Points: \_\_\_\_\_

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

Field Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Response – Agree/Disagree with Evaluation comments:  Agree  Disagree

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Field Faculty Liaison Name: \_\_\_\_\_

Field Faculty Liaison Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Appendix 7-C

**Student Evaluation of Agency and Field Instructor**

*Data from this form, stripped of all identifiers, are used by the Department of Health & Human Service Professions for continuous improvement and required outcomes assessment activities. We summarize these data annually for reports on program outcomes to the University's Outcomes Assessment Committee and to the Council on Social Work Education (CSWE).*

Name of Field Instructor and Agency: \_\_\_\_\_

	Excellent (4.000 pts)	Good (3.000 pts)	Fair (2.000 pts)	Poor (1.000 pt)
<b>My placement agency provided orientation to the agency (for example - agency policy, roles, tasks, staff introductions, etc.</b>				
<b>My field instructor was available for weekly supervision.</b>				
<b>My field instructor was available as needed outside of weekly supervision.</b>				
<b>My expectation of workload and actual workload at placement coincided.</b>				
<b>My placement agency provided opportunities for me to practice social work skills with clients.</b>				
<b>My placement agency and field instructor provided me with the opportunities needed to meet the objectives of all 9 practice competencies as agreed upon at the beginning of the semester in my learning contract/education plan.</b>				
<b>Additional Comments</b>				

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Appendix 7-D

**Student Evaluation of Faculty Liaison**

*Data from this form, stripped of all identifiers, are used by the Department of Health & Human Service Professions for continuous improvement and required outcomes assessment activities. We summarize these data annually for reports on program outcomes to the University's Outcomes Assessment Committee and to the Council on Social Work Education (CSWE).*

Faculty member who taught seminar (“Field Faculty Liaison”):

	Excellent (4.000 pts)	Good (3.000 pts)	Fair (2.000 pts)	Poor (1.000 pt)
<b>My Faculty Liaison was helpful to me in preparation of learning contract/education plan.</b>				
<b>My Faculty Liaison continued to follow up with me through out the semester on my assigned activities at my placement and how they applied to my learning experience and competencies.</b>				
<b>Performance and professional behavior were discussed early and through out the semester with concerns addressed as they arose.</b>				
<b>Joint discussions with my Faculty Liaison and Field Instructor were conducted during each Faculty Liaison visit.</b>				
<b>My Faculty Liaison provided needed educational and/or emotional support during my placement.</b>				
<b>I felt my Faculty Liaison was genuinely interested in my growth as a professional.</b>				
<b>I felt supported and in touch with the school during my Faculty Liaison's visits.</b>				
<b>My Faculty Liaison appeared to be knowledgeable about my placement setting.</b>				
<b>I felt empowered by my Faculty Liaison's visits.</b>				

<b>My Faculty Liaison helped to resolve conflicts that arose during my placement.</b>				
<b>My Faculty Liaison made at least 1 visit to my site this semester.</b>				
<b>Additional Comments</b>				

Revised 7/2018

Student: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix 7-E**

**Student Evaluation of Field Coordinator**

*Data from this form, stripped of all identifiers, are used by the Department of Health & Human Service Professions for continuous improvement and required outcomes assessment activities. We summarize these data annually for reports on program outcomes to the University's Outcomes Assessment Committee and to the Council on Social Work Education (CSWE).*

	Excellent (4.000 pts)	Good (3.000 pts)	Fair (2.000 pts)	Poor (1.000 pt)
Field Orientation was helpful in understanding the process of obtaining a placement.				
Preparation of student for practicum interview process.				
Planning and coordination with potential placement sites.				
Timeliness and adequacy of contact with student.				
Availability and responsiveness for problem-solving when needed.				
Communication with student during the practicum placement process.				
Explanation of live text provided.				
Overall field coordinator role.				
Additional Comments.				

Revised 7/2018

Appendix 7-F

**Field Instructor Evaluation of Faculty Liaison**

Name of Field Faculty Liaison \_\_\_\_\_ Date \_\_\_\_\_

*Data from this form, stripped of all identifiers, are used by the Department of Health & Human Service Professions for continuous improvement and required outcomes assessment activities. We summarize these data annually for reports on program outcomes to the University's Outcomes Assessment Committee and to the Council on Social Work Education (CSWE).*

	Excellent (4.000 pts)	Good (3.000 pts)	Fair (2.000 pts)	Poor (1.000 pt)
Faculty Liaison reviewed role clarification for agency, student, and school.				
Faculty Liaison was supportive of supervisor's role as field instructor.				
Faculty Liaison was available when needed and I knew how to contact them.				
Faculty Liaison was sensitive to agency resources and structure				
Faculty Liaison was considerate and respectful of agency routines.				
Faculty Liaison had at least 3 contacts with me, one being in person.				
Faculty Liaison provided assistance in enhancing student learning.				
Overall impression of Faculty Liaison role.				
Additional Comments.				

Revised 7/2018

**Appendix 7-G**

**Field Instructor Evaluation of Field Coordinator**

	<b>Excellent (4 pts)</b>	<b>Good (3 pts)</b>	<b>Fair (2 pts)</b>	<b>Poor (1 pt)</b>
Planning and coordination with potential students.				
Preparation of supervisor for field instructor role.				
Timeliness and adequacy of contacts.				
Availability and responsiveness for problem solving when needed.				
Openness and directness of communication.				
Communicating student learning objectives and competencies.				
Overall Field Coordinator Role				
Additional Comments				

## Appendix 8

### **SAMPLE-MODEL ORIENTATION CHECKLIST FOR MSW FIELD STUDENTS**

Please date each item as it is reviewed/completed.

- \_\_\_\_\_ Organizational chart of agency
- \_\_\_\_\_ Mission Statement
- \_\_\_\_\_ Overview of agency treatment/service components, brochures
- \_\_\_\_\_ Other agency sites: arrange visits
- \_\_\_\_\_ List of staff/credentials/titles/phone extensions
- \_\_\_\_\_ Scheduling interviews with agency staff, directors of agency programs
- \_\_\_\_\_ Descriptions and schedules of groups offered at the agency
- \_\_\_\_\_ Meetings: purposes, formats, locations and times, i.e.: staff meetings, case conferences
- \_\_\_\_\_ Policies & Procedures (include specifics and/or references to where to locate information in the Policies & Procedures Manual)
- \_\_\_\_\_ Duty to warn
- \_\_\_\_\_ Child abuse reporting procedure
- \_\_\_\_\_ How to make a referral: within agency, outside agency, identify specific agencies
- \_\_\_\_\_ Confidentiality regulations and use of appropriate consent for information release forms
- \_\_\_\_\_ NASW Code of Ethics
- \_\_\_\_\_ Forms used by the agency: assessment forms, progress notes, release of information forms, insurance forms, billing forms, etc. and where to locate them
- \_\_\_\_\_ Documentation: chart orders, progress notes, treatment plans, writing letters
- \_\_\_\_\_ List of community resources/Referral sources
- \_\_\_\_\_ Dress Code
- \_\_\_\_\_ Sign In Sheet
- \_\_\_\_\_ Use of phones, fax machine, copy machine, computers, shredder
- \_\_\_\_\_ Physical space: Office, Restrooms, Mailbox, Phone messages, Lunchroom, Parking

- \_\_\_\_\_ Security/ locking up
- \_\_\_\_\_ Supplies: where to find
- \_\_\_\_\_ Coffee Fund
- \_\_\_\_\_ Plan for weekly supervision
- \_\_\_\_\_ Educational assessment/tools (experience, learning style, etc.)
- \_\_\_\_\_ Educational learning tools (journal, process recording)
- \_\_\_\_\_ Learning Contract
- \_\_\_\_\_ Articles: Provide a bibliography and where to locate or provide a copy of the actual article. Include articles specific to population served, agency principles, cultural competence, interventions, etc.
- \_\_\_\_\_ Glossary of abbreviations/terms frequently used at the agency (TQM, JCAHO, OASAS).

#### Suggestions for Developing an Orientation Manual for Interns

1. Developing an orientation manual is an excellent way to tune into what information the student needs. It provides organization and also provides a reference manual. Field Instructors can refer students to read the manual ahead of time for nut and bolt information then review information under supervision to allow for any questions. This will save time and provide clarity for present and future students.
2. The above checklist may provide suggested items that can be placed in an orientation manual for student reference. Keep in mind the essentials of your setting.
3. A 3-ring binder with dividers provides an excellent format. Tabs can be made for sections: i.e.: Organizational Structure, Services, Policies, Procedures, Forms, Articles, etc.
4. If you do not already have a manual, your student can help you develop one. As you review the materials, forms, resource lists, etc., you and the student can include a copy of the materials in the binder. Ask students to take notes on protocols or procedures that have not been documented and write them down for inclusion in the manual. By reviewing what they have compiled in the binder you can also evaluate their communication, organizational and writing skills.
5. Once a manual has been developed it can be easily updated as agency forms change or new policies are made.

## Appendix 9 (For Field Instructors)

### Guidelines for Practicum Matching Interviews

Student/Field Instructor matching interviews provide a unique opportunity to clarify expectations, needs and opportunities for both students and Field Instructors in the practicum experience. Interviews can take many forms and individual styles can be very different. However, there is a need for objectivity, practicum-related questions, specifically regarding pre-requisites, expectations and opportunities, clarity regarding the interview format and outcome, and consistency in the questions that are asked. This will help to ensure fairness during the interviews. The student selection process can work well and facilitate an optimum match of student expectations, needs and experiences and Field Instructor/agency expectations, needs and experiences. We hope that these guidelines will be helpful to you in beginning a meaningful and mutually satisfying student/Field Instructor relationship.

It is recommended that a clear outline for the interview be followed. When the interview process takes place it is very helpful if students are provided with a description of the student intern position at the field agency, including the skills to be developed, the activities to be performed and the specific criteria for selection, if any are required.

It is important to have a clear outcome at the completion of the interview process.

Was the student accepted, if so, why?

Was the student rejected for this placement, if so, why?

Students are generally quite interested in whether they were accepted by a particular setting/field educator. They may request feedback regarding non-acceptance so they can use this information to better plan for future interviews.

#### SAMPLE QUESTIONS TO ASK STUDENTS IN INTERVIEWS

1. What are you looking for in terms of: learning opportunities and supervisory style?
2. What have you found particularly helpful, or not helpful, in supervisory or learning relationships in the past?
3. What might your Field Instructor do that you would find conducive to your learning?  
What would you probably find negative?
4. What learning objectives have you developed so far for the upcoming practicum?  
What do you know, or what have you heard about the agency that would help you to meet some of these objectives?
5. How do you deal with problems when they arise? For example, how do you think you would handle problems in the student/Field Instructor relationship? How would you respond if you found that the learning opportunities were not meeting your needs? How could the practicum help you deal with these types of problems?

6. What have you found to be your strengths and weaknesses when working with others on a team?
7. What has your experience been in working with people in authority? What kinds of positive experiences have you had? What difficulties have you experienced?
8. Do you have any ideas about how you learn best? For example, are you more comfortable with putting a lot of thought into a new situation before you must deal with it? Or, are you more comfortable with acting spontaneously in a new situation and then reflecting on the situation in more detail afterwards?

## Appendix 10

### **Key Points and Working Definitions for Developing an Educational Plan**

The Educational Plan is not a detailed description of all that you do in the field setting. It should be seen as an overview that defines educational intents, desired outcomes, means employed to accomplish outcomes, assessing educational intents, and to what extent you were successful in meeting your educational intents. A minimum of three Educational Goals must be developed under the three categories (micro-mezzo-macro).

As you move from left to right of the Educational Plan, there must be clear linkages between the topic headings.

Other experiences are experiences which are combinations of two or more categories or are experiences beyond the types.

Educational Goal: An inclusive statement of what you intend to learn during or by the completion of the field experience. Broad

Objective: An outcome(s) that describes what it is to be done to meet the educational intent. Specific

Task: Specific action of interventions required for meeting the objective. Process

Method: A description of what you will do to determine the extent to which the educational intent was met. Evaluative Task

Measurement: How will you know the educational intent was accomplished? What followings are examples: a completion time requirement; number or percent of completion or successful completion; a quality rating; an accuracy rating; results of a feedback or evaluation (written or verbal); etc.

## Appendix 11

### **CALIFORNIA UNIVERSITY OF PENNSYLVANIA DEPARTMENT OF HEALTH & HUMAN SERVICE PROFESSIONS MACRO LEVEL PRACTICUM TASK SUGGESTIONS**

1. Develop or update a community resource guide.
2. Organize a task force to address a community problem common to a client group.
3. Develop and/or implement a school based intervention addressing a problem that is having a negative impact on student functioning.
4. Locate a law/policy that forms the basis of an agency's overall mission or some specific agency function.
5. Develop and/or conduct a training for agency staff and/or others who work with agency staff (e.g.: volunteers, staff from related agencies, etc.)
6. Design and/or conduct a needs assessment study.
7. Design and/or conduct a demographic study.
8. Design and/or conduct a utilization study.
9. Design and/or conduct a client satisfaction study.
10. Design and/or conduct a program evaluation.
11. Contact and work with federal, state, and/or local legislators regarding a problem or issue relevant to the agency, to a specific client group, or to the community in which the agency is located.
12. Draft implementing regulations for a specific policy or law that needs to be integrated into agency function.
13. Describe the structure and function of a specific agency that the placement agency works closely with. (\*This is especially helpful when there is confusion about boundaries and/or roles.)
14. Write a grant for funding for a new (or existing) agency program.
15. Organize and/or conduct a town meeting with a specific population relevant to the agency.
16. Attend a local school board and/or town council meeting and summarize the information obtained for agency staff.

17. Present something approved by the agency at the school board and/or town council meeting.
18. Identify obstacles and barriers to service utilization.
19. Develop an orientation program and/or orientation materials for agency staff or for clients/family members of clients new to the agency.
20. Develop a quality assurance program or some specific aspect of a quality assurance program.
21. Analyze a specific policy change and prepare a training for staff so that they will understand the history and purpose of the change.
22. Draft a policy change that is needed at the agency and/or societal level.
23. Prepare a problem-solving proposal for administration (problem—history of problem proposed solutions—potential costs/risks/benefits of each proposed solution).
24. Develop a new program or new program component for the agency.
25. Develop an agency or community newsletter or a specific article for an existing agency/community newsletter

## MSW First Year Practicum Learning Contract & Educational Plan

### Appendix 12

Student Name:  
Student email:  
Student local tel.:

Student Local Address:  
Student Permanent Address:  
Student Permanent tel.:

Practicum Agency Name:

Practicum Agency Address:

Practicum Agency Phone:

Practicum Agency Fax:

Field Instructor Name:  
Field Instructor Phone:

Field Instructor degree:  
Field Instructor Email:

Task Supervisor Name:  
Task Supervisor Phone:

Task Supervisor degree:  
Task Supervisor Email:

Cal U Social Work Faculty Liaison:

- 1) **Time frame of the placement, i.e., total practicum hours, dates of overall placement (beginning and end dates). Also, include the schedule and locations of student assignments.**

## **MSW First Year Practicum Learning Contract & Educational Plan**

- 2) **Agency resources made available to the student, e.g., office space, telephone, computer access, accessibility of other staff, clerical support, etc.**
  
- 3) **Travel requirements and reimbursement availability to the student.**
  
- 4) **Documented due dates for the Mid-Term and Final Evaluations (include the name of the person responsible for submission).**
  
- 5) **Documented scheduling plans for the structured mandatory student/MSW Field Instructor supervisory conferences (minimum time is one (1) hour per week).**

## **MSW First Year Practicum Learning Contract & Educational Plan**

- 6) **Anticipated tasks, proposed number of clients and/or cases with which the student will be involved.**
  
- 7) **Student's perceptions of his/her strengths, abilities and aspects (personal & professional) that require further development.**
  
- 8) **Student's expectations of the agency and practicum field education experience.**
  
- 9) **Agency's expectations of the student while in practicum field education experience.**  
Save your work!

## MSW First Year Practicum Learning Contract & Educational Plan

### Educational Plan

#### Competency #1: Demonstrate Ethical and Professional Behavior

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

Competency	Behavior	Method for Goal Attainment	Measurement Criteria for Goal Attainment	Completion Date
<b>1. Demonstrate Ethical and Professional Behavior.</b>	1a) make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;  1b) use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;  1c) demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;  1d) use technology ethically and appropriately to facilitate practice outcomes; and  1e) use supervision and consultation to guide professional judgment and behavior			

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

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation,

## MSW First Year Practicum Learning Contract & Educational Plan

and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Competency	Behavior	Method for Goal Attainment	Measurement Criteria for Goal Attainment	Completion Date
<b>2. Engage Diversity and Difference in Practice.</b>	2a) apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;  2b) present themselves as learners and engage clients and constituencies as experts of their own experiences; and  2c) apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.			

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

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

Competency	Behavior	Method for Goal Attainment	Measurement Criteria for Goal Attainment	Completion Date
<b>3. Advance Human Rights and Social, Economic, and Environmental Justice.</b>	3a) apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and  3b) engage in practices that advance social, economic, and environmental justice.			

## MSW First Year Practicum Learning Contract & Educational Plan

### Competency #4: Engage In Practice-informed Research and Research-informed Practice

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

Competency	Behavior	Method for Goal Attainment	Measurement Criteria for Goal Attainment	Completion Date
<b>4. Engage In Practice-informed Research and Research-informed Practice.</b>	4a) use practice experience and theory to inform scientific inquiry and research;  4b) apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and  4c) use and translate research evidence to inform and improve practice, policy, and service delivery.			

### Competency #5: Engage in Policy Practice

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

Competency	Behavior	Method for Goal Attainment	Measurement Criteria for Goal Attainment	Completion Date
<b>5. Engage in Policy Practice.</b>	5a) identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;  5b) assess how social welfare and economic policies impact the delivery of and access to social services;			

## MSW First Year Practicum Learning Contract & Educational Plan

	5c) apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.			
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### Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities

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

Competency	Behavior	Method for Goal Attainment	Measurement Criteria for Goal Attainment	Completion Date
<b>6. Engage with Individuals, Families, Groups, Organizations, and Communities.</b>	6a) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and  6b) use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.			

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

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

## MSW First Year Practicum Learning Contract & Educational Plan

Competency	Behavior	Method for Goal Attainment	Measurement Criteria for Goal Attainment	Completion Date
<b>7. Assess Individuals, Families, Groups, Organizations, and Communities.</b>	7a) collect and organize data, and apply critical thinking to interpret information from clients and constituencies;  7b) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;  7c) develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and  7d) select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.			

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

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

Competency	Behavior	Method for Goal Attainment	Measurement Criteria for Goal Attainment	Completion Date
<b>8. Intervene with Individuals, Families,</b>	8a) critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;			

## MSW First Year Practicum Learning Contract & Educational Plan

<b>Groups, Organizations, and Communities.</b>	<p>8b) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</p> <p>8c) use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</p> <p>8d) negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</p> <p>8e) facilitate effective transitions and endings that advance mutually agreed-on goals.</p>			
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### **Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

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

Competency	Behavior	Method for Goal Attainment	Measurement Criteria for Goal Attainment	Completion Date
<b>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.</b>	<p>9a) select and use appropriate methods for evaluation of outcomes;</p> <p>9b) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</p>			

## MSW First Year Practicum Learning Contract & Educational Plan

	<p>9c) critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</p> <p>9d) apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>			
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**INITIALS FOR LEARNING PLAN REVIEW** (semester beginning)

All parties initialing the contract agree with the *proposed* practicum field experience learning plan and agree to abide by the National Association of Social Worker's Code of Ethics during the term of the practicum field experience.

*([Student Name]):*

Student

*([Agency Field Instructor Name]):*

Agency Field Instructor

*([Faculty Liaison Name]):*

Faculty Liaison

**SIGNATURES FOR LEARNING PLAN COMPLETION** (semester conclusion)

All parties signing the contract agree with the *completed* practicum field experience learning plan and have abided by the National Association of Social Worker's Code of Ethics during the term of the practicum field experience.

*([Student Name]):*

Student

*([Agency Field Instructor Name]):*

Agency Field Instructor

*([Faculty Liaison Name]):*

Faculty Liaison

SAVE YOUR WORK!

# MSW Advanced Practicum Learning Contract & Educational Plan

## Appendix 13

Please check one:

SWK 829

SWK 830

Year:

Student Name:

Student email:

Student local tel.:

Student Local Address:

Student Permanent Address:

Student Permanent tel.:

Practicum Agency Name:

Practicum Agency Address:

Practicum Agency Phone:

Practicum Agency Fax:

Field Instructor Name:

Field Instructor Phone:

Field Instructor degree:

Field Instructor Email:

Task Supervisor Name:

Task Supervisor Phone:

Task Supervisor degree:

Task Supervisor Email:

Cal U Social Work Faculty Liaison:

## **MSW: Advanced Practicum Learning Contract & Educational Plan**

- 1) Time frame of the placement, i.e., total practicum hours, dates of overall placement (beginning and end dates). Also, include the schedule and locations of student assignments.**
  
- 2) Agency resources made available to the student, e.g., office space, telephone, computer access, accessibility of other staff, clerical support, etc.**
  
- 3) Travel requirements and reimbursement availability to the student**
  
- 4) Documented due dates for the Mid-Term and Final Evaluations (include the name of the person responsible for submission).**

## **MSW: Advanced Practicum Learning Contract & Educational Plan**

- 5) **Documented scheduling plans for the structured mandatory student/MSW Field Instructor supervisory conferences (minimum time is one (1) hour per week).**
  
- 6) **Anticipated tasks, proposed number of clients and/or cases with which the student will be involved.**
  
- 7) **Student's perceptions of his/her strengths, abilities and aspects (personal & professional) that require further development.**
  
- 8) **Student's expectations of the agency and practicum field education experience.**
  
- 9) **Agency's expectations of the student while in practicum field education experience.**

## MSW: Advanced Practicum Learning Contract & Educational Plan

### Educational Plan

MSW Specialization: Competency 1: Demonstrate Ethical and Professional Behavior in Advanced Generalist Practice: Advanced generalist social workers serving rural and small town populations translate the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact integrative, advanced generalist practice. Advanced generalist social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in advanced generalist practice, research, and policy arenas. They demonstrate knowledge of contemporary ethical dilemmas and debates in rural and small town practice and methods to address and manage these dilemmas to further ethical social work practice. Advanced generalist social workers recognize personal values and the distinction between personal and professional values in their work in complex nonmetropolitan environments. They explain how their personal experiences and affective reactions influence their professional judgment and behavior and manage potential and real dual relationships in rural and small town environments. Social workers understand the history, mission, and the roles and responsibilities of the profession, including its past and present efforts to address social needs in nonmetropolitan areas. They address professional supervision and consultation needs in resource poor rural and small towns. Social Workers also value the roles of other professions when engaged in interprofessional teams in advanced generalist practice. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective as advanced generalists. Social workers also apply emerging forms of technology and appraise its ethical use in advanced generalist social work practice in a context of resource scarcity.

Competency	Behavior	Method for Goal Attainment	Measurement Criteria for Goal Attainment	Completion Date
<b>Specialization Competency 1: Demonstrate Ethical and Professional Behavior in Advanced Generalist Practice</b>	<b>Specialization Behaviors:</b> 1) Student demonstrates knowledge of contemporary rural/small-town/nonmetropolitan ethical dilemmas and debates surrounding appropriate ethical rural practice;  2) Student manages dual relationships ethically in rural/small-town/nonmetropolitan environments;  3) Use technology ethically and appropriately to facilitate practice outcomes in rural/small town, nonmetropolitan environments.[  4) Implement sustainable plans to secure and maintain appropriate supervision and consultation in agency and community contexts characterized by limited access to experienced graduate level social workers.			

## MSW: Advanced Practicum Learning Contract & Educational Plan

### MSW Specialization Competency 2: Engage Diversity and Difference in Practice

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

Competency	Behavior	Method for Goal Attainment	Measurement Criteria for Goal Attainment	Completion Date
<b>Specialization Competency 2: Engage Diversity and Difference in Advanced Generalist Practice</b>	<b>Specialization Behaviors:</b> 1) Student demonstrates understanding of the importance of difference in shaping life experiences in nonmetropolitan environments;  2) Student develops culturally appropriate interventions in rural/small-town/ nonmetropolitan settings.			

**MSW Specialization: Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice in Advanced Generalist Practice: Advanced generalist social workers value every person regardless of position in society and their fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. They weight how these fundamental human rights may be threatened by resource scarcity in rural and small town environments. Advanced generalist social workers understand the global interconnections of oppression and human rights violations, and apply theories of human need and social justice and strategies to promote social and economic justice and human rights in global nonmetropolitan environments. Advanced generalist social workers make professional judgements about oppressive structural barriers and develop appropriate strategies to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected within nonmetropolitan areas and within metropolitan areas in which rural and small town people are living and seeking services and supports.**

## MSW: Advanced Practicum Learning Contract & Educational Plan

Competency	Behavior	Method for Goal Attainment	Measurement Criteria for Goal Attainment	Completion Date
<b>Specialization Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice in Advanced Generalist Practice</b>	<b>Specialization Behaviors:</b> 1) Student demonstrates understanding of the role that rurality plays in discrimination and oppression locally, nationally and internationally;  2) Student advocates for human rights and social, economic, and environmental justice in nonmetropolitan settings locally, nationally, and internationally;  3) Student implements designs multi-level practice interventions that advance human rights and social, economic, and environmental justice within rural/small-town/nonmetropolitan environments.			

**MSW Specialization: Competency 4: Engage in Practice-informed Research and Research-Informed Practice in Advanced Generalist Practice: Advanced generalist social workers use quantitative and qualitative research methods and engage in advancing a science of social work and in evaluating their practice in nonmetropolitan contexts. Advanced generalist social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge and employ methods to address resource barriers to engage in knowledge building in resource poor contexts. Advanced generalist social workers evaluate evidence that informs practice from multi-disciplinary sources and multiple ways of knowing developed globally, including international research on rural and small town social policy and social work practice. They translate research findings into effective advanced generalist practice in complex, nonmetropolitan contexts. They monitor and evaluate their own social work practice in rural and small town areas, and design practice and policy-focused social work research appropriate for nonmetropolitan contexts.**

Competency	Behavior	Method for Goal Attainment	Measurement Criteria for Goal Attainment	Completion Date
<b>Specialization Competency 4: Engage in Practice-informed</b>	<b>Specialization Behaviors:</b> 1) Student uses research to inform, monitor and evaluate advanced practice in rural/small town, nonmetropolitan areas  2) Student designs ethical and culturally appropriate practice			

## MSW: Advanced Practicum Learning Contract & Educational Plan

<b>Research and Research-Informed Practice in Advanced Generalist Practice</b>	and policy- focused research appropriate to rural/small town, nonmetropolitan contexts.			
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**MSW Specialization: Competency 5: Engage in Policy Practice in Advanced Generalist Practice:** Advanced generalist social workers value and defend human rights and social justice, as well as social welfare and services, as mediated by policy and its implementation at the federal, state, and local levels. Advanced generalist social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Advanced generalists reflect upon and analyze differences in social policy and services in rural and urban contexts. Advanced generalist social workers demonstrate their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within nonmetropolitan and metropolitan settings. Advanced generalist social workers analyze and critique the historical, social, cultural, economic, organizational, environmental, and global influences that affect nonmetropolitan social policy. They formulate, analyze, implement, and evaluate policy, with specialized knowledge of how policy processes may be affected by cultural norms, availability and access to resources, differential government structures, and differential power structures in rural and urban areas.

Competency	Behavior	Method for Goal Attainment	Measurement Criteria for Goal Attainment	Completion Date
<b>Specialization Competency 5: Engage in Policy Practice in Advanced Generalist Practice</b>	<p><b>Specialization Behaviors:</b></p> <p>1) Student compares and contrasts the impact of policy on social well-being in urban and rural/small-town/nonmetropolitan environments locally and globally;</p> <p>2) Student develops policy solutions that advance human rights and social, economic and environmental justice in complex, rural/small-town/nonmetropolitan environments.</p>			

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**MSW Specialization: Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities in Advanced Generalist Practice:** Advanced generalist social workers execute and manage engagement as 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 in metropolitan and nonmetropolitan contexts. Advanced generalist social workers value the importance of human relationships and recognize the primacy of formal and informal human relationships in rural and small town areas. Advanced generalist social workers critique theories of human behavior and the social environment, and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities functioning within complex nonmetropolitan contexts. Advanced generalist social workers implement strategies to engage diverse clients and constituencies to advance practice effectiveness in complex, nonmetropolitan environments in which diversity may be associated with high degrees of isolation and marginalization. Advanced generalist social workers manage how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies in rural and small town environments and develop strategies to effectively manage their impact upon their work with client systems. They understand that rural and small town environments are characterized by high degrees of shared social interaction, knowledge, and heightened social visibility for professionals. Advanced generalist social workers value and effectively apply principles of relationship-building and interprofessional collaboration to engage with clients, constituencies, and other professionals as appropriate in nonmetropolitan environments.

Competency	Behavior	Method for Goal Attainment	Measurement Criteria for Goal Attainment	Completion Date
<b>Specialization: Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities in Advanced Generalist Practice</b>	<b>Specialization Behaviors:</b> 1) Student applies relevant theories and frameworks to engage with clients and constituencies in complex, rural/small-town/nonmetropolitan environments;  2) Student demonstrates empathy, reflection and interpersonal skills to effectively engage clients and constituencies within complex, rural/small-town/nonmetropolitan environments.			

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**MSW Specialization: Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities in Advanced Generalist Practice: Advanced generalist social workers execute and manage assessment as 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 in nonmetropolitan and metropolitan settings. Advanced generalist social workers critique theories of human behavior and the social environment, and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities in nonmetroplitan contexts. Advanced generalist social workers use methods of assessment with diverse clients and constituencies to advance practice effectiveness in nonmetropolitan settings. Advanced generalist social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Advanced generalist social workers manage how their personal experiences and affective reactions may affect their assessment and decision- making. They recognize, critically evaluate, and manage the impact of their personal experiences and affective reactions upon their professional assessment work, paying special attention to the influences of shared social knowledge and interaction, as well as the cultural norms of small towns and rural environments.**

Competency	Behavior	Method for Goal Attainment	Measurement Criteria for Goal Attainment	Completion Date
<b>Specialization Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities in Advanced Generalist Practice</b>	<b>Specialization Behaviors:</b> 1) Student applies relevant theories and frameworks to engage with clients and constituencies in complex, rural/small-town/nonmetropolitan environments;  2) Student applies an ecological perspective to advanced assessment within complex, multi-level systems, especially in rural/small town/nonmetropolitan/nonmetropolitan areas;  3) Student applies a risk and resilience perspective to advanced assessment within complex, multi-level systems, especially in rural/small town/nonmetropolitan/nonmetropolitan areas;  4) Student uses assessment, research knowledge and the values and preferences of diverse clients and constituencies to implement intervention strategies appropriate to complex, rural/small-town-nonmetropolitan contexts.			

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**MSW Specialization: Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities in Advanced Generalist Practice:** Advanced generalist social workers execute and manage intervention as 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 in nonmetropolitan and metropolitan settings. Advanced generalist social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities living in small towns and rural environments, and rural peoples living in metropolitan contexts. Advanced generalists implement an advanced generalist framework to develop context-appropriate interventions for complex, multi-level systems in nonmetropolitan areas. Advanced generalist social workers critique theories of human behavior and the social environment, and apply this knowledge to effectively intervene with clients and constituencies in nonmetropolitan contexts. Advanced generalist social workers use methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals in complex, nonmetropolitan contexts and are able to operate as self-regulating advanced generalist practitioners. They also value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and interorganizational collaboration, particularly in complex, multi-level systems and settings lacking resources.

Competency	Behavior	Method for Goal Attainment	Measurement Criteria for Goal Attainment	Completion Date
<b>Specialization Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities in Advanced Generalist Practice</b>	<p><b>Specialization Behaviors:</b></p> <p>1) Student applies an advanced generalist framework to advanced practice within complex, multi-level systems especially in rural/small town/nonmetropolitan/nonmetropolitan environments;</p> <p>2) Student applies relevant theories and frameworks to advanced practice within complex, multi-level systems especially in rural/small town/nonmetropolitan/nonmetropolitan environments;</p> <p>3) Student operates as a self-regulating practitioner;</p> <p>4) Student uses appropriate consultation and interprofessional collaboration to achieve positive practice outcomes in advanced practice within complex, multi-level systems especially in rural/small-town/nonmetropolitan-nonmetropolitan environments.</p>			

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**MSW Specialization: Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities in Advanced Generalist Practice:** Advanced generalist social workers execute and manage evaluation as 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 in nonmetropolitan and metropolitan contexts. Advanced generalist social workers design evaluative processes and outcomes to advance practice, policy, and service delivery effectiveness in rural and small town settings. Advanced generalist social workers critique theories of human behavior and the social environment, and apply this knowledge in evaluating outcomes in complex, nonmetropolitan contexts. Advanced generalist social workers explain qualitative and quantitative methods for evaluating intervention and program processes, practice effectiveness and outcomes, and employ evaluation designs that can be adapted to contexts of resource scarcity.

Competency	Behavior	Method for Goal Attainment	Measurement Criteria for Goal Attainment	Completion Date
<b>Specialization Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities in Advanced Generalist Practice</b>	<b>Specialization Behaviors:</b> 1) Student applies relevant theories and frameworks to advanced practice evaluation within complex, multi-level systems especially in rural/small-town/nonmetropolitan/nonmetropolitan environments;  2) Student analyzes monitors and evaluates intervention and program processes and outcomes in complex, nonmetropolitan contexts.			

## MSW: Advanced Practicum Learning Contract & Educational Plan

### INITIALS FOR LEARNING PLAN REVIEW (semester beginning)

All parties initialing the contract agree with the proposed practicum field experience learning plan and agree to abide by the National Association of Social Worker's Code of Ethics during the term of the practicum field experience.

(*[Student Name]*):

Student

(*[Agency Field Instructor Name]*):

Agency Field Instructor

(*[Faculty Liaison Name]*):

Faculty Liaison

### SIGNATURES FOR LEARNING PLAN COMPLETION (semester conclusion)

All parties signing the contract agree with the completed practicum field experience learning plan and have abided by the National Association of Social Worker's Code of Ethics during the term of the practicum field experience.

(*[Student Name]*): Student

(*[Agency Field Instructor Name]*):

Agency Field Instructor

(*[Faculty Liaison Name]*):

Faculty Liaison

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## Appendix 14

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**Table of Contents**

Welcome.....	2
MSW Mission Statement, Program Goals & Competencies.....	3
Our Program’s Mission Statement.....	3
MSW Program Goals.....	3
Program Competencies in Relationship to Field Education & Field Competencies.....	4
MSW Program Competencies.....	4
MSW Program Curriculum Requirements .....	10
Curriculum Sequence	
Regular Standing Cohort Four Semesters .....	11
Regular Standing Cohort Six Semesters .....	12
Advanced Standing Cohort Three Semesters .....	13
Advanced Standing Cohort Four Semester .....	14
Transfer Credit.....	14
MSW Program Course Descriptions.....	15
Human Behavior and the Social Environment.....	15
Social Welfare Policy.....	16
Research.....	16
Social Work Practice .....	17
Field.....	18
Special Topics.....	19
MSW Field Education Policies and Procedures.....	20
General Responsibilities within the Field Practicum.....	20
General Responsibilities of the MSW Social Work Program.....	21
Governance Structure of Field Program within the Social Work Programs.....	21
The Social Work Field Instruction Committee.....	21
The Field Subcommittee of the Social Work Advisory Board.....	21
Responsibilities of the Field Coordinator.....	21
Responsibilities of the Faculty Field Liaison.....	22
Responsibilities of the Agency Student Placement Coordinator.....	23
Responsibilities of the Field Instructor.....	23
Responsibilities of the Student.....	24
Criteria for Selection of Agencies.....	27
Criteria for Selection of Field Instructors.....	28
Field Instruction Requirements and Expectations.....	28
Pre-Placement Process.....	29
Additional Placement Policies.....	30
Employer Based Placement.....	30
Learning Objectives, Learning Contracts and Educational Plans...	32

Placement Time and Length Requirements.....	32
Evaluation Process.....	33
End of First Year.....	36
Acceptable Level of Performance.....	36
Marginal Passing Level of Performance.....	37
Unsatisfactory Level of Performance.....	38
Problems in Field Instruction.....	40
Code of Ethics.....	41
Insurance Coverage.....	41
MSW Field Manual Billing Statement.....	42
MSW Student Medication Administration.....	42
Appendix Index.....	43
1. Pre-Placement Interview Questions.....	44
2. Practicum Application and Background Information.....	45
3. New Field Instructor Application.....	47
4. MSW Field Placement Selection Form.....	49
5. Social Work Field Education Student Agreement .....	52
6. MSW Application for Employer-Based Field Instruction Placement.....	54
7. Evaluations.....	57
7-A. Evaluation of Student’s Foundation Field Performance....	57
7-B. Evaluation of Student’s Advanced Field Performance....	65
7-C. Student Evaluation of Agency and Field Instructor.....	76
7-D. Student Evaluation of Faculty Liaison.....	77
7-E. Student Evaluation of Field Coordinator.....	79
7-F. Field Instructor Evaluation of Faculty Liaison .....	80
7-G. Field Instructor Evaluation of Field Coordinator.....	81
8. Sample-Model Orientation Checklist for MSW Field Students..	82
9. Guidelines for Practicum Matching Interviews.....	84
10. Key Points and Working Definitions for Developing and Educational Plan.....	86
11. Macro Level Practicum Task Suggestions.....	87
12. MSW First Year Practicum Learning Contract & Educational Plan.....	89
13. MSW: Advanced Practicum Learning Contract & Educational Plan .....	99
14. Full-Time Regular Social Work Program Faculty.....	111
15. Department of HHSP/Social Work Offices.....	112