

**MASTER OF SOCIAL WORK
FIELD EDUCATION MANUAL
2023-2024**



**Eastern Kentucky University
College of Letters, Arts, and Social Sciences
Department of e-Campus Learning
Department of Social Work**



EKU is an Equal Opportunity/Affirmative Action institution that values diversity and difference.

The Social Work Master's Program is in candidacy for accreditation with the Council on Social Work Education.

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Introduction to Field Education

Welcome to the Field Education component of the Master of Social Work Program (MSW) at Eastern Kentucky University (EKU).

The social work profession deems field education its signature pedagogy, the most important component of a social work degree. As such, field education is the framework in which students are socialized into the profession. The field placement offers students the opportunity for hands-on real-life experience about professional practice and doing this in an agency environment under the supervision of an experienced social worker. Field instruction is designed to enable students to apply and integrate theoretical concepts and knowledge learned in the classroom with practical skills.

The provision of a quality field practicum is truly a collaborative effort. The *field director* recruits potential agencies and interested field instructors and offers assistance, if needed, as students seek out practicum settings, and in collaboration with the *MSW program director*, implements policies and needed changes, stays abreast of Council of Social Work Education (CSWE) requirements, and works to resolve both programmatic and student/agency concerns should they occur.

The ECU *faculty instructor* teaching the field seminar maintains relationships between agencies and the university and monitors and evaluates student progress.

The *field instructor*, also known as the field supervisor, helps to ensure that the student meets the learning competencies and behaviors detailed in this manual, has learning experiences that will help solidify professional identity and implementation of ethical practice standards, and has a more experienced professional mentor with whom to address the many challenges that come with being a new social work practitioner. This individual can be one of the most influential individuals in a new social worker's career.

This manual contains the CSWE competencies, behaviors, ECU's curriculum, policies, and procedures for the field education component of the Master of Social Work Program. This manual is designed to help field instructors and students understand the social work program, its philosophies, policies, and curriculum and includes the Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education.

This manual is the program's official reference and procedural guide for social work students, program faculty, agency field instructors, and agency task supervisors. It is subject to periodic revisions to reflect program improvements and growth. Your feedback concerning the program is welcome in the form of evaluations contained in this manual and open communication with the field director and MSW program director.

Field Instructors, the faculty and administration recognize that your role requires the expenditure of time, patience, and commitment to furthering the social work profession. Yours is a highly valued contribution to the quality and excellence of the MSW program at Eastern Kentucky University.

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Putting the Pieces Together

Throughout this manual you will see references to the Council on Social Work Education's (CSWE) prescribed core competencies for learning and the associated behaviors. The following description serves to illustrate the overarching guidelines provided by the competencies, the operationalization provided by the behaviors, and some examples of how these are implemented in classroom and field learning. The ECU MSW Field Program prepares students to demonstrate competencies established by the Council on Social Work Education (2015) and the Interprofessional Education Collaborative (2016).

Competency 1:

Demonstrate Ethical and Professional Behavior

Generalist Behaviors

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

Interprofessional Social Work Practice Behaviors

1. Manage ethical dilemmas specific to interprofessional team-based intervention with clients and constituencies. (K, V, S)
2. Reflect on individual and interprofessional team performance for individual, as well as team, performance improvement. (V, C/A)
3. Respect the dignity and worth of clients while maintaining confidentiality in the delivery of interprofessional teams-based care. (V, S)
4. Choose effective communication tools and techniques, including information systems and communication technologies, to facilitate discussions and interactions that enhance interprofessional teams. (K, C/A)
5. Maintain competence in one's own profession appropriate to scope of practice. (K, V)

Competency Dimensions

- Knowledge/Values-Demonstrate knowledge of NASW Code of Ethics within field practicum practice, through use of supervision and seminar.
- Values/Skills-Articulate the primacy of social work values and exemplify these values in own practice.
- Skills-Practice variety of communication modes with clients, organizations, and class work.
- Cognitive Processing-Utilize critical thinking to apply professional values and ethics, professional conduct, and professional self-reflection to practice.

- Affective Processing-Consider how own values are congruent with/different from those of the profession and implications for practice, particularly the need to maintain professional objectivity.

Assignments

Learning Agreement
Discussion Forums
Journal Reflection Logs
Seminars

Competency 2:

Engage Diversity and Difference in Practice

Generalist Behaviors

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

Interprofessional Social Work Practice Behaviors

1. Respect the unique cultures, values, roles/responsibilities, and expertise of other professions and the impact these factors can have on diverse clients and constituencies. (K, V, S, C/A)
2. Place interests of clients and constituencies at center of interprofessional care delivery and related programs and policies, with the goal of promoting well-being across the lifespan. (K, V, S, C/A)
3. Embrace the cultural diversity and individual differences that characterize systems of all sizes, including the interprofessional team. (K, V)

Competency Dimensions

- Knowledge/Values/Skills/Cognitive/Affective-Know and demonstrate understanding of cultural humility; diversity, inclusion, and equity, and different theories of oppression, power, control.
- Knowledge/Values/Skills/Cognitive/Affective-Practice engaging in communication with diverse populations, colleagues, professors, and addressing microaggressions.
- Affective Processing-Develop an awareness of biases, values, beliefs, and practices that have built a schema related to student's lived experience.

Assignments

Learning Agreement
Journal Reflection Logs
Discussion Forums

Competency 3:

Advance Human Rights and Social, Economic, and Environmental Justice Practice Behaviors

Generalist Behaviors

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

Interprofessional Social Work Practice Behaviors

1. Apply leadership practices that support interprofessional team collaboration and effectiveness in a manner that conveys respect for human rights. (K, V, S, C/A)
2. Communicate the importance of teamwork in practices, programs, and policies to advance social, economic, and environmental justice. (K, V, S)

Competency Dimensions

- Values/Skills/Affective Processing Practice, participate, communicate, and self-reflect on performance in cross-disciplinary teams related to client self-determination.
- Knowledge/Skills/Cognitive Processing-Consult research, professional, and popular press sources, critically evaluating each, to remain current with policy, environmental, and other macro concerns.
- Knowledge/Values/Cognitive/Affective Processing-Enhance appreciation for the contributions of each discipline to the knowledge base that informs professional practice.

Assignments

Learning Agreement
Journal Reflection Logs
Discussion Forums
Seminar Sessions

Competency 4:

Engage in Practice-informed Research and Research-informed Practice

Generalist Behaviors

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

Interprofessional Social Work Practice Behaviors

1. Use concepts, theory, and research to describe the process of interprofessional team development and the roles and practices of effective teams. (K, C/A)
2. Use process improvement to increase the effectiveness of interprofessional teamwork and team-based services, programs, and policies. (K, S)
3. Express one's knowledge and opinions to contribute to or support care with confidence, clarity, and respect, working in translating research evidence to inform and improve practice, policy, and service delivery. (K, V, S, C/A)

Competency Dimensions

- Knowledge/Values-Employ NASW ethics and values within a cross-disciplinary research team.
- Skills/Values-Practice communication, engagement, and representation of social work roles, values, and ethics within team setting.
- Values/Skills/Cognitive/Affective Processing-Commit to becoming a lifelong learner and implementing acquired knowledge into social work practice.
- Values/Cognitive/Affective Processing-Recognize the contribution of interdisciplinary research to knowledge building and develop respect for what each discipline brings to the process.

Assignments

Learning Agreement
Journal Reflection Logs
Discussion Forums
Seminar Sessions

Competency 5:

Engage in Policy Practice

Generalist Behaviors

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

Interprofessional Social Work Practice Behaviors

1. Identify how interprofessional team members and/or other professionals who contribute to or support care interpret social policies that impact well-being, service delivery, and access to social services. (K, V, S, C/A)
2. Assess how interprofessional team members respond to social welfare and economic policies as part of service delivery. (K, V, S)
3. Engage team members and/or other professionals who contribute to or support care in shared problem-solving to address policies that advance human rights and social, economic, and environmental justice. (K, V, S)

Competency Dimensions

- Knowledge/Cognitive-Ability to research and apply laws, policies, and guidance to support practice.
- Values/Skills/Affective Processing-Express differences of perspective and opinion respectfully.
- Values/Cognitive Processing-Maintain awareness of cultural differences when discussing sensitive issues.
- Skills-Engage, lead, and participate in team meetings related to policy issues on a federal, state or local level.
- Affective Processing-Ability to be reflective of self as it relates to shared problem solving.

Assignments

Learning Agreement
Journal Reflection Logs
Discussion Forums
Seminar Sessions

Competency 6:

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

Generalist Behaviors

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

Interprofessional Social Work Practice Behaviors

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

Competency Dimensions

- Knowledge/Values/Skills-Apply theoretical knowledge, cultural sensitivity, and relational skills to client and context.
- Skills- Engage clients, teams, and colleagues in authentic relationships to develop trust and team and organizational settings.
- Affective Processing-Awareness of self, attitudes and biases, and cultural and professional differences when engaging with clients and other professionals.

Assignments

Learning Agreements
Journal Reflection Logs
Discussion Forums
Seminar Sessions

Competency 7:

Assess Individuals, Families, Groups, Organizations, and Communities

Generalist Behaviors

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

Interprofessional Social Work Practice Behaviors

1. Engage team members and other professionals who complement one's own professional expertise, as well as associated resources, to develop mutually agreed-on intervention goals and objectives specific to clients and constituencies. (K, C/A)
2. Engage professionals to develop mutually agreed-on intervention goals and objectives with clients and constituencies. (V, S)

Competency Dimensions

- Knowledge/Cognitive Processing- Increase student knowledge of multi-disciplinary practices and teams in order to meet the needs of clients, groups, or organizations.
- Knowledge/Cognitive Processing/Skills-Apply theories, assessment models, and interviewing skills to conduct thorough and culturally sensitive assessment of client.
- Knowledge/Values-Maintain awareness of larger context and interface of persons and environments.
- Values- Ensure the best interests of the client is central to all interprofessional collaboration, including engagement of the client themselves.
- Affective- Intentional awareness of body & mind response during disagreements and debates during multi-disciplinary teams with reflection in journal or in weekly supervision.

Assignments

Learning Agreement
Journal Reflection Logs
Discussion Forums

Competency 8:

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

Generalist Behaviors

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

Interprofessional Social Work Practice

1. Communicate one's roles and responsibilities clearly to clients, constituencies, interprofessional team members, and other professionals who contribute to or support care delivery (K, S, C/A)
2. Communicate with interprofessional team members about each member's responsibility for specific components in interventions with clients and constituencies. (K, C/A)
3. Facilitate collaboration between clients, team members, and others who contribute to or support care delivery to achieve goals. (S, K)
4. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-based interventions to achieve mutually agreed upon practice goals that enhance capacities of clients and constituencies. (V, S)
5. Facilitate effective transitions and endings associated with interprofessional team-based care that advance mutually agreed-on goals with clients and constituencies. (V, S, C/A)

Competency Dimensions

- Knowledge/Skills-Ability to research and engage in strengths-based advanced, integrative practice.
- Skills/Cognitive Processing-Write and present on organizational and/or client population issue, intervention, and evaluation.
- Values/Cognitive/Affective Processing-Develop understanding of client worldview and desired goals.
- Values/Skills/Affective-Establish mutual respect and communication norms with regard for cultural and interpersonal differences.

Assignments

Learning Agreement

Journal Reflection Logs
Discussion Forums
Seminar Sessions

Competency 9:

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

Generalist Behaviors

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

Interprofessional Social Work Practice Behaviors

1. Give timely, sensitive, instructive feedback to others about their performance involved with interprofessional team-based care, responding respectfully to feedback from others. (V, S)
2. Recognize how one's uniqueness (experience level, expertise, culture, power, and hierarchy within the team) contributes to effective communication, conflict resolution, and positive interprofessional working relationships. (V, S, C/A)
3. Use respectful language appropriate for a given difficult situation, crucial conversation, or conflict. (V, S)
4. Engage in continuous professional and interprofessional development to enhance team performance and collaboration. (K, C/A)
5. Share accountability with other professions, clients, and constituencies for outcomes. (K, C/A)
6. Recognize one's limitations in skills, knowledge, and abilities. (K, S, C/A)

Competency Dimensions

- Knowledge/Values/Skills-Assess and integrate communication, feedback, engagement, and interaction within practice.
- Cognitive/Affective – Self-reflection based on personal lens and others' feedback on communication, interactions, and relationship building.

Assignments

Learning Agreement
Journal Reflection Logs
Discussion Forums
Seminar Sessions

Applying Competencies to Field Practice

The following are examples of how ECU MSW students implement the required CSWE nine competencies within micro, mezzo, and macro field practice are:

Individuals

- Completing individual bio-psycho-social assessments
- Engaging in one-on-one individual counseling
- Facilitating acquisition of resources
- Provision of educational support programs
- Advocating and assisting individuals with obtaining government resources

Families

- Overseeing interviews with family members
- Conducting family counseling sessions
- Utilizing genograms to aid understanding of family dynamics
- Visitation supervision for parents and children
- Parent education programs

Groups

- Facilitating support groups
- Active participation in agency task groups or committees
- Utilization of the evidence-informed group intervention model for group sessions

Organizations

- Serving on interdisciplinary teams
- Providing grant completion assistance
- Assisting in the development of program models for agency operations
- Developing agency marketing campaigns

Communities

- Implementing needs assessment
- Formulating system change projects.
- Providing advocacy for residents within communities

References

Council on Social Work Education. (2015). 2015 Educational policy and accreditation standards for baccalaureate and master's social work programs. Alexandria, VA: Author.

https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx

Interprofessional Education Collaborative. (2016). Core competencies for interprofessional collaborative practice: 2016 update. Washington, DC: Author. <https://hsc.unm.edu/ipe/resources/ipec-2016-core-competencies.pdf>

MSW PROGRAM MISSION, GOALS, AND PRACTICE

Mission

The mission of the ECU MSW Program is to prepare students to be social workers who can mobilize the power of interprofessional teams in a manner that promotes social welfare, respect for human rights, and social, economic, and environmental justice. Students learn how to balance the breadth and depth of social work expertise with the expertise of other professionals for culturally inclusive interprofessional practice. This includes the use of critical thinking and scientific inquiry to support interprofessional teamwork congruent with social work values and ethics in response to shared concerns.

MSW Program Goals

The following goals guide the ECU MSW Program:

Goal one: Ground students in a liberal arts and person-in-environment framework so they can draw from diverse perspectives to inform culturally inclusive practices.

Goal two: Prepare students who will apply best practice, guided by scientific inquiry, ethical principles, and critical thinking to build on social work theory.

Goal three: Prepare professionals with self-knowledge and cultural humility, who are able to engage diversity and difference in practice that includes advocacy for human rights and social, economic and environmental justice.

Goal four: Recognize and build upon the strengths of all human beings, inspiring resilience through prevention and intervention methods congruent with expertise.

Goal five: Reflect the breadth and depth of social work values, ethics, and practice principles while mobilizing the power of interprofessional teamwork and partnerships.

Students are concurrently enrolled in an Interdisciplinary University Certificate (IUC) program. This means they take elective courses outside of the MSW Program, although may choose social work electives that correspond with their IUC program. IUC electives enhance the general fund of knowledge and required social work courses to support the utilization of this knowledge. Student IUC program participation supports interprofessional social work practice competency further developed in the classroom and field.

Generalist Practice

The ECU MSW program mission emphasizes the integration of social work expertise with the expertise of other professionals similar to that of what occurs through the experience of a liberal arts education. The program mission recognizes that social workers operate as agents of change in the larger world, utilizing a person-in-environment framework that focuses across all system levels: individuals, families, groups, organizations, and communities.

The program mission acknowledges that social workers are responsible for promoting social welfare, respect for human rights, and social, economic, and environmental justice. Social workers are expected

to work within the community, engaging partners to mobilize the power of the collective as well as being open to the expertise of other professionals to address shared concerns. This includes shared prevention and intervention efforts, including team leadership when necessary and emphasizes the application of social work practice competency with diverse systems of all sizes. Social workers intervene with and on behalf of diverse clients and constituencies of all sizes; and specifically acknowledge the importance of scientific inquiry and critical thinking. This product is “integrated” as part of the reserve of knowledge referenced for application in practice.

The program mission necessitates applying ethical principles and critical thinking for clarity in providing culturally inclusive practice congruent with social work values and ethics in response to shared concerns.

The program mission asserts the importance of other professionals who may use different approaches to address shared concerns. This assumes social workers engage diversity in practice. It is also part of the program’s mission to prepare students in a manner that promotes social welfare, respect for human rights, and social, economic, and environmental justice. The program mission assumes systems of all sizes have inherent strengths that our work can build upon for the resiliency of all human beings.

The program mission necessitates the collection of data for research-informed practice. The program mission emphasizes the dynamic processes involved in drawing from the breadth and depth of social work expertise and the expertise of others to inform professional practice, proactively respond to the impact of context on professional practice.

Specialization: Interprofessional Social Work Practice

Social workers typically work on the frontlines in a range of host settings (i.e., hospitals, schools, criminal justice facilities) but need the expertise and knowledge of allied professionals to address complex social problems. Based on the work of Iachini, Bronstein, and Mellin (2018), the term interprofessional collaboration is used to reference this professional-to-professional engagement. Interprofessional collaboration is defined as “an effective interpersonal process that facilitates the achievement of goals that cannot be reached when individual professionals act on their own” (Bronstein, 2003, p. 299). The term “Interprofessional” is based on the professionalization of disciplines in which an area of study has shaped service delivery, allowing professional collaborative interdisciplinary, “professional to professional” frontline engagement to take place where social workers are involved. It is the interprofessional expertise that enables social workers to draw from essential skills among team members and other professionals as they mutually engage in collaborative case management. This collaborative process characterizes professional services that are associated with improved client outcomes.

The ECU MSW’s program concentration in interprofessional social work practice prepares social workers to mobilize the power of interprofessional teams.

Social workers have been viewed as a minority voice in a host setting, but as a member on an interprofessional team social workers have the capacity to gain credibility when they advocate for shared concerns as team leaders. Social workers inherently have a breadth of knowledge, values, skills, cognitive and affective processes to intervene with clients on the micro, macro, and mezzo levels. Specialized practice knowledge in interprofessional social work positions enables social workers to serve clients as well as team members who may need intervention to ensure team processes and outcomes

are supportive of the conditions to facilitate social work practice. Therefore, this concentration defines clients in a broad sense to be inclusive of interprofessional team members and the team as a whole.

Interprofessional social work education builds on generalist education across micro, mezzo, and macro levels. While generalist coursework draws from a wide range of social work and related theories for evidence-informed generalist practice, specialized coursework focuses on this application with additional materials specific to interprofessional social work practice. Our program relies upon Bronstein's (2003) Model for Interdisciplinary Collaboration as a foundation for our specialized practice course sequence. In the process of building student competency in interprofessional social work practice, MSW students apply micro-mezzo-macro level skills/interventions on interprofessional teams in an integrative field practicum placement.

Holistic Competence in Interprofessional Social Work Practice

By the end of the specialized practice course sequence, MSW students are expected to demonstrate holistic competency in interprofessional social work practice. This includes the ability to facilitate the five components of interprofessional collaboration as outlined by Iachini et al. (2018) and Bronstein (2003) (see Figure 1). These components include interdependence, newly created professional activities, flexibility, collective ownership of goals, and reflection on process which are further defined as follows:

- **Interdependence:** To practice interdependently, social workers must understand the distinction between one's own professional role and role of collaborators to use each other's expertise appropriately. Characteristics of interdependence include formal and informal time spent together, oral and written communication among professional colleagues, and respect for colleagues' professional opinions and input.
- **Newly Created Professional Activities:** High-quality interprofessional collaboration can lead to organizational developments that occur unexpectedly. This could be new approaches or strategies, protocols or structures that are created in working together. Each collaborator contributes something unique, non-duplicative, to this process that has potential to fundamentally change the way services are designed and delivered.
- **Flexibility:** Although each profession has its own expertise and role based on professional training, a small amount of role-blurring, when it is strategically and thoughtfully employed, signifies a high level of collaboration. For example, a hospice social worker may be able to answer a patient's basic question about a physical health matter but refers the patient to a nurse or physician for more specific information.
- **Collective Ownership of Goals:** The most significant component of strong collaborative relationships is shared involvement in goal setting, goal implementation, and goal evaluation. This may entail socialization and increased involvement in team processes, which require client advocacy that leads to being in conflict with collective team goals but does not compromise the power of collaborative relationships.
- **Reflection on Process:** Collaborators need the ability to discuss their own behaviors and interactions with each other thoughtfully and regularly. This includes thinking and talking about their working relationship, openly addressing intra-team conflict, and incorporating feedback to strengthen collaborative relationships and effectiveness. For example, a procedure may need to be established for how collaborators examine ethical dilemmas.

Figure 1

Components of an Interdisciplinary Collaboration Model

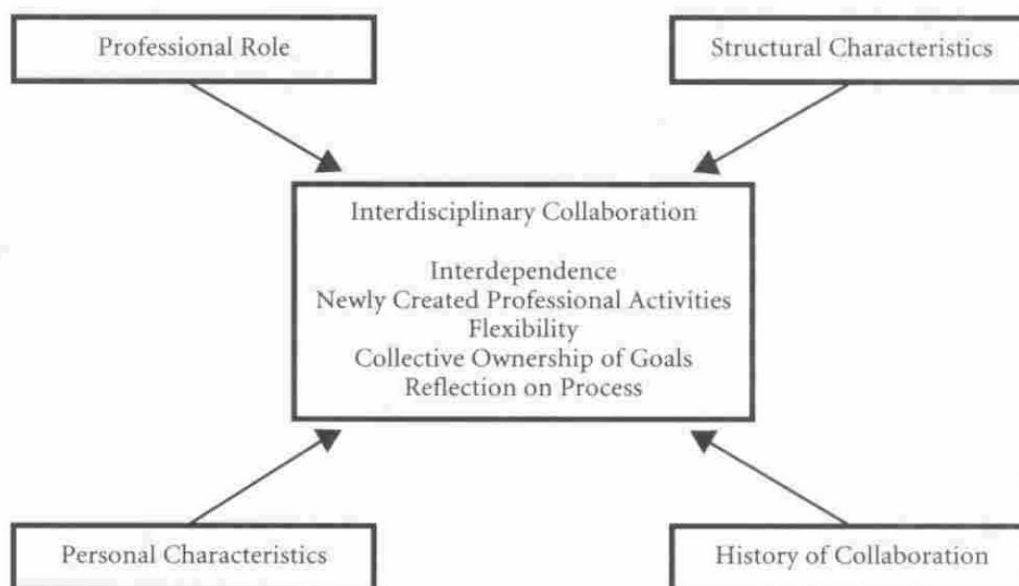


Adapted from Iachini, A. L., Bronstein, L. R., and Mellin, E. (Eds.). (2018). *A guide for interprofessional collaboration*. CSWE Press.

MSW students are also expected to recognize factors that influence interprofessional collaboration (see Figure 2) and how to intervene to ensure quality interprofessional collaboration. These factors include professional roles, structural characteristics, personal characteristics, and a history of collaboration which are further defined as follows:

- Professional roles: Professional role positively influences collaboration when collaborators can articulate and implement the values, knowledge, and skills of one’s own profession as well as the relevance of other professionals’ expertise. This requires reciprocal respect regardless of the profession’s status in the setting.
- Structural characteristics: It is important to have the time to collaborate, physical space for team meetings, and administrative support for collaboration. This may require agency leaders to advocate for the conditions that are supportive of interprofessional collaboration and the agency funding necessary to subsidize teamwork.
- Personal characteristics: The ways collaborators view each other as people, outside of their professional role is believed to have the strongest influence on collaboration. Relevant personal characteristics include trust, respect, understanding, and informal communications but what is most valued may depend somewhat on the professional.
- History of collaboration: The experience of a positive previous experience of collaboration is also more likely to relate to the potential for other positive collaborative experiences. This includes positive experiences with interdisciplinary collaboration in paid and internship settings.

Figure 2
Influences on Interdisciplinary Collaboration



Adapted from Iachini, A. L., Bronstein, L. R., and Mellin, E. (Eds.). (2018). *A guide for interprofessional collaboration*. CSWE Press.

The goal of the ECU MSW program is to prepare interprofessional social workers who can engage in collaborative practice with and on behalf of diverse clients and constituents. Students learn how to use generalist practice to facilitate interprofessional collaborations throughout the specialized practice course sequence which consists of interdisciplinary university certificate electives, interprofessional practice courses, and field practicum (placement and seminar). Generalist practice is a foundation for interprofessional social work practice as students apply micro, mezzo, and macro level skills/interventions to engage in interprofessional social work practice. As part of this specialization, the interprofessional team is not only a partner for intervention but also a target for intervention to maintain social work values and ethics.

Interprofessional collaborations are a strength and source of resilience that social workers can draw upon to advocate for human rights and social and economic justice across the micro, mezzo, and macro levels. Interprofessional practice allows social workers the opportunity to grow in collaboration with a diverse body of professionals. Since interprofessional teams and partnerships also provide a context for intervention, social workers are responsible for employing and building upon generalist practice to ensure related interventions are evidence-based and align with social work values and ethics. Specialized practice courses build on generalist social work practice for the delivery of interprofessional social work practice.

In our program, generalist practice competencies have been enhanced for a specialization in interprofessional social work. While generalist social workers are prepared to intervene across multiple systems, additional training is needed to effectively intervene with and through interprofessional teams.

For example, in arranging long-term care, a social worker may employ micro practice skills to prepare a client for this transition and simultaneously work with medical, legal, and financial experts on the client's behalf. Arranging long-term care may further necessitate mezzo and macro practice skills to facilitate family conferencing, coordinate an interprofessional team meeting, and engage in case advocacy in the community. In preparation, social workers need an environment that provides opportunities to learn through working with other professionals.

Students build on generalist practice competencies to develop interprofessional competencies throughout the specialized practice course sequence, which consists of interdisciplinary university certificate electives, interprofessional practice courses, and field practicum (placement and seminar). Students add breadth and depth to their knowledge base in the specialized practice courses that rely heavily on generalist social work practice to inform the delivery of interprofessional social work practice with the addition of concepts specific to an interprofessional context.

Students admitted with advanced standing status and students in the foundation program who have already completed the generalist practice course sequence are eligible for the interprofessional social work practice course sequence. This course sequence occurs in tandem with the integrative practicum and ends with the integrative capstone course. Each course in the interprofessional practice course sequence year is "integrative," in that all four generalist content areas (practice, HBSE, policy, and research) are infused within and throughout micro, mezzo, and macro practice courses with assignments that require direct application in the student's integrative field practicum placement. This challenges students to consolidate a mass amount of information. In addition, the micro-macro-mezzo practice approach allows for three "different" ways to approach interprofessional social work practice.

Each integrative micro, mezzo, and macro practice course challenges students to think about the application of interprofessional social work practice from a different perspective, that is, how interprofessional social work practice is applied relative to practice skills and systemic level then process this experience through a paired integrative field course assignment. This pairing is central to the didactic experience as it allows students to think about interprofessional social work practice differently relative to system size and gain this experience in applying related generalist skills for a well-rounded approach; however, expertise comes with continued practice as part of an interprofessional team around a shared concern as a student progresses through the specialized practice course sequence to successful completion.

Field and required social work courses contain assignments that are aligned with each interprofessional social work practice competency as noted in the curriculum matrix. Students must demonstrate satisfactory performance "S" in field or earn a "B" or above in required social work courses in order to begin to master interprofessional social work practice competencies. Students must maintain academic good standing with an overall grade point average of 3.0 or above in order to proceed to the next course and remain in the program. Each course in the core curriculum has a prerequisite and/or corequisite with exit criteria students must satisfy in order to graduate from our program.

MSW Field Education

The Council on Social Work Education has identified field as the signature pedagogy of social work education: "It is a basic precept of social work education that the two interrelated components of curriculum - classroom and field - are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice." (Council on Social Work Education, Educational Policy 2.3)

Field education is central to fulfilling the purpose of the MSW Program of preparing students for interprofessional social work practice. Field education is an educationally directed course of study composed of practicum placement and their associated practicum seminars that are designed to assist students in integrating the competencies knowledge, values, and skills gained throughout the MSW Program with new learning in the field. Within a framework of social work values and knowledge, the student in the practicum will test out theory, develop skills and demonstrate competencies, learn to evaluate their own performance, and prepare for autonomous practice. Students will also learn how to contribute to the provision of humane and equitable social services, to the development of professional knowledge, and to the creation of a more just society.

Field education provides students with planned learning experiences to integrate cognitive and affective processing while gaining a structured experiential learning opportunity. In professional agency settings, students learn by participating in the delivery of social services under the instruction and supervision of qualified field instructors and university faculty.

Practicum instruction is designed to assist students in achieving knowledge-directed and value-guided professional competence. The generalist practicum focuses on the development of general practice competencies, while developing specific competence in the agency's area of practice. The interprofessional practicum experience addresses the advanced behaviors that operationalize the Interprofessional Social Work Practice Specialization.

MSW Field Curriculum

The curriculum of the MSW Field Program is based on the competencies that students must achieve to receive the MSW degree. The core competencies are specified in the 2015 Educational Policy and Accreditation Standards (EPAS) of CSWE. Each field course is guided by objectives which are the student learning outcomes for the course and fulfill demonstration of the CSWE competencies.

Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice (generalist year or first year courses), followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors. The nine Social Work Competencies were listed with their corresponding behaviors on pages 7-16 and are listed below:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

The competencies are further specified in the "STUDENT LEARNING OBJECTIVES" sections of the syllabi for the two courses that make up the MSW Field Curriculum, SWK 850 Generalist Practicum and SWK 890 Interprofessional Practicum.

The field director maintains the relationship between the field instructor, the student and the faculty member/facilitator teaching the course. This integration of class and field fosters an open context for concrete skills development and problem solving, as it relates to practice in the field. All students in the MSW program follow a curriculum that prepares them for interprofessional social work practice and collaboration in an increasingly complex professional milieu.

Students must complete all courses by demonstrating their competence in classroom and field placement. Learning and readiness for field are evaluated according to the program's competencies and practice behaviors and are developed as students acquire knowledge, values, and skills necessary for social work practice. Assessment of competence in behaviors is ongoing and continues throughout the MSW program.

Certificate Program

All students are expected to select an approved interdisciplinary university certificate program (IUC) as a part of their MSW course of study. These elective courses afford students a different perspective on an area of concern or client population commonly served by professionals from multiple disciplines. Certificate programs are required and represent the opportunity for a student to focus on services to a specific population or within a specific field of practice. The certificates that are currently offered include: Addictions Intervention, Mental Health, Child and Family Services, Leadership and Management, and Social Advocacy and Justice. Each certificate program includes specific requirements for coursework and field placement. Student practicum experiences should relate to their certificate area of study at minimum in their second year of study (or advanced standing year for those who have earned a social work baccalaureate degree from a CSWE accredited program, which is particularly important during the advanced generalized course sequence.

Students admitted into the full course of study start with a generalist course sequence to help them master generalist social work practice. This includes generalist social work courses in theory (i.e., diversity, values and ethics, and human behavior theories), practice (i.e., generalist social work practice roles and application), and research (i.e., methods, data collection, and analysis). The generalist course sequence ends with a generalist practicum and capstone course.

PROCESS TO BE ADMITTED TO THE FIELD EDUCATION PROGRAM

The EKU MSW Program has specific criteria for admission into the field education program and admits only those who have met the Program's criteria. Both Generalist and Specialized students must successfully complete the field admission process to enter the field program. It is the responsibility of the Director of Field and the social work faculty to assess student readiness for practicum and to facilitate the placement of the student in a field setting that will provide the student the opportunity to demonstrate the core competencies for practice with individuals, families, groups, communities, and organizations at the generalist and specialized year.

Before completing the Application for Field Placement, students are instructed to talk with their academic advisor to determine that all prerequisites for field instruction courses have been satisfactorily completed. This appointment also allows the student to discuss field placement options consistent with their own learning needs, career interests, and experiences.

Admission to the Department

The Field Director is a part of the Department's admission team and reviews each applicant for suitability to the program and field. Criteria include letters of reference discussing emotional maturity and educational readiness evaluated by undergraduate college transcripts.

Field Orientation

Both generalist and specialized students must attend a special field orientation workshop prior to applying for the field program. The workshop aims to provide students with a general overview of the criteria for the field admissions process and expectations of the field program.

Field Application

Each student must complete and submit the field application materials, which consist of the following:

1. *Application* - contact information and general information concerning their interest in field
2. *Student Release Form* - Students complete this form and give the faculty permission to communicate with field personnel regarding field-related academic matters.
3. *Safety Form* - Students must review a video and complete a short safety questionnaire regarding personal safety in field.
4. *COVID-19 Safety Form* - Students must review health and safety processes for their upcoming agency placement
5. *Request for Practicum Approval Form* - A form that describes the desired agency, client population served, and details concerning the desired placement agency. The form also includes the requested field instructor's contact information, social work degree, and written consent by the field instructor to serve as the field instructor for the MSW student.
6. *Practicum Affiliation Agreement (Contract)* - This form delineates the University, Agency, and Student expectations. It is completed and signed by the Agency and reviewed and signed by the University administration. Students CANNOT enter their field placement without a signed agreement from both the institution and the Agency. Agencies and students are notified when the University has approved this form.
7. *Employment Form* - This form is submitted by the student and signed by the Field Instructor and Student. This form aims to identify the specific tasks and responsibilities that the student will complete that are different from the student's job responsibilities.
8. *Professional Liability Insurance* - All students must provide proof of Liability Insurance provided by the school. A pdf copy is sufficient.
9. *Field Student Agreement* - Students are required to review the Departmental conditions and regulations to serve as a field placement student in their agency and agree to abide by these regulations
10. *Ethics Form* - Students must agree to abide by the NASW Code of Ethics.

Review of Student Application

The Director of Field Education reviews all forms to ensure all field criteria are met. The incomplete forms are returned to the student listing the required corrections to be made.

Agency Approval

The institution's legal team notifies the Director of Field Education that the agency has been approved and submits a copy of the signed Affiliation Agreement to the Agency.

Department Approval

Students are notified in writing by the Director of Field Education that they have been approved for their field placement or what areas need to be addressed to receive approval. The approval letter contains a list of student expectations, a discussion on evaluation methods, and site visits.

Letter to Field Instructors

An introduction letter to the field instructor is sent. The letter includes the program, expectations, evaluation methods, upcoming site visits, and field instructor training information.

Tevera

Tevera is an online platform for ECU Social Work Field Experience Management and CSWE Competence Development. Tevera will be used for:

- Site Placement
 - Students secure their best-fit placement site by collaborating with program faculty and leveraging a robust list of partnering field sites through the platform.
 - Tevera provides a comprehensive prescribed placement workflow designed by program faculty.
 - Once placed, students can utilize Tevera to directly connect with their sites and supervisors both on- and off-site.
- Time Tracking
 - Students quantify their earned experience by tracking activities performed and hours accrued while in their field experience.
 - Students view their progress toward requirements set by program faculty and licensing bodies.
 - Students can gather reports of all agency hours logged for simple verification of field experience.
- Knowledge and Skills Development
 - All required tasks are clearly listed in students' assignments workspace.
 - Evaluation assignments offer feedback from program faculty and site supervisors so that students can improve their practice.
- Post-Graduation
 - Students maintain access to all data in Tevera with the lifetime access guarantee.
 - Prepare for licensure applications by tracking professional hours on licensure time tracks.

Students will receive an email from Tevera inviting them to register before the beginning of the semester. To utilize Tevera, each student will need to have their own unique ECU Tevera Access Code. There are TWO ways in which students can purchase their ECU Tevera Codes, through the ECU bookstore or directly from Tevera.

- ECU Bookstore
 - Students will need to physically purchase their ECU Tevera Codes at the ECU bookstore or contact the bookstore to plan for purchase and the actual code to be mailed to them. Please allow a minimum of 7 working days for the code to arrive.
 - There is a cost for the code, please contact the ECU bookstore to acquire the fee.
- Tevera Website
 - It is less expensive to purchase directly online from Tevera. To purchase Tevera online you will need a valid credit card.
 - Students will be required to purchase Tevera after registering for their courses. The online cost is *\$215, plus a \$8 processing fee. *Prices are subject to change.

After registering, students can access the Learning Space and Knowledge Hub to familiarize themselves with the Tevera platform.

STRUCTURE OF FIELD PRACTICUM

Generalist Practicum

- Year 1 – SWK 850 – 400 practicum clock hours (6 credit hours) spread out over three semesters (fall, spring and summer); four 8-week terms and two six-week summer terms).
- Average hours are between 15-20 hours per week
- Students stay in one placement

Interprofessional Practicum (Advanced)

Specialized Year 2nd Year/Advanced Standing;

- Year 2 – SWK 890 – 500 practicum clock hours (8 credit hours) 500 hours over three semesters (fall, spring and summer) four 8-week terms and two, six-week summer terms).
- Average hours are between 15-20 hours per week
- Students must engage with other disciplines (degrees) e.g., Teachers, Nurses, Physical Therapist, Drug and Alcohol counselors, Psychology
- Stay in one placement

All internships (generalist and specialist year) need to expose students to work with individuals, families, groups, organizations, and communities.

Generalist Students

SWK 850 – Generalist Practicum (6 credits)

MSW students in the two-year program must complete a 400-hour, supervised field education experience for their Generalist Practice year. This is completed within one academic year (i.e., fall, spring, and summer semesters). The Program adheres to a concurrent model for field practicum, in which students are enrolled in both the field practicum and practice courses concurrently. The course instructor monitors hours completed, and students are ultimately responsible for completing the minimum required number of hours each semester via timesheet recording.

Generalist students must complete their field hours within one field setting and attend their practicum throughout the field course. Students are required to negotiate a weekly schedule that will enable them to attend their practicum on a weekly basis throughout the practicum experience.

These students then complete a 500-hour field education experience during their specialized year. Upon conclusion of their two-year practicum experience, two-year students will have completed a minimum of 960 field practicum hours.

SWK 850 Generalist Practicum. (1-3) A. Prerequisite: MSW Program Admission, Field Director approval of placement, SWK 800 and SWK 810 completed with at least a “B” or departmental approval. Supervised practice in a social agency and generalist seminar to discuss the application of social work knowledge, skills, competencies, behaviors, ethics, and values necessary for evidence-based generalist practice. Will be retaken for a total of six hours.

Specialized Students

SWK 890 – Interprofessional Practicum (8 credits)

EKU students who have graduated with a Bachelor of Social Work/Bachelor of Arts in Social Work degree from a CSWE-accredited program are eligible to enter the ECU MSW Program via Advanced Standing. These students have completed a minimum of 400 field education hours during their

undergraduate program and undertake the 560-hour field education experience for Specialized Practice while in the ECU MSW Program. These students will follow the curriculum design based on the semester in which they entered the program and complete the specialized practicum experience within three terms (i.e., fall, spring, and summer).

SWK 890 Interprofessional Practicum. (1-4) A. Prerequisite: Admission to Advanced Standing or all generalist courses completed with a minimum grade of "B" and Field Director approval of placement. Corequisite: SWK 860, SWK 870, and SWK 880. Supervised practice in a social agency and generalist seminar to integrate social work theory and practice with interdisciplinary knowledge for ethical, culturally inclusive evidence-based interprofessional social work practice.

Grade Mode: The grade mode for both practicum courses is Satisfactory/Unsatisfactory.

Interprofessional Seminar

Each practicum consists of a field placement and a virtual seminar, which may include reflective journals, discussion boards, and/or synchronous or asynchronous discussions. The focus of the seminar is the development and demonstration of professional skills and for students to share their internship experiences, thereby expanding their knowledge and exposure to specific interventions, policies, and issues. The seminar provides a safe arena where students can share their concerns, impressions, and experiences with each other, a natural place to networking and learning the social work resources within the course. This process facilitates students' adjustment to field and normalizes some of the feelings that occur when new experiences are undertaken.

Students are entitled to holidays the Agency observes and those listed in the University's Academic Calendar. However, suppose the Agency expects the student to report to the placement office during a holiday that the University observes (e.g., Winter break). In that case, the expectation should be agreed to during the pre-placement process.

When taking agency holidays or university holidays, students must understand that the Agency's holiday schedule and the University's holiday schedule do not preclude the Program's minimum time requirements for field instruction. Therefore, students must make up any missed field hours and meet the Program's minimum hour requirements before a grade is given for the course.

Official University holidays are:

Martin Luther King's Birthday
Spring Break
Memorial Day
Fourth of July
Labor Day
Fall break
Thanksgiving
Winter Break

Sick and Snow/Weather Days

Students may not count holidays, snow/weather days, sick days, or other days they are not in the field. Therefore, students and the Agency Field Instructor must negotiate a plan to make up field hours due to the student's sick time, family illness, holidays, or snow/weather days.

Absences from Field Placement

Students are expected to perform fieldwork responsibilities with the same degree of accountability as in a paid position, including observing all personnel practices established by the Agency. Students are expected to be present at the Agency as scheduled. Changes to schedules ought to be negotiated ahead of time. In the case of emergencies or illness, Agency Field Instructors and faculty field teachers ought to be notified directly as early as possible. Because successful fieldwork relies on students becoming an integral part of the Agency and assuming essential responsibilities, students must realize that their absences can affect the quality of service to the Agency's clients. Repeated absences will affect the student's field performance and evaluations. Students are expected to work the required hours per week in the Agency. The student must make up any time off for sick days, emergencies, weather-related events. etc.

Student Learning Agreement

In order to help the student and field instructor focus on the educational purpose of the field experience, all MSW students are expected to execute a learning agreement in consultation with the field instructor. During the student's orientation to the agency, the field instructor and student review the educational competencies, the student's past experiences, career interests, and make tentative plans for assignments and learning activities. The social work program requires a written learning agreement for each practicum. Students are responsible for maintaining awareness of due dates for learning agreements and evaluations and are given timely reminders by their field instructor. The learning agreement is completed and may be revised as needed by mutual agreement of the student and field instructor. The faculty instructor gives the final approval of the completed learning agreement. The learning agreement is signed by the student, field instructor and field director.

ROLES AND RESPONSIBILITIES IN FIELD EDUCATION

To promote a quality field practicum, it is essential that key persons involved in the practicum understand the complexity of their roles and work in cooperation with one another. The following section delineates the roles and responsibilities of those key individuals.

Duties and Responsibilities of Field Director

The field director is responsible for coordinating the Field Education program. The Field Education Director (MSW) and/or designated field faculty member are responsible for reviewing student progress in achievement of the CSWE nine competencies; reviewing student general practice progress; detecting concerns with the field setting's; maintaining a relationship with agencies and students through regular communication with student and field instructors; regular review of time sheet field logs that provide information on student progress within field; completion of site visits; and completion of year end field education evaluation survey. The Field Education Director (MSW) is ultimately responsible for making determinations about whether to maintain field placement based on its effectiveness.

- Maintain a positive professional relationship between the MSW program and the practice community, social service consumers, and larger community resource providers.
- Arrange, publicize and conduct field orientation meetings for students and field instructors/supervisors.
- Orient field instructors to their role (i.e., use of videos, workshops, meetings)
- Facilitate an understanding of current field issues, student challenges, CSWE field accreditation issues for MSW faculty and university administrators as needed.
- Arrange for the collection and management of practicum applications and materials.

- Approve placement of each qualified student in optimal practicum sites each year after assessing the students' needs, abilities, and learning.
- Coordination of all faculty (full time, extended campuses, and part time) involved in teaching the field practicum courses.
- Oversight of part time faculty teaching field placement courses.
- Teach six semester hours during each semester.
- Provide oversight of the development of all written and electronic practicum materials, including the field manuals, student forms, Blackboard portal for field, and website.
- Create a database of practicum sites.
- Assess, measure and evaluate performance quality of existing practicum sites.
- Arrange contracts between EKU and practicum sites for each practicum.
- Coordinate fieldwork with Departmental administrative support staff.
- Facilitate necessary approvals for Agency/University Memoranda of Agreement.
- Manage all field placement agencies' concerns about practicum experience.
- If requested by agency, field instructor, or students, assist in resolution of practicum problems or complaints.
- Share with faculty field instructors' information about a student or placement as needed.
- Provide a field orientation for new agency field instructors.
- Coordinate ongoing training for experienced field instructors.
- Assume a leadership role in the accreditation process in all matters regarding field.
- Assume leadership in continued evaluation of practicum course syllabi, texts, assignments, and seminar content and recommend to social work faculty changes when needed.
- Evaluate and recommend changes in practicum evaluation process, procedures, and forms as needed.
- Take leadership in revisions of Field Placement Manual.
- Evaluate the quality of placement experiences at the end of the year.
- Collect and retain files of each practicum student at the end of each semester or summer session. Files will include application, self-evaluation, learning contract, midterm evaluation, final evaluation, and other relevant information concerning the student's practicum experience (information from checklist).
- Represent EKU field program at national level via BPD and CSWE organizations.
- Take part in state and national efforts to strengthen the field component in social work education, including membership in Kentucky's Consortium of Field Directors.

Field Seminar Instructor of Record (IOR)/Faculty Facilitator

The field seminar IOR maintains contact with Agency Field Instructors and facilitates the professional development of students in practice. The field course instructor will do their best to aid and facilitate a positive learning environment for the student throughout the semester. The course instructor will also be available to provide feedback on assignments and answer any questions that may arise during the semester. The course instructor will be responsible for facilitating weekly class seminars, grading assignments, and assigning final grades. The field course instructor will also work closely with the field supervisor to evaluate the student's progress throughout the course.

- Maintain a positive professional relationship between EKU's MSW program and the agencies where students are placed.
- Provides field instructor with information as requested or needed.
- Confer with new agency instructors within the first two weeks of the semester.
- Maintain ongoing contacts with assigned field instructors and students via telephone, email, and virtual visits.
- Facilitate seminar class for practicum students.

- Assist the field instructor in the designing of learning experiences for the student if needed and consult with/advise the field instructor regarding the student's learning needs.
- Meet with each assigned student and field instructor at least once per semester. This meeting may be at the agency or via technology. Both the field instructor and the student need to be present for the meeting.
- Mediate between students and agency. Notify the field director of any problems requiring further mediation as soon as possible.
- Provide the field instructor with current knowledge about the academic curriculum and any necessary assistance in relating it to field practice assignments.
- Review, approve, and sign the student learning agreement, evaluations, and time sheet.
- Report to the field director on the progress of the student in placement and any areas of concern about the agency or the student that present themselves.
- Contribute ideas for innovation and upgrading of the field practicum and for expansion into new agencies and practice fields.
- Evaluate student's class assignments and assign final grade.
- Notify field director of supervisor changes as soon as possible.
- Notify the field director when students have an unsatisfactory grade at midterm or at the end of semester.
- Attend and participate in trainings and meetings for agency field instructors
- Submit student files to Field Director within two weeks of semester's end.
- Assess the quality of placement experiences and make recommendations to the field director about retention of agency placement sites.

Agency Field Instructor/Supervisor

Field Instructors serve as teachers and role models for our MSW students. Therefore, they are expected to be committed to the educational standards of the MSW program, exhibit a high level of professionalism, and demonstrate professional ethics and values in their practice with systems of all sizes. Furthermore, Field Instructors are expected to understand the core competencies and their accompanying behaviors that guide the MSW curricula.

The field education program at Eastern Kentucky University has specific requirements for Field Instructors' credentials and practice experience so that they are equipped to create necessary learning opportunities for students to demonstrate social work program competencies. Both Generalist and Specialized Interprofessional programs must follow these guidelines.

Persons who will provide MSW supervision must meet the minimum supervision requirements:

1. Possess an MSW Degree
2. Have graduated from an accredited MSW degree program
3. Have at least two years social work experience

Field Instructors are expected to understand the core competencies and their accompanying behaviors that guide the MSW curricula. This knowledge base enables them to develop learning agreements that adequately prepare students to end professional practice upon graduation. Field Instructors must be prepared to commit the time needed to teach, guide, prepare, evaluate, and provide ongoing feedback to students.

The field instructor has the primary responsibility for the student's education in the field practicum. The field instructor is an educator and a role model who demonstrates professional skills and behaviors and guides the student in learning to integrate social work knowledge, values, and skills.

The field supervisor will aid the student in learning all aspects of the agency during the placement. The field supervisor will take responsibility for assigning learning projects regarding the student. The field instructor will meet with the student for a total of one hour of supervision each week to discuss and process the week's events. The field supervisor will also provide a Mid-year and final evaluation as designed by the ECU Social Work Program and will discuss the evaluation with the field course instructor and student.

- Selects and makes appropriate assignments that address the educational competencies for the practicum and that take into consideration as much as possible the student's past experience, learning styles, career goals, and unique learning needs.
- Provides an orientation to the agency.
- Informs relevant agency staff of the student's role in the agency.
- Works with student to develop the student's learning agreement.
- Process Supervision: Meets at least one hour each week with the student for an educationally focused conference and supervision.
- Reviews and signs student field practicum timesheet.
- Contacts the faculty instructor if consultation or assistance is needed and participates in regularly held semester meetings with the faculty instructor and student.
- Assesses the student's progress on a regular basis and completes all evaluation instruments in a timely manner.
- Participates in field instructor training and in other opportunities for university-agency exchange.
- Contributes knowledge and suggestions to the college for updating the field practicum and/or master's curriculum.
- Provides a resume or copy of social work credentialing.

Agency Task Supervisor

Periodically, an agency may be able to offer an excellent field placement opportunity but may not have a professional social worker that meets CSWE field instructor criteria for serving as a field educator on staff. In such cases, the social work field education program at Eastern Kentucky University assumes responsibility for reinforcing a social work perspective in cases where a field instructor does not meet the minimum requirements of holding a CSWE-accredited social work degree and having two years of post-degree practice experience.

There are two options that the program can utilize. The program will either:

1. Assigned an MSW individual to serve as the supervisor who has strong knowledge of the organization and its services, meets criteria, and can assume field instructor/supervision responsibilities.
 - This can include employees assigned to different departments and/or programs within the organization;
 - Individuals with recent past experience as an employee within the organization; faculty members with relevant direct experience in a related field; and/or current Field Education staff.

2. Be assigned to an ECU MSW supervision group provided by the program. These groups meet on a weekly basis to ensure students have continuity regarding field supervision. Attendance is mandatory for these groups.

EKU also provides access to in-service self-paced, online training for task managers and field instructors. This is designed to assist both task managers and field instructors with orientation and training that will assist them in their roles.

The term “task supervisor” is used to indicate an agency staff member who assumes certain responsibilities for the student’s field education as delegated and monitored by the field instructor. The task instructor may provide direct daily supervision of the student’s learning activities but does not provide the one hour weekly of supervision provided by the field instructor. The task supervisor does not replace the field instructor but is expected to be well informed regarding the MSW educational plan and understand their role in the student’s learning. The field instructor helps the student integrate the task supervisor’s contribution into the overall educational experience.

The assigned task supervisor maintains the day-to-day supervision of tasks and projects in all these cases. The assigned Field Instructor (from the above options) assumes the responsibility of reinforcing the social work perspectives and assuring student achievement of the Program's competencies. The frequency of field supervision by these program-designated Agency Field Instructors is conducted according to the same standards as agency-employed Field Instructors (meeting a minimum of once per week for one hour).

Student

The student is expected to be an active adult learner with a commitment to and investment in preparation for a career in the profession of social work. The expectations for the knowledge, values, and skills that students must acquire in field practice are specified in detail in the educational competencies for each practicum.

- Complete all pre-placement requirements for field.
- Read the field manual and abide by all field policies and procedures.
- Prepare for placement interviews and present in a professional manner. Interview preparation includes reviewing the agency website and developing some questions to ask at the interview. Professional presentation includes manner of dress and all forms of communication in scheduling and completing the interview.
- Complete agency practicum placement process and requirements, including background checks, applications, resume, immunization records, proof of insurance, attend formal orientation, etc.
- Participate with the field instructor in examining the educational competencies and practice behaviors and developing learning assignments for the field practicum.
- Demonstrate the professional use of supervision by preparing for the weekly supervisory meeting, taking initiative to raise questions for discussion and demonstrating application of theory to practice.
- Demonstrate professional behavior at all agency meetings and functions and in all interactions with agency staff.
- Assume responsibility for self-direction of learning.
- Engage actively in the evaluation process by seeking ongoing feedback from the field instructor and participating in all formal evaluations.
- Use the NASW Code of Ethics as a guide in all practicum activities.
- Treat all information about agency clients in a confidential matter.

- Abide by agency policies regarding practice activities, dress codes, working hours, inclement weather, and attendance. Some agencies may have policies and norms that prohibit piercings, visible tattoos and specific clothing or shoes.
- Maintain an accurate record of time on the field practicum timesheet.
 - Students are required to record their practicum hours on a time sheet form (beginning August 2023, new students to the program will use the Tevera software system).
 - In addition, students must list the specific tasks that they engage in on a daily basis, tasks that relate to the expected social work competency completion.
 - Each field instructor is responsible for reviewing and approving field hours ensuring that students are actively engaged in a learning experience that will support the social work competencies.
 - The Field Director or Faculty Field Liaison is responsible for reviewing these documents periodically to ensure student compliance.
 - A copy of the timesheets is available on BlackBoard and the Tevera (field management program)
- Report absences to the field instructor in advance when possible and make arrangements with the field instructor to make up any lost hours in a timely manner. It is your responsibility to notify both the field instructor and field director as soon as possible in the event of absence.
- Communicate with the field instructor regarding any concerns with the field experience and engage constructively in finding solutions. If these concerns cannot be resolved with the field instructor, contact the faculty instructor to request consultation and assistance.
- Meet with field instructor to review progress and discuss any concerns or problems in the placement experience.
- Transport self to and from the field practice agency.
- Pay annual premium for *professional liability insurance*. It must be paid before the field practicum starting date.
- Complete the form, Student Evaluation of Field Practice, at the end of the placement.
- Submit all required forms according to the designated schedule.
- Participate in the completion of the end of semester evaluation of progress by preparing input for the evaluation conference that includes a self-assessment of the semester's work.
- Use the field experience as a positive opportunity for professional growth and development.
- Respect the confidential nature of the case materials with which they are working. Clients are not to be discussed with friends, family members or in any setting outside the agency or seminar. Cases, appropriately disguised, may be discussed in social work classes, where all students will treat, as confidential, all information presented by others

SELECTION OF FIELD AGENCY

Field settings are selected based on their ability to provide students a rich and authentic learning experience related to the provision of social work services. Field settings must also be able to provide a range of learning activities so students will be able to demonstrate generalist and/or specialized interprofessional practice experiences that will meet the nine social work competencies as identified by CSWE. The Field Education Director makes ultimate determination whether there are ample learning

opportunities available to social work students before allowing an organization to serve as a field placement.

The field director is administratively responsible for approving and maintaining field practice settings which have reputations for quality service delivery, and which provide broad social work experiences with a variety of client systems. The field director is expected to engage continuously with faculty, students, and community agency practitioners regarding the identification of potential field sites. Field practice sites are continuously re-evaluated as new information or changes in agency circumstances arise. Feedback from students and faculty is a necessary and essential ingredient in the selection, re-evaluation and retention of quality practicum sites. A field practicum site is no longer used when information indicates that the setting no longer meets selection criteria.

The field director will conduct a review of the prospective agency and field instructor to orient them to the policies and procedures of the EKU MSW field practicum program and to discuss and initiate the affiliation agreement between the university and agency. Some agencies may require a Memorandum of Agreement which will be reviewed by the MSW field director, MSW program director, and the university legal counsel.

The field director may identify an agency as a generalist placement, an advanced placement, or both if the setting can meet both levels of learning competencies. All placements are expected to provide the students with experience in engagement, assessment, intervention and evaluation at the micro, mezzo and macro levels of practice.

Agency Criteria

Agencies selected as placement sites must meet the following minimal requirements and responsibilities:

1. The agency's mission is consistent with the values and ethics of the social work profession and is demonstrated through the policies, program design, delivery of services of the agency, and supervision of the student.
2. The agency has to have been in existence longer than one year.
3. The agency offers a variety of learning experiences available for MSW students that are consistent with the required competencies and practice behaviors of the generalist and certificate program.
4. The agency agrees to provide the student with access to its facilities and resources to enhance their learning experiences. This will include the assignment of space to the student sufficient to complete required tasks.
5. Staff patterns should be relatively stable.
6. The agency is able to provide a field instructor who holds an MSW Degree from a CSWE-accredited program with two years of post-master's social work practice experience.
 - a. In rare instances an agency task supervisor with proper training may be used to address day-to-day practicum activities with weekly social work supervision provided by the field director or other MSW faculty.
7. The agency and designated MSW Program representatives will sign a practicum agreement form sanctioned by EKU's University Counsel.
8. All placements are expected to provide the students with experience in engagement, assessment, intervention and evaluation at the micro, mezzo and macro levels of practice.

9. The agency will grant the instructor the necessary time to fulfill their responsibilities as defined in this agreement and the manual, including time to attend the University's seminars for field instructors.
10. The field instructor, in consultation with the faculty instructor and the student, plans assignments and experiences for the student that will: (1) meet the educational goals and objectives of the student; (2) orient the student to the overall purpose and functions of the agency; and (3) enhance the student's knowledge of the social work profession, values and development of skills required for social work practice.
11. The field instructor will provide periodic cooperative opportunities for ongoing assessment of the student performance in the field.
12. The field instructor agrees to submit a written assessment of the student's performance at Mid-year and at the end of the agreement period and additional evaluation material throughout the agreement period as requested by the faculty instructor.

Agency-University Practicum Agreement

Prior to or early in the placement period it is expected that the agency and the field director will negotiate an agreement. This agreement explicates the general responsibilities of the agency and the university. The purpose of the agreement is to ensure clear communication and understanding of the cooperative nature of field placement between the social work program, the university, and the agencies that provide practicum environments. The agreement outlines the roles and responsibilities of the university/social work program and the agency. Two copies are to be signed by each party. One copy will be retained by the agency and the other by the MSW program at ECU. An agreement is typically written for a period of seven (7) years.

It is understood that some agencies may require additional provisions in the agreement, completion of additional forms, memoranda of agreement, or other standard documentation initiated by the agency which are necessary for completion of the arrangements for the student's placement. These will be addressed on an individual basis. The field director will review for approval before submitting to the department, college, and university counsel for review and approval. (See Volume II- sample copy of Agency-University Agreement.)

Both agencies and students should be aware that until a signed practicum agreement is on file with the MSW Program Office, the student is not permitted to engage in direct practice with clients. However, the student may engage in orientation and training activities, to include shadowing of the field instructor or task supervisor.

State Authorization

Eastern Kentucky University is a *State Authorization Reciprocity Agreement (SARA)* member. This means ECU is authorized to offer postsecondary distance education in all other member states, also known as host states, under the terms of SARA. The statewide guideline requires universities' social work programs placing out-of-state students to be CSWE-accredited with programs in candidacy included provided the program gains accreditation.

ECU has a State Authorization Specialist (SAS) who determines statewide authorization for student placements. More specifically, it is the SAS's responsibility to review statewide guidelines/requirements for student placements, check on State Authorization Reciprocity Agreement (SARA) membership, and apply for state authorization for out-of-state internships/practicums. Students admitted into ECU's MSW Program must be approved for practicum placements in their state of residency. ECU does not accept

students for admission in certain states (California) due to the cost to apply for state authorization or an extensive application process.

It is the student's responsibility along with the MSW program academic advisor to review the SARA link when applying for admission. It is also important to further verify specific state requirements if the student wants to go through their state board to obtain a social work certificate or license. This information is located on the EKU Online Program Website at <https://ekuonline.eku.edu/state-authorization/>. For more information about the National Council for State Authorization Reciprocity Agreements (NC-SARA) you may visit <http://nc-sara.org/>.

International Placements

While the MSW is an online program with the mission to reach beyond geographic bounds, the MSW program will remain local, regional, and national in scope while seeking CSWE accreditation. Student field placements are likewise expected to be arranged within this geographic scope. Therefore, the MSW program also does not allow practicum placements outside the United States. We set this limit to ensure the best quality educational experience possible. This policy does not prohibit international students from living and completing a field placement within the United States during their course of study.

SELECTION OF AGENCY FIELD INSTRUCTORS

Eastern Kentucky University values the commitment and teaching of the agency field instructor. Social workers serving as field instructors are expected to have achieved recognition for their skills and be committed to the education of students. Field instructors must be committed to providing an educationally directed field experience for their students and have flexibility in their work schedule to devote adequate time to their students' practicum experience, especially the one hour of weekly supervision. The field director is responsible for screening and approving all field instructors. Input is solicited from faculty, students, and community practitioners.

Field Instructor Criteria

Agency field instructors must meet the following criteria:

1. The field instructor must hold an MSW degree from an accredited CSWE program of Social Work.
2. The field instructor must have at least two years' post-MSW practice experience.
3. The field instructor should be employed in their current position for at least two years, unless transferring in from a similar position, and off employment probation.
4. The field instructor should demonstrate a commitment to the values held by the social work profession.
5. The field instructor must be committed to master's level social work education and be willing to supervise students with diverse learning needs.
6. The field instructor must submit a current copy of their vita, which the social work program will keep on record to meet CSWE accreditation requirements.
7. The field instructor must be willing to complete field instructor orientation and training.
8. The field instructor should demonstrate an ability to enjoy the challenge of participating in an educational program and to receive satisfaction from guiding the student in their professional development.
9. The field instructor must be available to the student while in placement and able to devote adequate time for supervision. At minimum, the student must receive one hour of supervision per week.

- Monitoring students is an important component of the field education process. Supervision is a critical part of social work and essential in Field Education. Through supervision, an individual receives critical feedback from an experienced practitioner and uses that feedback to organize, plan, evaluate, modify, and further develop their practice. All agencies that agree to work with Generalist and Interprofessional Advanced MSW students must agree to provide at least one (1) hour of supervision (one-on one or via group supervision, in person or virtually) **each week**. This supervision must be provided by the professional social worker serving as their approved Field supervisor.

10. The agency field instructor must allocate time to engage in evaluation conferences at the midterm and the end of the course term, as well as complete other necessary paperwork meeting university requirements.

Field Instructor Orientation and Training

Beginning field instructors receive an overview of the ECU MSW field practicum process and responsibilities for supervising a practicum student. It is expected that field instructors complete field instructor orientation within the first 30 days of placement. that includes orientation to the roles and responsibilities of the field instructor, discussing the affiliation agreement, and providing information about the curriculum. The field director is available to conduct individual orientations or consultation throughout the semester. The field instructor is central to a successful placement experience for students and every effort is made to identify, train, and develop qualified field instructors.

Monitoring Students in Placement

To be selected as a field education placement, the organization must agree to provide students with an enriched learning experience related to the provision of generalist and interprofessional advanced specialized social work practice experiences. Examples of agencies used by ECU that meet this criterion are hospitals, schools, child protective services and behavioral therapy clinics. These agencies provide specialized opportunities for students to demonstrate social work competencies.

The primary responsibility for monitoring student field placements is that of the field faculty assigned to the course (i.e., faculty facilitator), who maintains contact with agency field instructors and/or task supervisors. The agency field instructor is responsible for providing the student with appropriate practice activities and tasks that will assist the student toward demonstrating practice behaviors related to educational competencies. It is recognized by all parties that the student is accountable to the agency field instructor for all tasks as outlined in the learning contract.

The assigned faculty facilitator monitors each course through the field seminar experience, individual or group discussions, reflective assignments, review of the learning contract to determine if the student and field instructor are utilizing the planned assignments and working to meet the core competencies, and midterm and final student evaluations. The faculty member carries primary responsibility for the provision of continuity to the field learning experience. This responsibility is fulfilled in several ways, such as developing a relationship with the selected agency instructor, negotiating understanding of the educational process for the particular student with the agency instructor, and assisting the student in integrating classroom content with the placement experience. These tasks require close and effective communication with the student and the agency field instructor. Assignment of the student's course grade is the responsibility of the primary faculty member teaching the course known as the "Instructor

of Record” (IOR). This responsibility is met only after careful consultation with the agency field instructor and conferences with the student.

Should a problem arise at any point throughout the semester, other contacts may occur in efforts to troubleshoot the issue. Throughout the academic year the field director requests updates from the field faculty/facilitator regarding potential problems at the agencies, to inquire about student progress at agencies, or early evaluation for an upcoming placement.

Maintaining Contacts with Agencies and Field Instructors

Ongoing engagement with field instructors occurs throughout the professional partnership with the agencies and field instructors. *In addition to maintaining contact with the agencies and field instructors through offering ongoing training and workshops.* Beyond the initial contact and pre-placement duties of the field director, the field faculty member assigned to teach the practicum course performs an important role in maintaining contact with the field instructor in the early placement stage. Faculty members are expected to call/e-mail the agency field instructor within the first two weeks of the placement to answer questions, to assure that the student is in placement, discuss upcoming assignments, and to schedule the midterm evaluation/site visit. The faculty member also sends out an email during the first week, introducing themselves and thanking the field instructor for their commitment to provide field experience for the student. This email also includes a copy of the course syllabus, midterm evaluation and the contact information for the faculty instructor. Up to the first week, the field instructor has only had contact with the field director, so this email becomes the official transition from pre-placement to placement responsibilities.

Throughout the semester, the faculty member/facilitator has additional responsibilities for maintaining contact with the field instructors.

- Assuring that the educational focus of the placement is maintained;
- Participating in the review of the student’s learning agreement;
- Responding to issues raised by students or the field instructor;
- Consulting with the field instructor in supervisory techniques as needed;
- Consulting with the field director if problems remain unresolved;
- Participating in the final evaluation.

Library Resource for Field Instructors

Kentucky Virtual Library (KYVL) which is a collaboration between social work and the ECU library to give field instructors and former students access to research opportunities and updated information of other professional websites. This library resource provides former students and community partners with opportunities for lifetime learning.

Annual Social Work Day Event

The social work program provides an annual professional development day for field instructors, alumni and other community partners to come together to network and increase their professional knowledge. This annual Social Work Day event is also a great agency recruitment opportunity to evaluate potential new placement settings.

DUAL RELATIONSHIPS IN FIELD

(Adapted from the College of St. Catherine School of Social Work Policy on Dual Relationships in Field)
To avoid a conflict of interest, field instructors should not enter into dual-role relationships with field students that are likely to detract from student development or lead to actual or perceived favoritism.

Although there are definite pedagogical benefits to establishing good rapport with students and interacting with students both inside and outside the agency, there are also serious risks of exploitation, compromise of academic standards, and harm to student development. It is the responsibility of the field instructor to prevent these risks from materializing into real or perceived conflicts of interest. The course instructor and field director are available to consult with field instructors to help keep relationships focused on field education goals and requirements.

Related to these issues of dual relationships, it is the policy of the social work program to avoid making field placements involving:

1. Supervision by a family member or friend, whether primary field instructor, secondary field instructor, task, consultant, or practice consultant.
2. Supervision by another student in the MSW program, including task supervision.
3. Supervision by current supervisor at place of employment (refer to Student Work Site Placement policies for detailed information).
4. Agencies where the student has been previously employed.
5. Field instructors that supervised a student in previous employment.
6. Placement in an agency where the student or a family member is or has been a client.
7. Other placements where existing relationships may impair meeting educational goals.

If a student has an existing relationship with a proposed field instructor or agency, the student and proposed field instructor have the responsibility to disclose this when the placement is proposed. The field director will assess the nature of the relationship for its potential impact on field education.

PLACEMENT IN EMPLOYMENT SETTING

The following are the specific **policies** that are used for students requesting an employment-based field practicum experience. After careful review and approval, the Department may consider placing a student in their place of employment. To be considered, these are the policy conditions that must be met. These policies are:

1. The field practicum assignment must be substantively different from the student's work assignment and outside the student's work unit.
2. The field practicum assignment must yield new learning and be connected to the CSWE competencies and behaviors.
3. The supervisor must be different than their work supervisor.
4. The Field Instructor must possess an MSW degree from a CSWE accredited university and be someone other than the student's immediate Agency Field Instructor.
5. There must be a clear differentiation between the students' work hours and placement hours.
6. The Field Instructor must have sufficient time to supervise the student.
7. If the person providing field instruction has not supervised Eastern Kentucky University, social work students, the individual must agree to attend new field instructors' orientation and seminars.
8. The student has not been previously placed in the Agency.
9. The Director must approve all employment-based placements before the placement begins.
10. The prospective field placement agency must review and sign the Field Placement Employment Setting Form.
11. The completed form must be returned to the Director of Field Education.

12. Students must consult with the Field Education Director (MSW) before accepting employment at their field placement setting. Failure to do so could result in removal from field placement.

Students must complete the FIELD PLACEMENT IN EMPLOYMENT SETTING FORM, located in Appendix I of this manual.

PRACTICUM PLACEMENT PROCESS

The MSW student must have met the program requirements for applying to and entering SWK 850 and SWK 890.

SWK 850 Generalist Practicum. Prerequisite: MSW Program Admission, Field Director approval of placement, SWK 800 and SWK 810 completed with at least a “B” or departmental approval. Corequisites: SWK 815, SWK 840, and SWK 855.

SWK 890 Interprofessional Practicum. Prerequisite: Admission to Advanced Standing or all generalist courses completed with a minimum grade of “B” and Field Director approval of placement. Corequisites: SWK 860, SWK 870, and SWK 880.

Field Application (Orientation & Application Process)

The Student Pre-Placement Process is typically completed the semester BEFORE placement occurs. In the semester prior to enrollment in either course, the student must complete application processes and receive approval to enroll in the course through the online Blackboard MSW/IUC Student Portal (the Tevera onboarding process will take effect in August 2023 for all students). The process requires: completion of an orientation training; an application; practicum request and student agreement; a written critique of personal strengths, areas of growth potential, expectations of learning activities in the chosen agency; and a successful interview with a prospective agency instructor. The student should prepare a current resume to bring to the interview.

The practicum request form names the student’s preferred agency, learning activities likely to be performed, proposed field instructor with credentials and signature, and the name and title of the agency representative authorized to sign the official Practicum Agreement. The student agreement sets out expectations for their conduct within the agency. The agreement states the student's intent to adhere to accepted standards of professional ethics and recognition of rights of clients to preservation of confidentiality.

Students are expected to comply with all due dates and timelines for the placement planning process. These dates are set by the field director and are communicated to students primarily through email. This expectation of professional timeliness includes submission of the application by the due date and timely responses to all communication from the field director regarding placement.

Each student is expected to focus on selection of an agency which will best foster the individual's educational/professional/developmental needs. The student is encouraged to engage in self-evaluation and field experience goal setting. It is the responsibility of students to complete all agency specific requirements prior to the start of placement, to review EKU’s recommended COVID awareness training, and to obtain proper Professional Liability Insurance (PLI) coverage which should be secured from the institution upon registering for the field course. If not, the student risks not being able to go into the field practicum. Students should remain alert to the possibility of changes in the placement process and agency availability due to COVID.

Student Driven Placements

Students are directed to research agencies, select, and make an appointment with an agency for a placement interview with a prospective agency instructor. This pre-placement contact with the student allows for the negotiation of initial expectations and learning goals. It allows both the student and the potential agency instructor an opportunity to have a face-to-face meeting to learn about the agency and client population. At the interview, the student and field instructor will also discuss possible activities and tasks practicum students will participate in, discussion of student strengths and areas of growth to improve on during the placement and discussion of practicum requirements. When the interview results in an agreement for both the student and field instructor, the student will inform the field director of their choice by submitting the *Request for Practicum Approval Form* by the deadline, which will be reviewed and approved by the field director. Both the instructor and the student retain the prerogative to refuse the placement.

Evening and Weekend Placements

Students are advised that very few opportunities exist for evening and/or weekend placements. Field agencies generally expect students to be in placement during regular weekday business hours. Although many agencies serve clients on a 24-hour basis, most MSW field instructors work Monday through Friday, regular business hours, but some are amenable to alternate hours. The field placement is a supervised practicum, so the student must be able to be accessible for supervision on the supervisor's schedule.

Students seeking an evening and/or weekend placement are advised to meet with the field director early in order to discuss the type of placement setting and the student's schedule. If this type of placement is not available, the student may need to delay field until a later semester or consider adjusting their work schedule in order to complete field. Even when evening and/or weekend placements are available, students may be required to be available for orientation, training, supervision, and staff meetings during weekday hours. A student who, for any reason, cannot be present at a field placement during days/hours in which appropriate learning activities and supervision are available may not be eligible for placement and therefore cannot get a social work graduate degree until such time that their schedule can be more flexible.

Students should be aware that COVID may affect agency availability, service delivery and supervision modalities, and temporary agency closures/furloughs.

Placement Process

1. Students will review online field orientation video training that is sent to each student the semester prior to placement and submit the required *Field Placement Application Forms*. The following are the possible entrance to placement periods:
 - *Fall placement (Advanced): Orientation and field admission materials are assigned at the beginning of the FIRST day of class in August and due within four weeks of the start of class*
 - *Spring placement (Generalist): Orientation and field admission materials are assigned at the beginning of the FIRST day of class in January and due within four weeks of the start of class*
 - *Spring placement (Advanced Orientation and field admission materials are assigned at the beginning of the FIRST day of class in January and due within four weeks of the start*

of class

- *Summer placement (Generalist): Orientation and field admission materials are assigned at the beginning of the FIRST day of class in May and due within four weeks of the start of class*
2. Students are required to conduct an independent inquiry on the type of agency and population they are interested in for a placement. The target agencies must relate to their certificate program. Students may consult with any social work faculty or the field director for ideas about potential placements.
 3. Students will contact an agency to inquire if they supervise MSW practicum students from Eastern Kentucky University and if a MSW is employed, interested, and available to supervise the placement.
 4. *Placement Interview:* When a prospective agency and field instructor have been acquired, students will set up an initial face to face interview (may be virtual) with the prospective agency field instructor to:
 - a. Gather information on the agency services, client population, hours of operation;
 - b. Review possible tasks/activities and learning experiences for practicum students;
 - c. Discuss strengths they bring to field and areas to improve on in field, style of supervision, discuss practicum hours, start date, be transparent about information that will show up on a background check, and
 - d. Learn agency specific process for securing a placement. This process includes but is not limited to completing background checks and identifying the contact person responsible for approving the University-Agency Practicum Affiliation agreement or if an agency memorandum of agreement (MOA) is required.
 5. *Request for Practicum Placement:* Students will complete the *Request for Practicum Approval Form* and submit by the assigned submission deadline. By submitting the form, students will provide the field director with the name of the agency, prospective MSW field instructor and agency contact person to approve the University-Agency Practicum Agreement. The field director is responsible for approving all agencies and field instructors and all placements are considered pending until approval is completed. It is imperative to be proactive in securing your placement in order to begin field hours upon eligibility.
 6. *Review of Agency and Field Instructor:* The field director will conduct a review of the prospective agency and field instructor based on MSW program criteria and requirements for selecting practicum placements and agency field instructors. The review of the student placement includes, but is not limited to, the following: type of agency and client systems served, verify degree qualifications, copy of resume of proposed field instructor, discussion of agency activities and tasks for practicum students, verify acceptance of the student placement, and the university/agency affiliation agreement.
 7. The Field Director will notify the student by email when the placement (agency and field instructor) is approved.
 8. If the agency does not meet criteria, the field director will notify the student by email and the student will seek an alternative placement for approval and submit another Practicum Approval Form.
 9. *Draft Practicum Agreement:* When a placement is approved upon initial review of the agency and field instructor, a Practicum Agreement will be drafted by the field director and sent to the agency by the MSW program's administrative professional staff. The field director/EKU Social Work Program administrative personnel will inform students by email when the Agency Affiliation Agreement (contract) has been approved or denied. If denied, the student will seek

an alternative placement and a review will be conducted.

10. Students may not begin placement hours before the first day of the term in which they are enrolled. Students may not bank hours. Exceptions can be made with approval, if a student is in the same internship from Fall Session B to Spring session A and wants to work over break and the supervisor is also working students can be in internship BUT the student cannot end internship early and must create a plan with their supervisor and have it approved by the Director of Field.

Note: If a student submits the completed field application after the due date, the student may not be able to be placed for the planned semester. This could result in a change in the student's program plan and delay in graduation. **If a student is not started in their internship by the 4th^d week of the semester they need to withdraw from field and any co-requisite classes.**
Please note this could also mean no refund in tuition for both classes.

Agency Screening Procedure Requirements

Most agencies require students to undergo additional screening procedures or provide specific health records or legal documents as a condition of placement. The specific background checks, screening procedures, and records requirements are stipulated by the agencies. Criminal background checks may include fingerprints, online records checks, or local law enforcement background checks. Medical records may include immunization records, physical exams, and results of TB skin tests and drug screens. Having this information easily accessible will avoid delays in the start of field placement. Unless otherwise stated by the agency, students are expected to incur the costs of such procedures. The results of criminal background checks and drug screens may exclude students from specific field placements. Students are encouraged to share with the field director any concerns that they may have regarding these requirements during the placement process. If, for any reason, a student does not elect to undergo a background check or provide medical records required by a specific placement, the student will seek a different placement site that does not have these requirements. However, the social work program cannot guarantee placement if the results of background checks and other screening procedures exclude students from placement.

Legal Issues

Students who have legal issues should check with the licensing regulations in their state to determine if they are even eligible to be licensed to practice social work where they live.

EVALUATIONS AND GRADING PROCEDURES

Faculty Site Visits

The MSW program is a fully online remote program, which means that communication with field personnel relies on modern technological resources. The field faculty member teaching the field seminar course is tasked with maintaining contact with field instructors and monitoring field placement learning opportunities. Communication with field personnel is accomplished through virtual on-site visits, phone calls, and email correspondence. These communication methods are used to monitor student learning and field setting effectiveness with tasks such as the review of learning agreements, review of journals, process recordings, and all other assignments.

Field faculty personnel are required to have virtual visits with field instructors and students a minimum of two times during each academic year; introductory meeting (optional) mid-year meeting, and final evaluation meeting. Field interactions can also occur at any time during the academic year should questions or concerns arise with MSW students.

The field instructor is responsible for the completion of the Mid-year Field Evaluation prior to the Mid-year field visit and the final evaluation at the completion of the placement. The evaluations should be reviewed with the student prior to the midterm and final evaluation meeting between the student, field instructor, and faculty member teaching the course. Field Instructors rate student performance based on the social work competencies and related practice behaviors using a five-point scale. They also rate progress toward Core Competencies on the student's learning agreement. The rating is based on the evidence the student has entered on the learning agreement and also on the field and task instructors' observations of the student's performance in field.

Evaluation of Student Learning

Instructor of Record/Facilitator Responsibilities

The faculty member assigned to teach the course carries primary responsibility for the provision of continuity to the field learning experience. This responsibility is fulfilled in several ways, such as developing a relationship with the selected agency field instructor, negotiating understanding of the educational process for the particular student with the field instructor, and assisting the student in integrating classroom content with the placement experience, onsite/virtual Mid-year and final evaluations. These tasks require close and effective communication with the student and the agency field instructor. Assignment of the student's course grade is the responsibility of the instructor of record.

Mid-year and Final Evaluation

This is a critical component of each students' field evaluation. Field faculty will meet with students and field instructors to review each students' progress within the field. The typical agenda for these meetings are as follows:

EKU MSW Mid-year Site Visit Agenda

Date:

1. Welcome and Introductions
2. Purpose of Visit
3. Review of Student's Professional Behavior
 - a. Attendance
 - b. Ethical Conduct
 - c. Safety
 - d. Self-care
4. Readiness for placement duties
5. Review of Professional Relationships with Colleagues
6. Review of Supervision and how it has been used by Student
7. Review of Agency Assignments
 - a. Based on Generalist Micro, Mezzo, and Macro Experiences (Individual, families, groups, organizations and communities)

- b. Student's Written Skills
- 8. Review of Learning Agreement Progress
- 9. Review of Field Hours
- 10. Review of Strengths and Areas for Improvement for Student
- 11. Set Up Final Evaluation Meeting
- 12. Q and A

EKU MSW Final Site Visit Agenda

Date:

- 1. Welcome and Introductions
- 2. Purpose of Visit
- 3. Review of Student's Professional Behavior
 - o Attendance
 - o Ethical Conduct
 - o Safety
 - o Self-care
 - o Readiness for placement duties
- 4. Review of Professional Relationships with Colleagues
- 5. Review of Supervision
 - o Changes that have occurred through supervision oversight
 - o What Student Brings to Supervision Meetings
- 6. Review of Agency Assignments
 - o Based on Generalist Micro, Mezzo, and Macro Experiences
 - o Assessment of Students Problem Solving and Practice Skills with each System (micro, mezzo, macro)
 - o Student's Written Skills
- 7. Review of Learning Agreement Progress (Nine CSWE Competencies)
- 8. Review of Field Hours
- 9. Student's Readiness for Advanced Experience
- 10. Review of Strengths and Areas for Improvement for Student
- 11. Final Evaluation and Submission
- 12. Q and A

Field Practicum Grading Policy (Faculty)

The faculty member teaching the practicum course is responsible for submitting the final grade to the Instructor of Record. The faculty member assigns the final grade after careful consultation with the agency field instructor and conferences with the student, review of the learning contract, final evaluation, and successful completion of all seminar course assignments. Grades for field are either "S" for satisfactory or "U" for unsatisfactory. An "S" will represent work normally considered as an "A" or a "B." A "U" will require a review of the reasons for the grade and a decision about the student remaining in the program. A grade of incomplete (I) is a temporary grade showing that the student has performed satisfactorily but due to unforeseen circumstances, has been unable to finish all requirements of either the course assignments or field hours. Must have completed AT LEAST 60% of all hours/work in order to qualify for an incomplete. Field faculty will determine whether a student is eligible for the grade of Incomplete, based on EKU Policy 4.1.11ACR (https://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.11acr_incomplete_grades.pdf). The

faculty member, in consultation with the field director and student, decides the terms for the completion of the pending requirements, including the time limit for completion. If the incomplete is

not removed within the last day of the following semester, the grade will be changed to Unsatisfactory (U). If a student wants to appeal this grade, they should refer to the “Student Appeal Process” in the MSW Student Handbook.

The University assumes the responsibility for evaluating the overall achievement of the student and assigning the academic grade. This grade will be based upon the evaluations by the Agency Field Instructor; the student’s written assignments.

Student Evaluation of MSW Field Practicum (completed by student)

The Agency Field Instructor Evaluation is completed by MSW students upon finishing each practicum placement. Students evaluate their learning experiences, involved activities/services, and the working relationship with the agency field instructor. The evaluation is submitted to the faculty member teaching the course, who collects all the evaluations and submits them to the field director. The field director reviews this information to evaluate the quality of the field placement for continuation of future placements, additional training needs, or removal from future placements.

When warranted, every opportunity to troubleshoot concerns will be initiated. Sometimes new field instructors need additional instruction regarding their roles and responsibilities, which will develop their teaching and supervision skills. If the student gives permission, the evaluation will be shared with the student’s field instructor and other students interested in the placement setting.

Students are also asked to complete anonymous evaluations of the practicum curriculum, their learning experience, and faculty members teaching the course. These evaluations are completed online through Explorance Blue (which will change to Tevera once all students have transitioned to the software program in the Summer of 2024) and are also used to promote program improvement.

Agency Field Instructor Evaluation of ECU MSW Program

Agency Field Instructor Feedback

The Agency Field Instructor Feedback form is completed by the agency field instructor at the end of the semester. It is intended to evaluate the practicum experience and ECU MSW field program, rather than the particular practicum student.

FIELD PLACEMENT CONCERNS/PROBLEMS

Student Policies and Procedures

In attempting to troubleshoot or resolve any student grievances, it is the obligation of the student first to make a serious effort to resolve the matter with the individual with whom the grievance originated. If the concerns include any issue that may jeopardize the student’s safety, the student should contact the faculty member teaching the course and if more information or assistance is needed the director of field or the MSW program director immediately.

Should a problem arise in the placement agency, the student should follow the procedures outlined below:

1. Meet with the field instructor to resolve the difficulty. Document the discussion, any concerns, means to alleviate the problem(s), and length of time by which the problem is expected to be resolved. If needed, contact the faculty member assigned to teach the course for support, consultation, negotiation, and feedback. Completion of an improvement plan is recommended for the protection of all parties.
2. If the problem is not resolved, the student should notify the agency supervisor after consulting with their field faculty course instructor. The student completes documentation of the discussions, any behaviors, and concerns, as they relate to field experiences and learning agreement. All documentation should be submitted in writing to the faculty member/facilitator teaching the course. The faculty member and/or field director will 1) attempt to resolve the issue with the student and the agency field instructor, and 2) notify the MSW program director of the problem and progress toward a resolution.
3. If resolution efforts are not successful, the student, faculty member assigned to teach the course, and field director will meet to discuss field placement options and make formal recommendations to remedy the concerns.

Please be aware that the faculty member teaching the course, field director, and MSW program director are also social workers and representatives of ECU. The ECU social work faculty are ethically bound to honor student confidentiality. However, just as there are carefully prescribed limits to social worker/client confidentiality, faculty/student confidentiality also carries some limitations.

For example, we are mandated to report threat of harm to self or others or abuse of a minor or other vulnerable individual to the proper authorities. If the situation involves a violation of OEI/Title IX provisions, this must be reported to the appropriate university officials.

Removal of a Student from Field

The field placement is a critical component of the student's development as a professional social worker, particularly as it reflects the student's ability to internalize academic course content and to combine professional knowledge and skills with a professional demeanor appropriate for practice. The student must maintain a professionalism that separates personal issues from practice in order to engage successfully in responsibilities to clients, the field site, and the community. Should a student's personal issues, psychological and physical well-being, lack of maturity, or lack of learning readiness for the student intern role impair the student's field performance and responsibilities to clients, the field site, and/or the community, the agency field instructor, faculty member teaching the course, and field director have the responsibility to intervene. The field director has the responsibility to remove any student from a field placement when the student's professional or ethical behavior jeopardizes the services provided by the agency or the clients served by the agency. The field director will consult with the agency field instructor, faculty member teaching the course, and the MSW director when appropriate to assist in making the decision to remove a student from placement. The ECU University lawyer may also be contacted depending on the concerns raised.

Examples of reasons to remove a student includes but is not limited to the follow:

1. Student's failure to abide by the NASW Code of Ethics, Standards of Practice, assigned agency policies or procedures, and or field policies or procedures;

2. Student's violation of any of the principles outlined in the NASW Code of Ethics or Standards of Practice.
3. Student's attempt to harm self or others (including and especially clients)
5. Student's repeated tardiness and unexcused absences with and/or without notification to agency field instructor;
6. Student's lack of progress in correcting identified deficiencies and concerns, as outlined in a corrective plan;
7. Any student that is arrested or otherwise charged with a crime shall immediately notify the faculty member and field director. This will prompt a review of placement to determine whether the student will be allowed to continue in an internship setting and, if so, under what conditions and/or review of continuation in the social work program.
8. To the extent that the MSW Field Education program has a concern that a student is unfit to perform any of the required duties associated with a field placement, the student may be immediately removed from the field placement, and the program may require the student to provide adequate assurances from an appropriate health care professional acceptable to the social work program that the student is fit to perform all duties associated with the field placement.
9. Students being asked to leave an agency or removed by the social work field program due to any of the above-mentioned reasons or other unprofessional or troubling behavior may forfeit completed hours in that internship and may be assigned a grade of "Unsatisfactory." In such situations the student may be denied another field placement and/or dismissed from the social work program.

An Unsatisfactory/failing grade or removal from a field placement will likely result in expulsion from the program. Students will receive written documentation of reasons for removal, and an outline of procedures that will occur after removal.

Non-Student Issues Resulting in the Removal of a Student

If through no fault of the student, a field placement must be discontinued, every effort will be made to allow the student to secure another placement setting as expeditiously as possible. However, this will depend on availability of an appropriate placement site and may impact the desired graduation date. Every attempt will be made to minimize the loss of accumulated placement hours. The field director, in consultation with the faculty member assigned to teach the course and agency field instructor, will evaluate the situation and determine what conditions must be in place before the field placement setting can host another field placement. *This is not counted as an Unsatisfactory/unsuccessful placement.*

A student WILL be removed from the field agency should any of the following occur:

1. Decision of the field director and faculty member teaching the course that the agency experience is not meeting the outlined learning competencies of the field practicum or the faculty member's recommendation. The field office will make every effort to relocate the student within that semester. Students will not have to forfeit any hours earned.
2. Agency closure, change in regulations governing agency's activity, change in supervisor, or agency restructuring, such that the agency can no longer support internship requirements. Students will not forfeit any hours earned.

3. Agency failure to demonstrate commitment to the values and ethics of social work practice in dealings with students, clients, and/or community.
4. Agency failure to demonstrate commitment to the Eastern Kentucky University MSW Program's mission and program goals.
5. Failure of the supervisor in providing supervision over the student's learning experiences and activities.
6. Student's personal safety is jeopardized by continuing placement.
7. The field director reserves the right to re-locate a student without adherence to procedures outlined in the Policies and Procedures in the event that the student's rights have been violated, and/or it is felt that field education competencies cannot be met in the current agency setting.

Request to Change Field Placement

Any change in placement within or between semesters must be supported by educational reasons or other compelling concerns and must be approved by the field director. Changes in placement during the placement semester module are considered only in extreme cases. Factors such as outside employment, potential for a better job, or changing interests in field of practice are generally not considered sound educational reasons for making a change during the semester of placement. If a student wishes to change their placement agency, the student should discuss the matter with the faculty member assigned to the course and field director and provide a detailed written rationale letter for the request to change field placement. NASW ethical directives must be followed. The field director cannot guarantee an immediate placement review or the impact on the hours required for the current placement or how the change will affect the student's graduation date.

Withdrawal from Field Internship

Students may withdraw with a "W" grade if done within the University deadlines (refer to the University website for specific dates). A student will have to withdraw from field if they fail to satisfy the pre-requisites or co-requisites for enrollment. In all cases, a student who decides to withdraw with a "W" grade will forfeit credit for ALL practicum clock hours completed in the agency prior to the drop date.

Field Program Procedures to be Followed Before Withdrawing from Field

Student is responsible to:

1. Discuss decision with field instructor, faculty member assigned to teach the course, and field director *before* actually withdrawing.
2. Discuss decision and options with their MSW academic advisor.
3. Notify the field director in writing of their intention.
4. Notify agency in writing in the form of a resignation letter and forward a copy to the field director and field teacher; giving two weeks' notice or more when possible.
5. Complete any necessary termination activities required by the NASW Code of Ethics.
6. Follow university procedures for withdrawing from the course.

Failure to notify all parties of this decision may result in an Incomplete or Unsatisfactory grade. A grade of Unsatisfactory may result in expulsion from the MSW program.

A student's withdrawing from their assigned field placement after receiving an Unsatisfactory Evaluation or documented problems meeting the course competencies will count as an unsuccessful placement and may result in dismissal from the program. The field director will meet with the student, teacher or

facilitator, and field instructor to review all information regarding the student's performance. This information will be used to determine if the student will be allowed to re-register for the appropriate field course. The student will be notified in writing of all concerns and decisions regarding their status in field. This includes developing a Performance Review plan and potential referral to the Performance Review Committee for further guidance.

Student Retention and Conduct

Academic standards in the social work program include those that are of a cognitive, skill and scholastic nature, as well as those that are effective and professional in nature. These academic standards in combination are seen as primary indicators of professional readiness for practice in the field of social work. Therefore, social work students are expected to behave in a manner that is consistent with the values, ethics, and conduct requirements of the profession of social work in their three primary roles in the program: as learners, as students in a professional program, and as future professional helpers.

It is possible that a student may receive a passing academic grade and still have difficulty demonstrating the characteristics necessary to become an effective MSW practitioner. The MSW faculty has a professional and ethical responsibility to carefully consider any characteristics or behaviors which may influence work with client systems. Students are expected to develop ongoing ways of addressing personal issues, coping effectively with stressors as they arise without interference of professional functioning, expanding knowledge and skill, and taking full advantage of learning opportunities provided by supervision.

Termination Process

As a first step, when problematic student behavior is identified, it is recommended that a field faculty member or field instructor work with the student directly to attempt to discuss and educate about the behavior in an attempt to address the issue and correct it informally.

Should the behavior continue or need to be addressed in a documented manner, a *Student Performance Review Plan* will be used by the student and a social work faculty member to define a problem area; develop clear goals and objectives; and set a timeline for follow up. See Appendices V and VI for *Student Performance Review Plan* materials.

If this process effectively resolves the issue, then no referral to the Performance Review and Termination Committee is warranted. However, if for any reason, the student does not successfully resolve the problem, then a referral to the *Performance Review and Termination Committee* is warranted.

Development of Performance Plans

All *Performance Review Plans* will be forwarded to the Department Chair. The Department Chair or designee will enter the student's name and the date of plan, date of plan review and date of completion into a database. In the event a student has received two prior plans, regardless of outcome, the Department Chair will make a referral to the *Program Review and Termination Committee*.

Performance Review and Termination Committee Referrals

A student may be recommended for referral to the committee by any Social Work Department faculty/staff member, field instructor, student, Department Chair, or by self-referral. Recommendations for a referral directly to the *Performance Review and Termination Committee* must first be made to the

committee chair by submitting a performance review referral form. The committee chair makes the final determination as to whether the behavior meets the egregious instances noted below for a direct referral to the committee. The Committee Chair's decision on this matter is final. The Department Chair must make the referral to the Committee for a student who is referred for a new *Performance Review Plan* after having two prior *Performance Review Plans*. In this instance, a Last Chance Performance Plan may be developed.

The purpose of the *Performance Review and Termination Committee* is to help resolve academic and/or professional behavior-related issues that are brought to the Department's attention. Toward this end, the *Performance Review and Termination Committee* will assist by identifying the academic or professional performance issues that prompted further review; determining the potential for additional strategies to remediate the issues; updating plans of action to facilitate student success or determine other outcomes necessary, which may include program dismissal.

The Committee has three purposes: (1) review a student's behavior after a student fails a *Performance Review Plan* to determine the potential for additional strategies to remediate the issues; updating plans of action to facilitate student success or determine other outcomes necessary, which may result in program suspension or termination; (2) Develop a Last Chance Performance Plan for a student who had two previous Performance Plans that have been completed successfully; (3) review egregious behavior to make a determination on a student's ultimate suspension or termination from the program.

A *Performance Review Plan* may address the behavior below. This is not an exhaustive list, and other behaviors can rise to the level of needing to be addressed by a *Performance Review Plan*.

*In egregious instances, the student may be referred directly to the Performance Review and Termination Committee by the Department Chair. Egregious behavior is noted below by an asterisk and is behavior that could result in suspension or termination from the program.

I. Academic Performance Concern(s)

*MSW**

- Lower than overall grade point average of 3.0
- Unsatisfactory performance in field practicum course(s) (SWK 850 and SWK 890)
- Less than a "B" in capstone course(s) (SWK 855 and SWK 895)

Code of Conduct

- Class or field work behavior that is dishonest or shows a pattern of disrespect to classmates or authorities, including professors or field work supervisors
- Lack of participation
- Lack of following clear directions

*Academic Integrity**

- Plagiarism

- Cheating
- Fabrication

II. Professional Performance Concern(s)

Ethics Violation

- Conduct that is inconsistent with the NASW Code of Ethics or state law
- Failure to demonstrate a minimal level of competence in one or more of the program's practice behaviors, which includes persistent academic performance below expectations*
- Breach of confidentiality or related standards for handling client information
- Failure to follow internship site policies/procedures, including reporting

Mental Health/Substance Abuse

- Disruptive behavior when engaged in activities as a student
- Conduct that raises concerns regarding the student's intellectual or emotional capacity to perform the essential skills of social work practice*

Illegal Activity

- Threatening the welfare of clients, agency personnel, faculty, or other students*

Unprofessional Behavior

- Conduct that raises concerns regarding the student's understanding of ethical decision making
- Class or field work behavior that is dishonest or shows a pattern of disrespect to classmates or authorities, including professors or field work supervisors
- Conduct that raises concerns regarding the student's suitability to practice social work
- Failure to meet performance standards outlined in course syllabi, student handbook, or field manual

Composition of the Performance Review and Termination Committee

The committee will consist of three (3) Social Work Department faculty members who will serve two-year staggered terms. Both the BSW and MSW Field Directors will serve on the committee as alternates, depending upon in which program the student being referred is currently enrolled. The other two active members of the committee will include those who are tenured or tenure track faculty members in the Social Work Department. In the event that a student's advisor is a committee member, an alternate member will be selected by the Chair of the Social Work Department. The committee will select a chairperson, or co-chairs, at the beginning of each academic year. Students are excluded from membership on the committee to ensure privacy regarding the referred student.

Student Privacy and Confidentiality

All procedures and communications relating to the academic and performance review process will be kept confidential as required by law; however, depending on the nature of the performance issue and outcome, it may be necessary for the committee chair to share information with others directly involved in the situation. Members of the committee and all persons involved in the committee proceedings are expected to observe the confidential nature of the information shared and made available to them.

Program Procedures

When a student is referred to the Performance Review and Termination Committee, the following will occur:

1. The chair of the Performance Review and Termination Committee must, as an initial step, make the determination that every effort has been made to resolve the problem between
2. the student and person making the referral. The exception to this process may include situations that warrant immediate referral. In the case of a direct referral to the Performance Review and Termination Committee, the referral form will be completed and sent to the chair of the committee.
3. Upon receiving the referral form, the committee chair, within five (5) business days, notifies the student (through their EKU email account) and other committee members that a referral has been made, and provides a copy of the referral form to the student and each committee member, along with any additional supporting documentation that was provided. The chair will then schedule a committee meeting, which the student is expected to attend, within ten (10) business days of initial written notification to the student. The student will be given three (3) days' notice of the committee meeting, and the meeting will be scheduled at a time convenient with the student's schedule. It is the responsibility of the student to contact the committee chair to confirm their intent to attend the meeting. If the student refuses to attend, the review will be conducted in the student's absence. In the event a scheduling conflict arises, the ten (10) business days may be extended by the committee chair for an additional five (5) days.
4. The student may elect to invite at least one supportive person to attend the meeting. The supportive person may not speak on behalf of or represent the student.
5. Prior to the meeting with the student, the chair will gather all necessary information pertaining to the reason for the referral and will be responsible for assuring that committee members are provided the materials regarding the student and provide a copy to the student prior to the meeting.
6. During the meeting with the student, it is the committee chair's responsibility to facilitate the process. The chair will present the evidence provided by the person who made the referral, in addition to other relevant information obtained in regard to the student's situation. The chair will then provide the student with the opportunity to respond to the evidence presented or to present additional testimony and evidence.
7. Once all the evidence regarding the situation has been presented and discussed, the committee may convene without the student to deliberate. During this phase, it is the goal of the committee to arrive at a consensus as to the recommendations and plan of action.
8. Possible outcomes include, but are not limited to:
 1. The committee recommends that the student may remain in the program and no further action is required.
 2. The committee recommends a plan to remediate the problems identified (using designated form and procedures and monitored by the appropriate program coordinator).
 3. The committee decides that the student is to be dismissed from the Social Work Department.

9. Following the meeting, the committee chair will provide the student with a copy of the written recommendations no later than five (5) business days following the performance review meeting. A copy will also be provided to the Chair of the Social Work Department.
10. The committee, upon request of the Department Chair, may also meet periodically to review the progress of any students who have an active remediation plan in place that is being monitored. In the event that a student is not making satisfactory progress in relation to the remediation plan, the committee chair will reconvene the committee and meet with the student to make further recommendations.

Appeals Process of Committee Decision

Any student who appears before the Performance Review and Termination Committee may appeal against the committee's decision. The first level of the appeal process is for the student to contact the Social Work Department Chair, outlining the reasons for the appeal. The student must submit the appeal in writing via email or hard copy within ten (10) business days of the committee recommendations. The Social Work Department Chair will then review the appeal and respond in writing to the student within ten (10) business days after the filing of the student's appeal request. If the student wishes to appeal to the Social Work Department Chair's decision, the student may proceed to appeal, in writing and within ten (10) business days, to the Dean of the College of Letters, Arts, and Social Sciences. The decision of the Dean of the College of Letters, Arts, and Social Sciences is final.

University Review and Appeals Process

Behavior that is implicated under this Department Policy may also be subject to university sanctions through the Office of Student Conduct and Community Standards. At any point, a member of the EKU community can initiate the university process of review of a Code of Conduct or Academic Integrity violation by reporting the incident to the Office of Student Conduct and Community Standards (SCCS) or to a faculty/staff member. If a faculty/staff member receives a report of an alleged academic integrity violation, they shall notify the SCCS Office. The SCCS Office is responsible for notifying the affected responsible faculty/staff member and the appropriate Department Chair/Unit Head of the alleged violations reported to the SCCS Office. The Office of Student Conduct & Community Standards outlines this process for reporting an alleged academic integrity violation, as well as the process for appealing decisions for a sanction which is described in the [Academic Integrity policy \(4.1.3P\)](#).

Academic Probation and/or Program Dismissal

The Graduate School will send the MSW student a letter regarding academic probation and/or dismissal. To petition a dismissal decision, students must follow the instructions stated in the letter. This includes filing a petition form that is included with the letter. A decision to overturn a dismissal decision must be approved by the student's Advisor, Chair, College Dean, and Graduate School Dean. Students may be eligible to continue attending classes outside of the MSW program at the University.

Appeals Process

Termination from the program may be appealed through the Social Work Department Chair and standard University appeals procedures. If the student believes there have been procedural errors in this process the student may appeal the decision. The following steps should be followed if the student decides to pursue an appeal:

1. Make an appointment to discuss your concerns with the MSW Program Director. The meeting should occur within 5 business days of contact. *If still not satisfied or resolved:*
2. Write a letter of appeal stating your procedural concerns and send the letter to the Department Chair. *If still not satisfied or resolved:*
3. Follow appeals procedures set forth in the Student Handbook and/or as described in the Graduate School notification of dismissal which includes completing the *Graduate School Dismissal Appeal Form*.

Information about academic probation and dismissal can be found on the Graduate School's website at <http://gradschool.eku.edu/academic-standing>. Any student who feels that they have not been treated appropriately by a university official may file a complaint or grievance. Please reference the EKU MSW Student Handbook for details.

Eligibility for Field Placement While Appealing Grade or Program Dismissal

A student who receives a failing course grade in a pre-requisite or unsatisfactory "U" in a practicum will be required to repeat the course, including the internship hours connected to the course. If the student is dismissed from the program and they elect to appeal the grade and the dismissal, the student will not be permitted to commence or return to field while pursuing the appeal. If the student wins the appeal and the dismissal is rescinded, the student may commence or return to field. If the student has missed the application deadline or beginning of the pre-placement process semester, the student must wait until the next application date to apply.

Students who are placed in field agencies take on responsibility for direct services to vulnerable clients and/or projects that may have critical timelines. When the field program places a student in a field setting, there is a good faith understanding that the student is expected to complete the placement and not expose clients to abrupt disruption of services or the agency to the consequences of unfinished projects. Many of the agency affiliation agreements for student placement stipulate that the student must have satisfactorily completed the required didactic portion of the school's curriculum. A student who has failed a required course would not meet this requirement. Consequently, it is neither ethical nor congruent with binding affiliation agreements for the University to allow a student to return to field while appealing dismissal from the MSW program due to not meeting the academic standards or professional code of conduct.

The following sections of the NASW Code of Ethics are referenced in support of this policy:

- Section 1.01- Commitment to Clients
Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised.
- Section 1.17b- Termination
Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

ADDITIONAL FIELD POLICIES and INFORMATION

Safety Information

Field education is an integral part of social work education and is unique in that it is offered within the practice setting. In any field placement experience, there may be some degree of uncertainty and potential physical or psychological risk. Thus, there is concern on the part of the university and agency. Field instructors are responsible for providing students with agency safety policies and/or guidelines for the agency in which the student is placed. Students are responsible for understanding and following safety policies and/or guidelines of agencies where they are placed.

There are a number of placement settings where safety and infection control are an issue. Several placements expose students to dangerous or violent populations, while others expose students to various infectious diseases such as Hepatitis, TB, HIV/AIDS and/or other infectious diseases or medical illnesses. Students are given a general overview of basic safety issues during generalist orientation. Students are encouraged to discuss any concerns about safety and/or infection control with their agency instructor and utilize all resources available to them for safety training. The field director and field faculty instructors are responsible for providing students with university policies, safety protocols, and guidelines.

Discrimination and Harassment

It is the policy of Eastern Kentucky University to maintain an environment for students, faculty, administrators, staff, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University has published and enacted this *"Policy on Discrimination and Harassment"* to reflect and maintain its adherence to all federal and state civil rights laws prohibiting discrimination in public educational institutions and to reflect and maintain its values as an institution and the expectations of its community. The University does not discriminate on the basis of race, color, religious belief, national origin, sex, sexual orientation, gender identity, gender expression, pregnancy, ethnicity, disability, medical condition, veteran status, genetic information, age, or any other characteristic protected by federal, state or local law in its programs and activities. The full policy statement is located on the ECU website. Students also receive a copy of the student handbook at admissions which outline the discrimination and harassment policy.

Reports of Discrimination, Harassment, and/or Retaliation should be promptly made to the Office of Equity and Inclusion (OEI) at (859) 622-8020.

Personal Liability Insurance

All students enrolled in social work practicum courses are required to carry Personal Liability Insurance (PLI). The insurance policy is underwritten by Eastern Kentucky University and is registered with the field courses. It protects students if there is a claim of real or alleged damage that resulted from an error in practice during the practicum placement in the agency. **Students are required to register for the PLI when also registering for field courses.** A CRN number will be provided during advising. Registering for the PLI is done just like registering for a class and will show on the students' class schedule. The

registration fee covers the cost of the liability insurance for an academic year. The academic year begins in August and ends after the following summer term. Proof of PLI is a mandatory component of the field admission process for both the generalist and interprofessional practicum experience and must be uploaded in the online Tevera field management system before a student may begin practicum.

Students receiving stipends are also covered under this policy. However, **students who are receiving a stipend (or are employed) directly from their internship agency are NOT covered under this policy.** It is expected that students in these instances will be covered by their internship agency's insurance policy for its employees or volunteers. If the agency does not cover the student under its policy, the student must contact the field director, who will direct the student to register for the PLI. Occasionally, an agency may require students to obtain personal malpractice insurance in addition to what the university provides. In such cases, the student is responsible for the cost of the additional policy. (The cost of this coverage through NASW is approximately \$35.00 per year.)

IMPORTANT – Students are expected to notify the faculty member teaching the course immediately if a complaint is lodged against them by a client, or if they receive any legal documents including but not limited to a subpoena.

Transportation

Students are instructed NOT to transport clients in their personal vehicle. The agency CANNOT require students to transport clients in their own vehicle unless their personal vehicle is covered under the agency policy. It is the AGENCY'S responsibility to provide insurance coverage for students to transport clients, whether in an agency vehicle or the student's personal vehicle. Students who choose to transport clients in their personal vehicle assume total responsibility for these passengers; it is recommended they check with their personal automobile insurance carrier to check on the limits of their coverage.

- The University does NOT cover injury to clients who may be transported by students for various reasons.
- The University is NOT responsible for theft or damage to students' personal property while they are performing internship duties or receiving internship training.

Stipends

Some internship stipends of various amounts are available through state and voluntary agencies; they are usually linked to internship and in some cases, post-MSW employment in the funding agency. Any changes or new opportunities will be communicated to students through Blackboard and/or email.

Appendix I: Field Preparation

This paperwork must be completed to establish your field placement for SWK 850 Generalist Practicum and SWK 890 Interprofessional Practicum. It is submitted online through the Tevera field software management system. You **MUST** have a Tevera account in order to submit field admissions paperwork. Please review the information concerning accessing Tevera in this MSW Field Manual.

The following forms are examples of some of the forms you will need to complete in Tevera. PLEASE FILL OUT THE ENTIRE FORM IN TEVERA AS MISSING INFORMATION WILL CAUSE DELAYS.

MSW Release of Information: Optional document that the student signs if they wish ECU to be able to provide information with an agency for the purpose of securing placement.

MSW Request for Practicum Approval: Brief description of proposed agency and broad overview of learning activities. Identifies agency contact to receive Practicum Agreement. Signed by proposed field instructor and student, approved by field director.

MSW Program Agreement in Employment-Based Setting: Subject to change after May 2021. Describes conditions for practicum to be completed in the workplace, signed by student, field instructor, agency administrator, and field director. Current version includes modifications for Covid.

MSW Agency-University Practicum Agreement: Document approved by ECU Counsel that formalizes the relationship between the MSW Program and an agency for the purpose of providing field instruction. Signed by designated agency administrator(s), MSW Program Director, and the CLASS Dean. Typically, valid for a period of 7 years.

PLI Form: Provides information to the student regarding Professional Liability Insurance for practicum. Coverage may be verified by the student's advisor and/or field director by viewing student's registration. **Must be obtained before a student may begin practicum.**

Practicum Safety: Verification of completed ECU Covid training signed by the student. **Must be obtained before a student may begin practicum.**

MSW Field Student Agreement: Details student responsibilities and professional conduct in the practicum setting. Signed by the student before beginning practicum.

Eastern Kentucky University
Master of Social Work Program
Office of Field Education
Student Release of Information



I, _____, am a student in the Master of Social Work Program at Eastern Kentucky University. I hereby give my permission to the Office of Field Education to release the following information to the identified field organization for the purpose of arranging my field placement. I understand that I have the authority to grant or deny permission for this release. However, I also understand that declining to grant this permission may exclude me from consideration for specific field placements. The information to be shared is:

The above information is the only information that may be shared with the following organization(s):

My signature on this form indicates that I have read and understand this release of information agreement and I authorize the information to be shared with the identified organization. I understand that I may revoke this consent, but such revocation will only be effective from the date of the MSW Program's receipt of written revocation going forward. I understand such revocation could impact my field placement.

Student Name (Print): _____

Student Signature: _____ Date: _____

Field Director: _____ Date: _____

NOTICE TO STUDENTS: ALL INFORMATION ON THIS FORM MUST BE PROVIDED FOR THE REQUEST TO BE PROCESSED.

**Eastern Kentucky University
Master Social Work Program
REQUEST FOR PRACTICUM APPROVAL**



- Semester: Fall Spring
- Placement Type: Micro (direct practice with individuals & families)
- Mezzo (groups, non-profits, schools, hospitals, and small community initiatives)
- Macro (community, policy, systems, management, leadership, larger community initiatives)

STUDENT INFORMATION

Student's Name: _____ ID Number: _____

Student Address: _____

Email: _____

Phone Number: _____

ORGANIZATIONAL INFORMATION

Name of Agency: _____

Mailing Address: _____

Phone Number: _____

Web Site: _____

Type of Agency: _____

Client System(s): _____

Services Provided: _____

FIELD INSTRUCTOR INFORMATION

Name: _____

Title: _____ Degree: _____

Email: _____

Phone: _____

If an agreement is reached by the agency and EKU, I will provide supervision as outlined in the Practicum Affiliation Agreement.

Signature and Date

PRACTICUM AFFILIATION AGREEMENT

Agency contact person to approve the practicum affiliation agreement between the agency and the university: *(The person to whom the practicum affiliation agreement or contract will be sent for review and signature of approval, if not the agency field instructor.)*

Title: _____

Phone: _____

Email: _____

Submit form to

Dr. George Ashley, MSW Field Education Director

Email: george.ashley@eku.edu

Phone: (859) 622-1358

FIELD DIRECTOR TO COMPLETE:

Agency/Field Instructor: *Approved* *Denied*

Agreement/Contract: *New* *Renew*

Agreement/Contract: *Approved* *Denied*



FIELD PLACEMENT IN EMPLOYMENT SETTING FORM
Eastern Kentucky University
MSW OF SOCIAL WORK Program

(Revised 1/10/2023)

In an effort to ensure that all field students who desire to have an *employment-based field placement* receive appropriate training according to the Council on Social Work Education required standards for field education, all employment-based settings must be vetted by the program. Please complete the following requirements and submit all the final documents by the requested due date assigned by the ECU Field Director.

Student Information:

Name:

Agency Name and Address:

Students' Cell Phone Number:

Email:

Student ID:

Expected Practicum Start Date (Semester/Year):

Expected Practicum End Date (Semester/Year):

REQUIRED MATERIALS

Please complete this form in its entirety. Please note that it is highly recommended that your proposed field supervisor should be an MSW with at least two years' experience.

Non MSW Task Manager

If this qualification is not met, the supervising individual (task manager) **MUST** have a master's degree in a related field. Students are required to attend weekly supervision meetings from an assigned MSW supervisor (assigned by ECU) outside of regular working hours *and* weekly agency supervision by their task manager. **In addition, CSWE requires that the field supervisor and regular employment supervisor **MUST** be two different individuals.**

Current Employment Information:

1. Student's Current Job Title: _____

2. Beginning date of employment with the agency: _____

3. Official current job description (duties that the program normally performs):

4. Employment hours and days: _____

Regular Employment Supervisor Contact Information:

1. Name: _____

2. Title: _____

3. Email: _____
4. Phone: _____

Proposed New Field Supervisor Contact Information:

5. Name: _____
6. Title: _____
7. Email: _____
8. Phone: _____
9. Credentials of Supervisor:
 ___ MSW with at least two years' experience at agency
 ___ Master's Degree in (list the degree) _____

IMPORTANT - Proposed Practicum Duties that will meet Course Requirements:

Please provide a detailed written response to each of the items listed below.

1. Describe the responsibilities, activities, and tasks that the student will be assigned that specifically relate to the CSWE Nine Core Competencies.
(Please see Appendix below for a summary of the CSWE 9 Core Competencies)
2. Description of how the proposed field practicum activities differ from the student's current or former job responsibilities and thereby represent new learning experience at the MSW level.
3. Proposed practicum supervision hours (different from work hour supervision).
4. A brief letter of support from the current supervisor (on letterhead) ensuring that the agency's field requirements will be met.

Helpful prompts for student submission of completed form:

- Include a brief description of the agency's primary mission and population served.
- Current employment responsibilities- clearly specify roles, tasks, and activities.
- Proposed internship roles and responsibilities- specify activities that will produce new learning.
- Discussion on how you plan to keep the proposed internship separate from your position as an employee to avoid dual relationships.
- Please review the CSWE Nine Competencies and detail how you plan to fulfill the activities outlined.
- Any additional information you feel will help the Field Team make a decision

Submission

- Please collect ALL of the information and write your responses in the appropriate section listed in this section.
- Please note, this placement must be approved by the MSW Director of Field Education.
- A decision email will be sent to you as soon as this process is complete. Please make every effort to complete these requirements in their entirety to avoid delays.

Thank you!

**Eastern Kentucky University
Master Social Work Program
OFFICE OF FIELD EDUCATION**



Professional Liability Insurance (PLI)

1. **What is this?**

It protects you if there is a claim of real or alleged damage that resulted from an error in practice during internships, practicums, or field work.

2. **Where do I get this?**

This is done just like registering for a class. Log into your **EKU DIRECT**. Go to the **Registration** page. Choose **Drop/Add Classes**. Register for PLI by typing the CRN number provided by your Advisor in a box at the bottom of the page. Click **Submit Changes**. (PLI will show on your class schedule and the class fee of \$21 will be added to your ECU bill.)

3. **How much does it cost?**

\$21 will be charged to your ECU student account.

4. **How long is it valid?**

PLI is based on academic year, beginning each fall semester. Everyone **MUST** register for PLI during the fall semester and it will be valid until the next fall term.

- *If you register for it Fall semester - it is good for the next spring and summer semesters.*
- *If you register for it Spring semester - it is good for the next summer semester.*
- *If you register for it in Summer semester - it is good for Summer ONLY.*

The ECU MSW Field Program needs proof that you have PLI before you go to your practicum. Please send Dr. George Ashley at George.Ashley@eku.edu a screenshot, receipt, or anything else official that establishes coverage. You need this even if you are doing a practicum at your workplace. Please visit the [MSW/IUC Portal](#) for additional field information and materials required.

NOTICE TO STUDENTS: ALL INFORMATION MUST BE COMPLETED PRIOR TO STARTING YOUR FIELD PLACEMENT.

**Eastern Kentucky University
Master of Social Work Program
Field Student Agreement**



In consideration of being enrolled in a MSW Program field practicum course at Eastern Kentucky University, I understand and subscribe to the following:

1. That as a condition of enrolling in this course I have satisfactorily met the academic prerequisites.
2. That I will assume all personal costs, including transportation, incurred while taking this course.
3. That I am responsible for arranging my own transportation and that these arrangements shall not conflict with regular and/or emergency tasks as assigned by my agency supervisor.
4. That I will attend the field placement agency for 8 weeks.
5. That I will participate in the field placement course for a minimum of 70 clock hours per 1 credit hour (140 clock hours for 2 practicum hours or 210 per 3 credits).
6. That I will submit all written assignments to the course instructor on time and in an appropriate manner.
7. That I will carry out in a responsible and appropriate manner all tasks and responsibilities assigned by the agency supervisor, including maintenance of records and reports.
8. That I will conduct myself in a manner that demonstrates adherence to the values of the profession, the NASW Code of Ethics, and my awareness of my role as a representative of the social work profession, the agency and Eastern Kentucky University.
9. That I will participate with the course instructor and the agency supervisor in ongoing and final evaluations of my performance and level of professional skill development.

I give my permission to the Master of Social Work Program faculty to discuss my ongoing academic and professional development with prospective and agency field instructors.

I have read and agree to comply with all field policies and expectations of the practicum. I understand that deviation from the above may result in my being denied access to the agency's facilities and/or my receiving a failing grade for this course and/or being released from the Master of Social Work Program.

Name: _____

Date: _____

Agency: _____

Rev. 08.31.21

Introduction

Safety is an important component of the MSW field program at ECU. The nature of social work also includes an element of risk especially when delivering services to persons in crisis.

Both Generalist and Specialized (Interprofessional) students are introduced to the importance of safety during the initial field admissions and orientation process for each cohort group. Here students learn about why safety is important in their field practicum setting and how to ensure that they communicate with their field instructors about the safety.

Safety Policy:

Field settings must be able to provide a safe and adequate work environment for social work students. They are also required to avoid putting students in harm's way. The Field Education Director (MSW) makes determination as to whether the setting is safe and adequate before allowing an organization to serve as a field placement. Students must be informed of potential risks associated with this aspect of their educational and professional experience and are not allowed to use their personal vehicle to transport clients.

Finally, students are encouraged to complete a special COVID training the following represents the COVID Safety requirement for field students.

Although the Federal Government has eased the COVID 19 health and safety requirements in the United States, due to dramatically reduced deaths and hospitalization, however, the COVID virus still exists, with approximately 2,000 people dying each week in the United States https://www.cdc.gov/nchs/nvss/vsrr/covid_weekly/index.htm

We would strongly suggest that students continue to be vigilant in their prevention methods as they engage in their field agency experiences. Each agency will have their own health and safety regulations that students should be aware of and must comply with. While not mandatory, we encourage students to review the readings and videos that can be helpful preventative information.

TRAINING IN A HEALTHCARE PLACEMENT

Personal Protective Equipment (PPE) Donning and Doffing

Full PPE is unnecessary for asymptomatic individuals (classmates, typical clinical care.) It is unlikely that a student would provide care to a COVID-19-positive individual. However, education in proper PPE donning/doffing may be helpful for future clinical practice or for students interning with medical professionals who are required to use PPE in a medical setting.

Please view [this video](#) to learn more.

During your first week in placement: We recommend that students ask your practicum agency for a copy of their policy or procedure responding to health risks and practices for staff regarding the current COVID-19 virus.

Other Safety Concerns:

Field education is an integral part of social work education and is unique in that it is offered within the practice setting. In any field placement experience, there may be some degree of uncertainty and potential physical or psychological risk. Thus, there is concern on the part of the university and agency. Field instructors are responsible for providing students with agency safety policies and/or guidelines for the agency in which the student is placed. Students are responsible for understanding and following safety policies and/or guidelines of agencies where they are placed.

There are a number of placement settings where safety and infection control are an issue. Several placements expose students to dangerous or violent populations, while others expose students to various infectious diseases such as Hepatitis, TB, HIV/AIDS and/or other infectious diseases or medical illnesses. Students are given a general overview of basic safety issues during generalist orientation. Students are encouraged to discuss any concerns about safety and/or infection control with their agency instructor and utilize all resources available to them for safety training. The field director and faculty instructor are responsible for providing students with university policies, safety protocols, and guidelines.

Agency Safety Orientation

Safety criteria include making sure that the field instructor orients the student to the agency and surrounding area, the students understand before committing to the agency the safety concerns such as infectious disease, not driving clients in their own vehicle, and availing themselves to new employee orientation to fully understand all the inherent risks with the agency and the population. Sometimes this will include what can and cannot be worn to work (for instance in a hospital students need to wear closed toe shoes, not sandals in case of falling or rolling items that may inflict injury).

Safety Considerations to Keep in Mind

Please note that safety is a major component of the first seminar course for all students in the Generalist and Interprofessional Advanced programs. From the agency standpoint, we expect during orientation the student to be told about emergency protocols and safety when out on agency business. Our student policies are discussed in the first week of the course as well as in the readings. We ask students to be mindful of their surroundings and to be smart about their safety.

Within their field handbook and during orientation, students are also provided with advice and/or recommendations regarding how they can mitigate risk and protect their own safety within the field setting including:

1. *Challenging Client Behavior:* As a social worker, it is not uncommon to encounter clients who become easily upset, agitated, and/or hostile. Likewise, it is possible that you will be placed in settings in which client behavior is unpredictable and/or threatening. It is important that you discuss these matters with your Field Supervisor early on in your placement to be informed of agency policies as well as recommended courses of action

should such an event occur. If you ever feel uncomfortable with a client, inform your Field Educator as soon as possible. It is always acceptable for you to request that your Field Educator or another agency staff member accompany you when engaging with such clients.

2. *Transporting Clients*: Student transport of clients has inherent hazards and may only be undertaken when using an agency-owned vehicle with an appropriate license and agency approval. If you are asked to transport a client in an agency vehicle, please review your field placement agency's transportation policy and personal liability protections with your Field Educator. At no time is it acceptable for you to use your personal vehicle to transport clients.
 - If you are asked to transport clients in your personal vehicle as a part of your field placement activities, speak with your Field Instructor immediately.
3. *Home Visits*: It is not uncommon for social workers to conduct home visits that may have risks associated. It is important that all home visits be made with the full knowledge of your Field Educator—including time of departure, anticipated time of return, and planned activities while in the field. Do not take risks. For example, do not conduct a home visit if you feel uncomfortable or threatened. Do not make a visit when the presence of alcohol or drugs is detected. Always be aware of dogs or other household pets that might be a threat. Know who to call or what steps to take should you experience a problem in the field. If you become scared or uncertain of your safety, return to your field placement agency. Always report any disturbing experiences to your Field Educator immediately. It is always acceptable for you to request that your Field Educator or another agency staff member accompany you when visiting clients in their home.
4. *TB Skin Test (PPD-S)*: The prevalence of Tuberculosis (TB) has increased in recent years. If you anticipate a field placement setting that serves populations at risk for TB, it is recommended that you take this test prior to entering the field. Some field placements may also require you to take this test prior to placement.
5. *Hepatitis B Vaccine*: If you anticipate a placement setting where there is the chance of being exposed to blood-borne pathogens, it is recommended that you get this vaccination. This involves a series of three injections over six months. The second injection is given one month following the first with a third injection five months later. Given these time requirements, it is important that you begin immunization at a time that would give you maximum protection by the time you enter the field.
6. *COVID-19 Vaccine*: Each agency has its own unique policies regarding vaccination. Students need to be aware of these requirements and their fit for the agency based on their own beliefs.
7. *After Hours Meetings*: Some social service agencies have activities that occur outside normal business hours. Be aware of the neighborhood or community where such activities take place, note street lighting, open spaces, shrubs, and other growth that might impair vision. It is always acceptable for you to request that your Field Educator or another agency staff member accompany you to your car after dark. Do not take risks.
8. *Use of Good Judgment*. Students who apply for field placement accept the risks identified above and acknowledge that they require a good deal of guidance and support from social work professionals to avoid or mitigate them. To that end, it is imperative that good judgment is exercised, and immediate planning done with the Field Supervisor to avoid dangerous situations and to select alternatives and/or modify situations to minimize risk. Students must also learn to confront personal anxieties with a professional discipline as to minimize the potential negative impact on their ability to help others.
9. *Knowing Your Limits*. An important aspect of professional practice is to understand the limits of your knowledge and skills and to avoid situations that are not within your area of

competence. Whenever you have a question about the handling of a case and whether a given intervention is appropriate, see your Field Supervisor. Students also review and sign a related to the field placement safety form document. A copy of the document is found in this section.

Students must complete the safety assessment form and submit this as a part of their field application package and discuss this with their prospective field instructor as a part of the orientation process.

Safety Assessment Form
SWK 850/890

Student: _____

Agency: _____

Purpose: The purpose of this integrative activity is to help you and your field instructor assess your holistic safety at your field site. It will also help you increase your understanding of safety and identify issues that may affect your safety.

Directions: Complete this safety assessment as it pertains to your field site. Then review and discuss with your field instructor and identify any areas that need specific attention to reduce your level of risk. You may attach additional sheets, if needed.

Agency Orientation

1. Does the agency have specific policies and procedures?	Yes	No
2. Have you been accurately trained in the safety policies and procedures?	Yes	No
3. Will you be receiving any special training related to safety? a. If yes, please specify:	Yes	No

Physical Well-Being

<i>Getting to and from your field site</i>		
1. What is your mode of transportation to and from your practicum site? Car Bus Train Walking Bicycle Other:		
2. How accessible is your route to your field site?	Easy	Difficult
3. Does the area present increased risks?	Yes	No
4. How do you assess the physical surroundings of your agency?	Safe	Unsafe
5. Is the agency well-lit both inside and out?	Yes	No
6. Is the parking lot well-lit?	Yes	No
<i>Working outside the office</i>		
1. Are you expected to use your own vehicle for home visits and/or outreach activities?	Yes	No

a. If yes, what is the insurance plan for using your own vehicle?		
2. Have you discussed the policy regarding use of your personal vehicle while conducting fieldwork and transporting clients?	Yes	No
3. Does your agency have any specific safety procedures re: home visits outreach activities, such as a sign-in/sign-out procedure, call-in procedure, or buddy system? a. If yes, please explain below. If not, what is your plan for addressing your personal safety during home visits/outreach activities?	Yes	No
4. What is the plan if you find yourself in a situation with a potentially violent or threatening person?		
5. Do you have an identification badge?	Yes	No
Health		
1. Are there health risks in your field setting such as risks for communicable diseases? a. If yes, what are those risks and what precautions are you taking?	Yes	No

Psychological Well-Being

1. Does the population or issues of practice present a risk for vicarious trauma? a. If yes, describe the plan you have developed with your field instructor regarding how you will prevent and manage risks related to vicarious trauma:	Yes	No
2. Have you discussed your level of risk for burnout and reviewed stress management techniques?	Yes	No
3. What are some ways you plan to manage stress at your field site?		
4. What are your primary self-care techniques and strategies?		

**Eastern Kentucky University
Department of SOCIAL WORK
THE PRACTICUM AGREEMENT**



Prior to, or during the beginning of, the placement period it is expected that the agency and the field education director will negotiate an agreement. This agreement explicates the general responsibilities of the Agency and the University. The purpose of the agreement is to ensure clear communication and understanding of the cooperative nature of field placement between the Department of Social Work, the University, and the agencies which participate in the placement component.

It is understood that some agencies may require additional responsibilities of the agreement, completion of additional forms, memoranda of agreement, or other standard documentation initiated by the agency which are necessary for completion of the arrangements for the student's placement. These will be addressed on an individual needs basis. The field education director will review for approval before submitting to the department, college and university counsel for review and approval. A sample copy of the Department of Social Work's Agency-University Agreement can be found on the following page.

EKU SOCIAL WORK PRACTICUM AGREEMENT

To foster communication and understanding of the cooperative nature of field placement between the Department of Social Work at Eastern Kentucky University and the agencies who participate in the placement component, this agreement is established. One electronically signed copy will be retained by the Agency and the Department of Social Work, Eastern Kentucky University.

AGREEMENT

between

**THE DEPARTMENT OF SOCIAL WORK
EASTERN KENTUCKY UNIVERSITY
RICHMOND, KY 40475**

and

("Agency")

Agency Address: _____

For the period beginning: _____ and ending: _____

A. Responsibilities of the University

1. The University will provide the Agency with a field manual which states the objectives, policies and content of the field placement component.
2. The University will provide the Agency with information about the student's academic background, work and volunteer experience, learning expectations, needs assessment data of knowledge base and practice skills, to the extent necessary for the placement.
3. In cooperation with the Agency and the Student, the University assigns student(s) to the Agency and will set the educational direction and goals for the student. (NOTE: The Agency makes the final decision as to students assigned.)
4. The University will provide student performance evaluation forms to be completed by the Agency and returned to the University at mid-term (BSW-level) and at the end of the agreement period.
5. The University shall be responsible for setting periodic assessment conferences with the Agency and with the student. The frequency of these conferences shall be determined by the needs of the student, but the minimum shall be two such conferences per semester.
6. The University shall provide at least one seminar per year in which Agency Field Instructor and Faculty shall participate; the content of these seminars shall relate to: (1) the goals and the objectives of the Program; (2) improving the quality of the field placement component; and (3) the educational development of the Agency Field Instructor and the Faculty.
7. The University will hold required weekly seminars for all students in field placement and will make written and/or oral assignments as indicated.
8. The University assumes the responsibility for evaluating the overall achievement of the student and assigning the academic grade. This grade will be based upon the evaluations of the Agency Field Instructor; the student's self-evaluation; the student's participation in and attendance at seminars and his/ her written assignments.

R.09/02/21

9. The University shall retain final approval of all Agencies and Instructors participating in the field placement component of the Program.
10. In all matters of field instruction the University shall observe rules of confidentiality as understood within the framework of social work education.
11. The University will comply with all applicable state, federal, and local laws regarding the confidentiality of client/patient information and medical records, and the University will instruct students to do the same

B. Responsibilities of the Agency:

1. The Agency will provide a Field Instructor who meets the qualifications as defined by the University.
2. The Agency will grant the Instructor the necessary time to fulfill his/her responsibilities as defined in this agreement and in the manual, including time to attend the University seminars for Field Instructors.
3. The Field Instructor, in consultation with the faculty instructor and the student, plans assignments and experiences for the student that will: (1) meet the educational goals and objectives of the student; (2) orient the student to the overall purpose and functions of the Agency; and (3) enhance the student's knowledge of the social work profession, values and development of skills required for social work practice.
4. The Field Instructor will provide periodic cooperative opportunities for on-going assessment of the student performance in the field.
5. The Field Instructor agrees to submit a written assessment of the student's performance at mid-term and at the end of the agreement period and additional evaluation material throughout the agreement period as requested by the faculty instructor.
6. The Agency agrees to provide the student access to its facilities and resources in order to enhance his/her learning experiences. This will include the assignment of space to the student sufficient to the completion of required tasks.

C. Miscellaneous

1. This agreement is in effect for the term set forth at the beginning of the agreement. Either party may terminate this agreement, with or without cause, by giving thirty days' written notice to the other party.
2. There will be no discrimination against a student or faculty member because of race, color, creed, gender, religion, age, national origin or disability in any aspect of this program.
3. Each party shall remain responsible for their respective employees and agents, and each party shall be an independent contractor, and shall have no authority to act for or represent the other party.
4. Students shall not be deemed to be employees of the Agency for any purpose including but not limited to, compensation or fringe benefits, workman's compensation, unemployment compensation, minimum wage laws or for any other purpose, because of their participation in the educational program. This provision shall not be deemed to prohibit the employment of any such participant by the Agency under a separate employment agreement.
5. The parties recognize that University is an agency of the state and as such is vested with sovereign immunity, and nothing in this agreement shall be construed as a waiver of such immunity.

R.09/02/21

Appendix II: During Field

This paperwork is specific to SWK 850 Generalist Practicum and SWK 890 Interprofessional Practicum field placement activities. It is submitted through each blackboard course shell.

You can also [visit the MSW/IUC Student Portal](#) to learn more. Please contact [Dr. George Ashley](#), MSW Field Director, if you have questions. The following forms are included in Appendix II:

IMPORTANT As of May 2024, ALL field documents (Time Sheets, Field Admissions paperwork, evaluations) will be submitted via Tevera.

Learning Plan (SWK 850 Generalist or SWK 890 Interprofessional): Outlines each of the Core Competencies and Practice Behaviors appropriate to the student's year in program. To be collaboratively completed by the student, field instructor, and task supervisor (if applicable) and approved by the field director. The form records the date an instructional task designed to demonstrate the desired behavior/competency is created and the date completed. This plan constitutes the major portion of the student's grade and is submitted at the final evaluation meeting between the field director/liaison, field instructor/task supervisor and the student. An additional component of the **final evaluation** is the Likert-type instrument posted on Blackboard.

Time Sheet: Fillable calendar used to record times in and out for each day of practicum. Each week's hours are totaled, and the sheet is submitted to the field director on the last Friday of each month.



**EASTERN KENTUCKY UNIVERSITY
DEPARTMENT OF SOCIAL WORK**

SWK 850 Generalist Practicum

Generalist Learning Agreement Instructions

PLEASE READ THE DIRECTIONS CAREFULLY BEFORE COMPLETING THIS ASSIGNMENT

Introduction:

The Council of Social Work Education (CSWE) has adopted a competency-based education framework for accredited social work programs. A competency-based program refers to identifying and assessing what students demonstrate in their practice based on specific knowledge, values, and skills in a purposeful, intentional, and professional manner. Nine competency areas must be addressed and applied within the practicum experience by the conclusion of the MSW Generalist year experience. This Learning Agreement serves as the forum/mechanism for the official assessment of the nine (9) competency areas in that students are expected to demonstrate a minimal level of competency.

What is a Learning Agreement?

A Learning Agreement is a tool to articulate specific activities supporting CSWE's nine competencies, school, and student learning objectives. The Learning Agreement should reflect the students' experience in the field for the entire academic year. **The Learning Agreement can also help the student prepare for supervision time with their field instructor as it provides the structure to help students understand and participate in their progressively expanding role in terms of the depth, breadth, and nature of their practice experience within each student's agency.**

How is the Learning Agreement Designed?

The Learning Agreement plan is negotiated between the student and their agency field supervisor (or agency task supervisor should the field supervisor not have an MSW). This is a collaborative process in which the student's learning needs and expectations are considered along with the agency's needs. The course instructor/course facilitator is available for consultation if additional support is required in developing this plan.

This Learning Agreement is specific to MSW students at EKU in their *first year/generalist year*. Each student’s Learning Agreement will be different as the agreement is based on the experiences provided within each student’s agency. Completing this Learning Agreement will require time and critical thinking skills for students to design the best agency-based activity/task that fits each competency behavior. Please take the necessary time to plan, develop, execute, and document how you will complete each task.

How is the Learning Agreement Assessed?

Each of the Learning Agreement tasks/activities are *assessed by each student’s field instructor* using the comprehensive final evaluation to be completed at the conclusion of the generalist year (end of the 1st year experience). The Learning Agreement provides the framework for students to lay out specific tasks that they will complete at their assigned agency under the supervision of their designated field supervisor. These tasks are based on the CSWE competencies and behaviors. *The actual assessment tool should be sent to each field instructor by their field student or the field instructor/facilitator. The final evaluation is an online assessment instrument that each field instructor will submit online. Please use the sample scale description below to guide your assessment of your student. It is recommended that field instructors grade each student’s task submissions systematically throughout the field experience rather than at the conclusion of the academic year.

*Effective May 2024, all evaluations and time sheets will be submitted online using the Tevera Field Management Software.

Figure 1. Student Performance Assessment Scale

Scale	Performance Measure	Description	Definition
5	Mastered Performance	The intern/student shows effective and innovative application of the knowledge, values, skills, and cognitive and affective domains related to the performance of the practice behavior.	“Somebody highly skilled at something.” Mastered performance is demonstration of knowledge, values, skills, and cognitive and affective domains of the practice behavior at high levels.
4	Superior Performance	The intern/student shows superior application of the knowledge, values, skills, and cognitive and affective domains related to the performance of the practice behavior.	“Surpasses competent in one or more ways.” Superior performance is demonstration of knowledge, values, skills, and cognitive and affective domains where all components of the practice behavior are included.
3	Competent Performance	The intern/student shows competent application of the knowledge, values, skills, and cognitive and affective	“Having enough skill or ability to do something well.” Competent performance is demonstration of

		domains related to the performance of the practice behavior.	knowledge, values, skills, and cognitive and affective domains where all components of the practice behavior are included, but at the beginning or rudimentary level.
2	Inadequate Performance	The intern/student shows beginning application of the knowledge, values, skills, and cognitive and affective domains related to the performance of the practice behavior.	“Failing to reach an expected or required level or standard.” Inadequate performance is demonstration of knowledge, values, skills, and cognitive and affective domains where one or more components of the practice behavior are missing.
1	Lacking Performance	The intern/student has not demonstrated application of the knowledge, values, skills, and cognitive and affective domains related to the performance of the practice behavior.	“Missing, not present or available.” Lacking performance is the inability to demonstrate any of the components of the knowledge, values, skills, or cognitive and affective domains related to the practice behavior.

The Learning Agreement Design

EKU Field Program has designed specific task examples of the types of activities that students can complete for each competency. The first column lists the name of the competency, and the specific behaviors associated with each competency are numbered below the competency in the left column. Students are highly recommended to select and complete activities/tasks based on the menu of items listed within each competency (please see sample items within each competency).

While it is recognized that each agency is unique in the client population served, CSWE requires that all students demonstrate competence in all levels of practice. In Competencies #6-9, students must demonstrate a range of tasks based on micro, mezzo, and macro practice (i.e., there must be at least one task in micro (individuals), mezzo (families/groups), and macro (organizations/communities) levels of work selected for each of these competencies. To assist students in achieving this goal, ECU has also arranged the field course to concurrently fit with *micro, mezzo, and macro* practice courses.

Written Plan:

The Learning Agreement is a THREE-PART process.

Part 1: The first part is the projected plan which you will complete during the first three weeks and submit in Blackboard for a grade to your instructor/facilitator.

Part 2: The second part involves the execution of the plan (the activity/task).

Part 3: The third involves writing a 75-word report for each practice behavior on what occurred.

With the assistance of their field instructor, the student is responsible for developing activities/tasks that align with each competency for their Learning Agreement. Students and supervisors are welcome and encouraged to identify additional activities that will help them acquire professional social work skills and competency. Please be sure to place the date when you completed each of the tasks/activities.

This Learning Agreement should be treated as a living, breathing document that can be reviewed frequently, edited, and updated based on students' growth and the agency's needs; learning opportunities can change throughout the field experience. This Learning Agreement should be completed no later than the 3rd week of the semester. Then, the plan should be updated at the beginning of each module to reflect the competency items completed and changes and/or new opportunities.

Where to Place Completed Written Task/Activities

At the conclusion of your field experience, once ALL written tasks/activities have been completed, students are required to submit the completed written Learning Agreement to your course instructor/facilitator using the assigned Blackboard Dropbox at the given due date near the conclusion of their field experience of their final term.

Student & Field Agency Contact Information

Please complete ALL this information and return it to your course instructor/facilitator by the assigned date requested by your course instructor/facilitator.

1. STUDENT INFORMATION:

Name: _____ Student#: _____

Address: _____

Telephone: _____

Email: _____ Year: _____

Starting Semester for Field Experience: _____

2. AGENCY INFORMATION:

Agency Name: _____

Address: _____

Telephone: _____

Agency Supervisor: _____

Job Title: _____

Email: _____

Specific Professional Degree Held by Field Instructor/Task

Manager: _____

3. TIME/DATES:

Date Practicum Begins: _____

Date Practicum

Ends: _____

Contracted Hours Per Week: _____

Total Hours

Needed: _____

PLEASE NOTE: ALL COMPETENCIES AND BEHAVIOR TASKS/ACTIVITIES MUST BE COMPLETED

BY THE CONCLUSION OF THE FIELD PRACTICUM EXPERIENCE.

Generalist Learning Agreement Competencies, Activities, and Tasks

Competency #1: *Identify as a Professional Social Worker and Conduct Oneself Accordingly*

Generalist Behavior	Assignment/Task	Date of Completion	Describe Activity or Task (min. 75 words)
1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	Design <u>Two</u> Activities or Tasks Activity 1: Activity 2:		
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	Design <u>Two</u> Activities or Tasks Activity 1: Activity 2:		
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	Design <u>Two</u> Activities or Tasks Activity 1: Activity 2:		
4. Use technology ethically and appropriately to facilitate practice outcomes.	Design <u>Two</u> Activities or Tasks Activity 1: Activity 2:		

5. Use supervision and consultation to guide professional judgment and behavior.	Design <u>Two</u> Activities or Tasks Activity 1: Activity 2:		
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Does my plan address the following competency dimensions?

Competency Dimension (Knowledge, Values, Skills, Cognitive and Affective Processes)

1. Knowledge /Values - Demonstrate knowledge of NASW Code of Ethics within field practicum practice, through use of supervision and seminar.
2. Values/Skills - Articulate primary social work values and exemplify these values in your own practice.
3. Skills/Practice – Implement a variety of communication modes with clients in micro, mezzo, and macros settings utilizing the knowledge and skills learned within the social work classroom environment.
4. Cognitive/Affective - Utilize critical thinking to apply professional values and ethics, professional conduct, and professional self-reflection to practice. Consider how your own values are congruent with/different from those of the profession and implications for practice, particularly the need to maintain professional objectivity.

Field Instructor's Comments:

Competency #2: <i>Engage Diversity and Difference in Practice</i>			
Generalist Behavior	Assignment/Task	Date of Completion	Describe Activity or Task (min. 75 words)
1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	Design <u>Two</u> Activities or Tasks Activity 1: Activity 2:		
2. Present themselves as learners and engage clients and constituencies as experts of their own experiences.	Design <u>Two</u> Activities or Tasks Activity 1: Activity 2:		

3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	<p>Design <u>Two</u> Activities or Tasks</p> <p>Activity 1:</p> <p>Activity 2:</p>		
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Does my plan address the following competency dimensions?

Competency Dimension (Knowledge, Values, Skills, Cognitive, and Affective Processes)

1. Knowledge /Values/Skills/Cognitive/Affective - Know and demonstrate understanding of cultural humility, diversity, inclusion, and equity, and different theories of oppression, power, control.
2. Values/Skills/ -Practice engaging in communication with diverse populations, colleagues, professors, and addressing microaggressions.
3. Cognitive/Affective-Develop an awareness of biases, values, beliefs, and practices that have built a schema related to student's lived experience.

Field Supervisor's Comments:

Competency #3: Advance Human Rights and Social, Economic, And Environmental Justice.			
Generalist Behavior	Assignment/Task	Date of Completion	Describe Activity or Task (min. 75 words)
1. Apply their understanding of social, economic and environmental justice to advocate for human rights at the individual and systems levels.	<p>Design <u>Two</u> Activities or Tasks</p> <p>Activity 1:</p> <p>Activity 2:</p>		
2. Engage in practices that advance social, economic, and environmental justice.	<p>Design <u>Two</u> Activities or Tasks</p> <p>Activity 1:</p> <p>Activity 2:</p>		

Does my plan address the following competency dimensions?

Competency Dimension (Knowledge, Values, Skills, Cognitive, and Affective Processes)

1. Knowledge /Skills/Cognitive-Consult research, professional, and popular press sources, critically evaluating each, to remain current with policy, environmental, and other macro concerns.

2. Values/Skills/Affective-Practice, participate, communicate, and self-reflect on performance in cross-disciplinary teams related to client self- determination.
3. Knowledge /Values/Cognitive/Affective-Enhance appreciation for the contributions of each discipline to the knowledge base that informs professional practice.

Field Supervisor's Comments:

Competency #4: Engage in Practice-Informed Research and Research-Informed Practice			
Generalist Behavior	Assignment/Task	Date of Completion	Describe Activity or Task (min. 75 words)
4.1. Use practice experience and theory to inform scientific inquiry and research.	Design <u>One</u> Activity or Task Activity 1:		
4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	Design <u>One</u> Activity or Task Activity 1:		
4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery.	Design <u>One</u> Activity or Task Activity 1:		

Does my plan address the following competency dimensions?

Competency Dimension (Knowledge, Values, Skills, Cognitive, and Affective Processes)

1. Knowledge/Values-Employ NASW ethics and values within a cross-disciplinary research team
2. Skills/Values-Practice communication, engagement, and representation of social work roles, values, and ethics within team setting.
3. Values/Skills/Cognitive/Affective-Commit to becoming a lifelong learner and implementing acquired knowledge into social work practice.
4. Values/Cognitive/Affective-Recognize the contribution of interdisciplinary research to knowledge building and develop respect for what each discipline brings to the process.

Field Supervisor's Comments:

Competency #5: Engage in Policy Practice			
Generalist Behavior	Assignment/Task	Date of Completion	Describe Activity or Task (min. 75 words)

5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	Design <u>One</u> Activity or Task Activity 1:		
5.2 Assess how social welfare and economic policies impact the delivery of and access to social services.	Design <u>One</u> Activity or Task Activity 1:		
5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	Design <u>One</u> Activity or Task Activity 1:		

Does my plan address the following competency dimensions?

Competency Dimension (Knowledge, Values, Skills, Cognitive, and Affective Processes)

1. Knowledge /Cognitive-Ability to research and apply laws, policies, and guidance to support practice.
2. Values/Skills/Affective-Express differences of perspective and opinion respectfully. Ability to be reflective of self as it relates to shared problem solving.
3. Values/Cognitive-Maintain awareness of cultural differences when discussing sensitive issues.
4. Skills-Engage, lead, and participate in team meetings related to policy issues on a federal, state, or local level.

Field Supervisor's comments: [Click or tap here to enter text.](#)

Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities			
Generalist Behavior	Assignment/Task	Date of Completion	Describe Activity or Task (min. 75 words)
6.1 Apply knowledge of human behavior	Design <u>One</u> Activity or Task		

and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	Activity 1:		
6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	Design <u>One</u> Activity or Task Activity 1:		

Does my plan address the following competency dimensions?

Competency Dimension (Knowledge, Values, Skills, Cognitive, and Affective Processes)

1. Knowledge /Values/Skills-Apply theoretical knowledge, cultural sensitivity, and relational skills to client and context.
2. Skills- Engage clients, teams, and colleagues in authentic relationships to develop trust and team and organizational settings.
3. Cognitive/Affective-Awareness of self, attitudes and biases, and cultural and professional differences when engaging with clients and other professionals.

Field Supervisor's Comments

Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities			
Generalist Behavior	Assignment/Task	Date of Completion	Describe Activity or Task (min. 75 words)
7.1 Collect and organize data and apply critical thinking to interpret information from clients and constituencies.	Design <u>One</u> Activity or Task Activity 1:		
7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from	Design <u>Two</u> Activities or Tasks Activity 1: Activity 2:		

clients and constituencies.			
7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	Design <u>Two</u> Activities or Tasks Activity 1: Activity 2:		
7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	Design <u>Two</u> Activities or Tasks Activity 1: Activity 2:		

Does my plan address the following competency dimensions?

Competency Dimension (Knowledge, Values, Skills, Cognitive, and Affective Processes*)

1. Knowledge /Cognitive- Increase student knowledge of multi-disciplinary practices and teams to meet the needs of clients, groups, or organizations.
2. Knowledge /Cognitive/Skills-Apply theories, assessment models, and interviewing skills to conduct thorough and culturally sensitive assessment of client.
3. Knowledge /Values-Maintain awareness of larger context and interface of persons and environments. Ensure the best interests of the client is central to all interprofessional collaboration, including engagement of the client themselves.
4. Cognitive/Affective- Intentional awareness of body & mind response during disagreements and debates during multi-disciplinary teams with reflection in journal or in weekly supervision.

Field Supervisor's comments:

Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities			
Generalist Behavior	Assignment/Task <i>Include at least one activity with individuals, families, or groups, and one activity with organizations and communities.</i>	Date of Completion	Describe Activity or Task (min. 75 words)

8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	Design <u>Two</u> Activities or Tasks Activity 1: Activity 2:		
8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	Design <u>Two</u> Activities or Tasks Activity 1: Activity 2:		
8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	Design <u>Two</u> Activities or Tasks Activity 1: Activity 2:		
8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	Design <u>Two</u> Activities or Tasks Activity 1: Activity 2:		

Does my plan address the following competency dimensions?

Competency Dimension (Knowledge, Values, Skills, Cognitive, and Affective Processes)

1. Knowledge /Skills-Ability to research and engage in strengths-based generalist, integrative practice.
2. Skills/Cognitive-Write and present on organizational and/or client population issues, intervention, and evaluation.
3. Values/Cognitive/Affective-Develop understanding of client worldview and desired goals.
4. Values/Skills/Affective-Establish mutual respect and communication norms with regard for cultural and interpersonal differences.

Field Supervisor's comment

Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities			
Generalist Behavior	Assignment/Task	Date of Completion	Describe Activity or Task (min. 75 words)

	<i>Include at least one activity with individuals, families, or groups, and one activity with organizations and communities.</i>		
9.1 Select and use appropriate methods for evaluation of outcomes.	Design <u>Two</u> Activities or Tasks Activity 1: Activity 2:		
9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	Design <u>Two</u> Activities or Tasks Activity 1: Activity 2:		
9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	Design <u>Two</u> Activities or Tasks Activity 1: Activity 2:		
9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	Design <u>Two</u> Activities or Tasks Activity 1: Activity 2:		

Does my plan address the following competency dimensions?

Competency Dimension (Knowledge, Values, Skills, Cognitive, and Affective Processes)

1. Knowledge/Values/Skills-Assess and integrate communication, feedback, engagement, and interaction within practice.
2. Cognitive/Affective - Self-reflection based on personal lens and others' feedback on communication, interactions, and relationship building.

Field Supervisor's comments:

Responsibilities of the Field Supervisor:

The field supervisor, _____, will aid the student in learning all aspects of the agency during the placement. The field supervisor will take responsibility for assigning learning projects

regarding the student. The field instructor will meet with the student for a total of one hour of supervision each week to discuss and process the week's events. The field supervisor will also provide a Mid-year and final evaluation as designed by the ECU Social Work Program and will discuss the evaluation with the field course instructor and student.

Responsibilities of Course Instructor:

The field course instructor will do their best to aid and facilitate a positive learning environment for the student throughout the semester. The course instructor will also be available to provide feedback on assignments and answer any questions that may arise during the semester. The course instructor will be responsible for facilitating weekly class seminars, grading assignments, and assigning final grades. The field course instructor will also work closely with the field supervisor to evaluate the student's progress throughout the course.

Process and Time of Supervision:

Student will meet with the Field Instructor, _____, for at least one hour a week. This is flexible in terms of meeting daily for 15 minutes or once a week. This will depend on the day's events. Students and supervisor must meet face to face for a minimum of one hour a week for supervision.

The procedures of this learning contract for student _____ have been accepted by:

Student's Signature

Date

Field Supervisor's Signature

Date

Course Professor's Signature

Date

George Ashley, PhD, LMSW
MSW Field Director
Eastern Kentucky University
Department of Social Work



EASTERN KENTUCKY UNIVERSITY
DEPARTMENT OF SOCIAL WORK
SWK 890 Interprofessional Practicum
LEARNING AGREEMENT

OVERVIEW OF THE INTERPROFESSIONAL PRACTICE LEARNING AGREEMENT

PLEASE READ THESE INSTRUCTIONS CAREFULLY BEFORE COMPLETING YOUR LEARNING AGREEMENT ASSIGNMENT

Introduction:

The Council of Social Work Education (CSWE) has adopted a competency-based education framework for accredited social work programs. A competency-based program refers to identifying and assessing what students demonstrate in their practice based on specific knowledge, values, and skills in a purposeful, intentional, and professional manner. Nine competency areas must be addressed and applied within the practicum experience by the conclusion of the MSW Generalist year AND specialized Interprofessional year with a new emphasis based on the specialized practice experience, at ECU this is interprofessional practice. This Learning Agreement serves as the forum/mechanism for the official assessment of the nine (9) competency areas using the specialized practice domain of interprofessional practice.

The Interprofessional social work practice competencies adopted by MSW program at ECU are a blend of CSWE (2015) generalist competencies and Interprofessional Education Collaborative ([IPEC], 2016) competencies. CSWE is a member organization of IPEC which demonstrates a commitment to interprofessional education and team-based care. IPEC (2016) identified four competency domains with thirty-eight sub-competency behaviors that are expected for the capacity to engage in interprofessional collaborative practice. The four domains and the sub-competency behaviors are arranged based on alignment with CSWE 2015 EPAS competencies. While this approach does not always reflect perfect alignment, it provides a starting point for program development. These competency domains include values/ethics for interprofessional practice (VE), roles/responsibilities (RR), interprofessional communication (IC), and teams and teamwork (TT) defined below:

- Competency Domain 1: Values/Ethics for Interprofessional Practice (VE) - Work with individuals of other professions to maintain a climate of mutual respect and shared values (includes VE1-10 sub-competencies).
- Competency Domain 2: Roles/Responsibilities (RR) - Use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations (includes RR1-9 sub-competencies).
- Competency Domain 3: Interprofessional Communication Competencies (CC) - Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease (includes CC1-8 sub-competencies).
- Competency 4: Team and Teamwork Competencies (TT) - Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable (includes TT1-11 sub-competencies).

Students are expected to demonstrate a minimal level of competency.

What is a Learning Agreement?

A Learning Agreement is a tool to articulate specific activities supporting CSWE's nine competencies, school, and student learning objectives. The Learning Agreement should reflect the students' experience in the field for the entire academic year. **The Learning Agreement can also help the student prepare for supervision time with their field instructor as it provides the structure to help students understand and participate in their progressively expanding role in terms of the depth, breadth, and nature of their practice experience within each student's agency.**

How is the Learning Agreement Designed?

The Learning Agreement plan is negotiated between the student and their agency field supervisor (or agency task supervisor should the field supervisor not have an MSW). This is a collaborative process in which the student's learning needs and expectations are considered along with the agency's needs. The course instructor/course facilitator is available for consultation if additional support is required in developing this plan.

This Learning Agreement is specific to MSW students at ECU in their *specialized Interprofessional year*. Each student's Learning Agreement will be different as the agreement is based on the experiences provided within each student's agency. Completing this Learning Agreement will require time and critical thinking skills for students to design the best agency-based activity/task that fits each competency behavior. Please take the necessary time to plan, develop, execute, and document how you will complete each task.

How is the Learning Agreement Assessed?

Each of the Learning Agreement tasks/activities are *assessed by each student's field instructor* using the comprehensive final evaluation to be completed at the conclusion of the Interprofessional year (end of the Interprofessional year experience). The Learning Agreement provides the framework for students to lay out specific tasks that they will complete at their assigned agency under the supervision of their designated field supervisor. These tasks are based on the CSWE competencies and behaviors. *The actual assessment tool should be sent to each field instructor by their field student or the field instructor/facilitator. The final evaluation is an online assessment instrument that each field instructor will submit online. Please use the sample scale description below to guide your assessment of your student. It is recommended that field instructors grade each student's task submissions systematically throughout the field experience rather than at the conclusion of the academic year.

*Effective May 2024, all evaluations and time sheets will be submitted online using the Tevera Field Management Software.

Figure 1. Student Performance Assessment Scale

Scale	Performance Measure	Description	Definition
5	Mastered Performance	The intern/student shows effective and innovative application of the knowledge, values, skills, and cognitive and affective domains related to the performance of the practice behavior.	"Somebody highly skilled at something." Mastered performance is demonstration of knowledge, values, skills, and cognitive and affective domains of the practice behavior at high levels.
4	Superior Performance	The intern/student shows superior application of the knowledge, values, skills, and cognitive and affective domains related to the performance of the practice behavior.	"Surpasses competent in one or more ways." Superior performance is demonstration of knowledge, values, skills, and cognitive and affective domains where all components of the practice behavior are included.
3	Competent Performance	The intern/student shows competent application of the knowledge, values, skills, and cognitive and affective domains related to the performance of the practice behavior.	"Having enough skill or ability to do something well." Competent performance is demonstration of knowledge, values, skills, and cognitive and affective domains where all components of the practice behavior are included, but at the beginning or rudimentary level.
2	Inadequate Performance	The intern/student shows beginning application of the knowledge, values, skills, and cognitive and affective	"Failing to reach an expected or required level or standard." Inadequate performance is demonstration of

		domains related to the performance of the practice behavior.	knowledge, values, skills, and cognitive and affective domains where one or more components of the practice behavior are missing.
1	Lacking Performance	The intern/student has not demonstrated application of the knowledge, values, skills, and cognitive and affective domains related to the performance of the practice behavior.	“Missing, not present or available.” Lacking performance is the inability to demonstrate any of the components of the knowledge, values, skills, or cognitive and affective domains related to the practice behavior.

EKU Certifications

The EKU program is centered on aiding students in acquiring interprofessional experience and skills. As such, the program requires each student to select a specific certification/specialization (i.e., Addictions, Mental Health, Child & Family Services, Leadership & Management, Social Advocacy & Justice). Each student’s specialization should fit with their selected agency.

Important - The Learning Agreement tasks should align with the certification/specialization that each individual student has selected and demonstrate the students’ ability to mobilize the power of interprofessional teams in the context of each student’s selected certification specialization.

The Learning Agreement Design

EKU Field Program has designed specific task examples of the types of activities that students can complete for each competency. The first column lists the name of the competency, and the specific behaviors associated with each competency are numbered below the competency in the left column. Students are highly recommended to select and complete activities/tasks based on the menu of items listed within each competency (please see sample items within each competency).

While it is recognized that each agency is unique in the client population served, CSWE requires that all students demonstrate competence in all levels of practice. In Competencies #6-9, students must demonstrate a range of tasks based on micro, mezzo, and macro practice (i.e., there must be at least one task in micro (individuals), mezzo (families/groups), and macro (organizations/communities) levels of work selected for each of these competencies. To assist students in achieving this goal, EKU has also arranged the field course to concurrently fit with *micro, mezzo, and macro* practice courses.

Written Plan:

The Learning Agreement is a THREE-PART process.

Part 1: The first part is the projected plan which you will complete during the first three weeks and submit in Blackboard for a grade to your instructor/facilitator.

Part 2: The second part involves the execution of the plan (the activity/task).

Part 3: The third involves writing a 75-word report for each practice behavior on what occurred. Please note, some areas may require a longer written report.

With the assistance of their field instructor, the student is responsible for developing activities/tasks that align with each competency for their Learning Agreement. The student can delete the sample assignment in this template and type in the agreed-upon task. Students and supervisors are welcome and encouraged to identify additional activities that will help them acquire professional social work skills and competency. Please be sure to place the date when you completed each of the tasks/activities,

This Learning Agreement should be treated as a living, breathing document that can be reviewed frequently, edited, and updated based on students' growth and the agency's needs; learning opportunities can change throughout the field experience. This Learning Agreement should be completed no later than the 3rd week of the semester. Then, the plan should be updated at the beginning of each module to reflect the competency items completed and changes and/or new opportunities.

Where to Place Completed Written Task/Activities

At the conclusion of your field experience, once ALL written tasks/activities have been completed, students are required to submit the completed written Learning Agreement to your course instructor/facilitator using Tevera at the given due date near the conclusion of their field experience of their final term.

Student & Field Agency Contact Information

Please complete ALL this Information and return to your course instructor/facilitator by the assigned date requested by your course instructor/facilitator.

STUDENT INFORMATION:

Name: _____

Student #: _____

Address: _____

Telephone: _____

Email: _____ Year: _____

Starting Semester for Field Experience: _____

1. AGENCY INFORMATION:

Agency Name: _____ Address: _____

Agency Supervisor: _____

Job Title: _____

Telephone: _____ Email: _____

Specific Professional Degree Held by Field Instructor/Task

Manager: _____

2. TIME/DATES:

Date Practicum Begins: _____ Date Practicum Ends: _____

Contracted Hours Per Week: _____ Total Hours Needed: _____

PLEASE NOTE: ALL COMPETENCIES AND BEHAVIOR TASKS/ACTIVITIES MUST BE COMPLETED BY THE CONCLUSION OF THE FIELD PRACTICUM EXPERIENCE.

Interprofessional Learning Agreement Competencies, Activities, and Tasks

Important - After submission of your initial Learning Agreement Plan, students must complete the actual activities/tasks and unless otherwise noted, write a minimum of 75 words to describe EACH task/activity.

Competency #1: Identify as a Professional Social Worker and Conduct Oneself Accordingly			
Interprofessional Behaviors	Activities or Task	Date of Completion	Describe Activity or Task (min. 75 words)
1.1 Manage ethical dilemmas specific to interprofessional intervention with clients and constituencies.	Sample Activity Community Mental Health Will note opinions of Nursing, Psychiatry, and Social Work team members regarding client medication compliance during initial 4 weeks of practicum. Will compile 75 -word report/reflection that discusses ethics as related to client compliance to be discussed in supervision during Week 4.	Click or tap to enter a date.	

	<p>Other Sample Activities/Tasks - Choose Two of the Following Sample Activities or Tasks</p> <p>a. Discuss personal/ethical/value dilemmas with supervisor and reflect on how they influence work with clients.</p> <p>a. Identify agency and client ethical dilemmas caused by external factors (funding cuts, etc.)</p> <p>b. Discuss ethical behaviors and application of NASW Code of Ethics within the agency with Agency Field Supervisor and/or peers within the field course.</p> <p>c. Openly discuss ethical conflicts/situations with Field Supervisor.</p> <p>d. Review and discuss additional ethical or governing policies that may impact how the agency can provide services to its client (i.e., agency rules, State and Federal regulations HIPPA, FERPA, FMLA, SSI, AHCA, etc.).</p>		
<p>1.2 Reflect on individual and interprofessional team performance for individual, as well as team, performance improvement.</p>	<p>Sample Activity-Hospice Setting Will participate in weekly care team meetings, which include Medical Director, Director of Nursing, client(s)' Primary Nurse, Chaplain, and Social Worker, and ancillary team as applicable. Will complete process recording of discussion of one client per week X 6 weeks to discuss as part of weekly supervision. For final week, will prepare 250- word report comparing and contrasting focus, concerns, ethical issues, and communications observed in team meetings.</p>	<p>Click or tap to enter a date.</p>	
<p>1.3 Respect the dignity and privacy of clients while maintaining confidentiality in the delivery of interprofessional team-based care.</p>	<p>Sample Activity, Long-Term Care Facility Will collaborate with Field Instructor to conduct training for new employee orientation discussing Accidental Breaches of Confidentiality. Will assume primary responsibility for preparation of slides and/or handouts. Will review participant evaluations and feedback from relevant team members with Field Instructor. Will compile 250-word report/reflection that critically discusses this experience.</p>	<p>Click or tap to enter a date.</p>	

	<p>Other Sample Activities/Tasks - Choose Two of the Following Sample Activities or Tasks</p> <p>a. Discuss the application of respect for dignity, privacy, and confidentiality and how this is applied within the agency setting. Write a 75-word paper on ethical behaviors and application of NASW Code of Ethics within the agency with Agency Field Supervisor and/or peers within the field course.</p> <p>b. Openly discuss ethical conflicts/situations with Field Supervisor. Review and discuss additional ethical or governing policies that may impact how the agency can provide services to its client</p>		
<p>1.4 Choose effective communication tools and techniques, including information systems and communication technologies, to facilitate discussions and interactions that enhance interprofessional team function.</p>	<p>Sample Activity, Long-Term Care Facility Will observe how COVID precautions are presented so that they may be understood by culturally diverse staff, residents, and families. Are precautions presented in a way that is culturally sensitive? Are multiple delivery formats used so that information is accessible to all? Do recommendations meet CDC guidelines? What are the strengths and any notable difficulties presented by current methods? Do you have suggestions or recommendations? Students will compile 250-word report/reflection to be discussed in supervision during Week 2.</p> <p>Other Sample Activities/Tasks - Choose Two of the Following Sample Activities or Tasks</p> <p>a. Student will identify and demonstrate competence in utilizing appropriate communication tools (i.e., technology, agency software systems) that will demonstrate effective use of technological skills within the agency and with other interprofessional personnel.</p> <p>b. Student will provide 3 ways in which they have utilized technological resources to facilitate practice outcomes</p>	<p>Click or tap to enter a date.</p>	

	<p>within an interdisciplinary setting (coordination with other social agencies).</p> <p>c. Use technological systems/software to determine commonly used/available resources that can be utilized by clients and determine the most effective referral process for the clients to access those resources from other disciplines and agencies as appropriate.</p>		
<p>1.5 Maintain competence in one's own profession appropriate to scope of practice.</p>	<p>Sample Activity, Hospice</p> <p>Will include in weekly journal a minimum of 3 occasions in which the student has been aware of a conflict between their own feelings and values and those of the client, agency policy/practice, or NASW Code of Ethics.</p> <p>Other Sample Activities/Tasks - Choose Two of the Following Sample Activities or Tasks</p> <p>a. Keep notes on own behavior and thoughts during (or after) client meetings. Reflect on how personal assumptions impact professional conduct and interactions with clients.</p> <p>b. Keep a reflective journal/log of professional development and challenges; discuss in supervision.</p> <p>c. Discuss appropriate roles and boundaries of a student intern with Field Supervisor and other agency staff. Practice behaviors that demonstrate commitment to appropriate roles and boundaries (e.g., not exchanging personal contact information with clients; be mindful of effective professional communication, either in chart notes, professional e-mail memorandum, letters, and other written correspondence, as well as verbally and non-verbally).</p>	<p>Click or tap to enter a date.</p>	

Does my plan address the following competency dimensions?

Competency Dimension (Knowledge, Values, Skills, Cognitive, and Affective Processes)

- Knowledge /Values - Demonstrate knowledge of NASW Code of Ethics within field practicum practice, through use of supervision and seminar.
- Values/Skills - Articulate primary social work values and exemplify these values in your own practice.

- Skills/Practice – Implement a variety of communication modes with clients in micro, mezzo, and macros settings utilizing the knowledge and skills learned within the social work classroom environment.
- Cognitive/Affective - Utilize critical thinking to apply professional values and ethics, professional conduct, and professional self-reflection to practice. Consider how your own values are congruent with/different from those of the profession and implications for practice, particularly the need to maintain professional objectivity.

Field Instructor’s comments: Click or tap here to enter text.

Competency #2: Engage Diversity and Difference in Practice			
Interprofessional Behaviors	Activities or Task	Date of Completion	Describe Activity or Task (min. 75 words)
2.1 Respect the unique cultures, values, roles/responsibilities, and expertise of other professions and the impact these factors can have on diverse clients and constituencies.	<p>Sample Activities/Tasks - Choose Two of the Following Sample Activities/Tasks</p> <p>a. Request to be assigned a diverse caseload of clients.</p> <p>b. Discuss cultural structure and values and their effect(s) on different clients with the supervisor.</p> <p>c. Journal personal biases or judgments that may hinder appropriate behaviors and discuss managing the same with Agency Field Supervisor and/or peers in field seminar.</p>	Click or tap to enter a date.	
2.2 Place interests of clients and constituencies at center of interprofessional care delivery and related programs and policies, with the goal of promoting well-being across the life span.	<p>Sample Activities/Tasks - Choose Two of the Following Sample Activities/Tasks</p> <p>a. Treat all clients with respect and courtesy regardless of personal bias and establish initial goals with the client/patient to ensure self-determination and equal and just treatment to all clients/patients of the agency.</p> <p>b. Identify client ethnic and cultural differences using a strengths perspective.</p> <p>c. Utilize journaling, or some other method of reflection, to record personal beliefs/values regarding clients/interprofessional team members who may be different than me (age, gender, race, religious affiliation, orientation, color, cultural</p>	Click or tap to enter a date.	

	<p>background, marital status, family structure, class, physical ability, etc.), and how my beliefs/values impact my interaction with various clients. Discuss the same with Agency Field Supervisor, Faculty Field Liaison, and/or during practicum seminar class, giving special attention to issues that may seem particularly difficult or confusing.</p>		
<p>2.3 Embrace the cultural diversity and individual differences that characterize systems of all sizes, including the interprofessional team.</p>	<p>Sample Activities/Tasks - Choose Two of the Following Sample Activities/Tasks</p> <p>a. Treat all clients with respect and courtesy regardless of personal bias and establish initial goals with the client/patient to ensure self-determination and equal and just treatment to all clients/patients of the agency. Identify client differences using a strengths perspective.</p> <p>b. Research and apply knowledge related to diversity to enhance client well-being within various systems (micro, mezzo, macro).</p> <p>c. Use assessments that include sections of diversity/culture/spirituality as identified by client.</p> <p>d. Utilize journaling, or some other method of reflection, to record personal beliefs/values regarding interprofessional partners who may be different than me (age, gender, race, religious affiliation, orientation, color, cultural background, marital status, family structure, class, physical ability, etc.), and how my beliefs/values impact my interaction with them.</p> <p>e. Demonstrate understanding and compassion toward interprofessional colleagues' diversity.</p>	<p>Click or tap to enter a date.</p>	

Does my plan address the following competency dimensions?

Competency Dimension (Knowledge, Values, Skills, Cognitive, and Affective Processes)

- Knowledge /Values/Skills/Cognitive/Affective - Know and demonstrate understanding of cultural humility, diversity, inclusion, and equity, and different theories of oppression, power, control.

- Values/Skills/ -Practice engaging in communication with diverse populations, colleagues, professors, and addressing microaggressions.
- Cognitive/Affective-Develop an awareness of biases, values, beliefs, and practices that have built a schema related to student's lived experience.

Field Supervisor’s comments: [Click or tap here to enter text.](#)

Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice.			
Interprofessional Behaviors	Activities or Task:	Date of Completion	Describe Activity or Task (min. 75 words)
3.1 Apply leadership practices that support interprofessional team collaboration and effectiveness that honors human rights at the individual and systemic levels.	<p>Sample Activities/Tasks - Choose <u>Two</u> of the Following Sample Activities/Tasks</p> <p>a. Identify the agency population being served and social policies that have created and/or continue to create oppressive circumstances for the life course of the individuals/group.</p> <p>b. Familiarize yourself with current political events and their impact on clients.</p> <p>c. Identify forms of oppression/discrimination of a particular client group; discuss with supervisor.</p> <p>d. Identify common economic barriers to care. Discuss with your Agency Field Supervisor.</p> <p>e. Identify the institutionally embedded barriers to an individual client's progress. Discuss them with your Field Supervisor.</p> <p>f. Follow a bill promoting civil rights for a marginalized group. Educate others and encourage advocacy related to this bill.</p> <p>g. Attend a public hearing or organizational meeting focused on increasing social and economic justice.</p>	Click or tap to enter a date.	
3.2 Communicate the importance of teamwork in practices, programs, and policies to advance social, economic,	<p>Sample Activities/Tasks - Choose <u>Two</u> of the Following Sample Activities/Tasks</p> <p>a. Identify and review key concepts of social empowerment strategies. Discuss these strategies with the field supervisor and practice with clients.</p>	Click or tap to enter a date.	

and environmental justice	<p>b. Provide training opportunities for interprofessional partners about human rights and social, economic, and environmental justice issues that impact clients' lives.</p> <p>c. Demonstrate critical thinking and issues solving skills by finding potential solutions and discussing the same with Agency Field Supervisor and/or peers in field seminar.</p> <p>d. Brainstorm projects that can be done with interprofessional partners to improve social, economic, and environmental justice for the agency's client groups.</p>		
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Does my plan address the following competency dimensions?

Competency Dimension (Knowledge, Values, Skills, Cognitive, and Affective Processes)

- Knowledge /Skills/Cognitive-Consult research, professional, and popular press sources, critically evaluating each, to remain current with policy, environmental, and other macro concerns.
- Values/Skills/Affective-Practice, participate, communicate, and self-reflect on performance in cross-disciplinary teams related to client self- determination.
- Knowledge /Values/Cognitive/Affective-Enhance appreciation for the contributions of each discipline to the knowledge base that informs professional practice.

Field Supervisor’s comments: Click or tap here to enter text.

Competency #4: <i>Engage in Practice-Informed Research and Research-Informed Practice.</i>			
Interprofessional Behaviors	Activities or Task	Date of Completion	Describe Activity or Task (min. 75 words)
4.1. Use experience, theory, and research to describe the process of interprofessional team development and the roles and practices of effective teams.	<p>Sample Activity, Juvenile Justice</p> <p>Will research the role of community education/awareness raising and collaboration among community institutions (schools, juvenile corrections, youth organizations, churches, etc.) in preventing recidivism among youth placed on probationary status and will submit as a presentation proposal for state-level conference.</p> <p>Will compile 250-word</p>	Click or tap to enter a date.	Click or tap to enter a date.

	<p>report/reflection that discusses this experience.</p> <p>OR Sample Activities/Tasks - Choose <u>Two</u> of the Following Sample Activities/Tasks</p> <p>a. Read professional journal articles relevant to the agency population. Demonstrate how you have used this knowledge to apply to a specific client (micro, mezzo, macro) problem or agency related issue.</p> <p>b. Analyze and/or acquire evidence-based methods being utilized within the agency. Discuss how these methods are utilized to achieve agency outcomes.</p> <p>c. Compare evidence-based methods employed by the agency with methods being discussed in various classes. Discuss questions with Agency Field Supervisor.</p>		
<p>4.2 Use process improvement to increase the effectiveness of interprofessional teamwork and team-based services, programs, and policies.</p>	<p>Sample Activity, School Will research the history and development of Individual Education Plans and summarize in approximately 400 words. Will participate in IEP meetings for at least 3 students. Will reflect with Field Instructor how observed team meetings did or did not uphold the guiding principles and goals of IEP development and any possible ways this might be enhanced. Will compile 250-word report/reflection that discusses this experience.</p> <p>OR Sample Activities/Tasks - Choose <u>Two</u> of the Following Sample Activities/Tasks</p> <p>a. Discuss specific cases with Agency Field Supervisor, including issues, the proposed solution(s), proposed plan of action, and/or proposed measurable outcomes.</p>	<p>Click or tap to enter a date.</p>	

	<p>Provide evidence of scholarly research that supports your proposed solution.</p> <p>b. Using scholarly literature, discuss the benefits of interprofessional teams in helping produce improved outcomes for clients. Provide an example that relates to your agency.</p> <p>c. Based on your own scholarly research design a policy that you believe will address a social problem within your agency and demonstrate how interprofessional teams can be utilized to address this problem. Provide literature support to your report.</p>		
<p>4.3 Express one’s knowledge and opinions to team members with confidence, clarity, and respect, working to translate research evidence that informs and improves related practice, policy, and service delivery.</p>	<p>Sample Activity, Medical/Healthcare Setting</p> <p>Will research the use of expressive therapies in facilitating perinatal bereavement and deliver hour-long Brown Bag Lunch presentation for hospital staff, including guidelines for implementing such a program. Will compile 75-word report/reflection that discusses this experience.</p> <p>OR</p> <p>Sample Activities/Tasks - Choose <u>Two</u> of the Following Sample Activities/Tasks</p> <p>a. Develop an interprofessional research project with staff from different professions that provide information to benefit clients from the perspective of each profession.</p> <p>b. Design a policy that will help improve an agency policy or resolve an identified problem within the agency. The policy must be supported by scholarly literature (research). Orally, present this policy to your field instructor.</p> <p>c. Review a specific area of service delivery within your agency. Design a short report that acknowledges the strengths of this delivery mode and provide scholarly</p>	<p>Click or tap to enter a date.</p>	

	support for the use of this delivery method based on research within the agency or externally.		
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Does my plan address the following competency dimensions?

Competency Dimension (Knowledge, Values, Skills, Cognitive, and Affective Processes)

- Knowledge/Values-Employ NASW ethics and values within a cross-disciplinary research team
- Skills/Values-Practice communication, engagement, and representation of social work roles, values, and ethics within team setting.
- Values/Skills/Cognitive/Affective-Commit to becoming a lifelong learner and implementing acquired knowledge into social work practice.
- Values/Cognitive/Affective-Recognize the contribution of interdisciplinary research to knowledge building and develop respect for what each discipline brings to the process.

Field Supervisor’s comments: Click or tap here to enter text.

Competency #5: Engage in Policy Practice.			
Interprofessional Behaviors	Activities or Task	Date of Completion	Describe Activity or Task (min. 75 words)
5.1 Identify how interprofessional team members interpret social policies related to the client’s well-being, service delivery, and access to social services.	<p>Sample Activities/Tasks - Choose Two of the Following Sample Activities/Tasks</p> <p>a. Discuss laws that affect the agency with a supervisor.</p> <p>b. Identify relevant organizational and informational websites that provide social policy information relevant to your agency's service population or serve as clearinghouses for legislative issues. Review them with your Field Supervisor. Consider creating a web directory for your agency.</p> <p>c. Research and/or otherwise observe client advocacy activities supported by the agency which promote benefits for at-risk populations.</p>	Click or tap to enter a date.	
5.2 Assess how interprofessional team members respond to social welfare and economic	<p>Sample Activities/Tasks - Choose Two of the Following Sample Activities/Tasks</p> <p>a. Research a minimum of one policy that directly affects the well-being of the client population. Write a letter to your state or federal representative about a</p>	Click or tap to enter a date.	

<p>policies in service delivery.</p>	<p>social policy that negatively or positively affects your client population.</p> <p>b. Discuss the impact of this policy on your clients and policy change ideas with Field Supervisor.</p> <p>c. Interview other interprofessional team members within the agency/other service providers and develop a professional contact list which contains members of advocacy organizations that serve your client population. Share this list with your agency.</p>		
<p>5.3 Engage team members and other professionals in shared problem-solving to address policies that advance human rights and social, economic, and environmental justice.</p>	<p>Sample Activities/Tasks - Choose <u>Two</u> of the Following Sample Activities/Tasks</p> <p>a. Participate in a community advocacy event with interprofessional partners.</p> <p>b. Attend Advocacy Days and meet with legislators regarding policy issues.</p> <p>c. Track legislative initiatives relevant to your agency's client population.</p> <p>d. Create a fact sheet to educate the public about the importance of the initiative and/or issue.</p> <p>e. Contact legislator about a current client population needs</p>	<p>Click or tap to enter a date.</p>	

Does my plan address the following competency dimensions?

Competency Dimension (Knowledge, Values, Skills, Cognitive, and Affective Processes)

- Knowledge /Cognitive-Ability to research and apply laws, policies, and guidance to support practice.
- Values/Skills/Affective-Express differences of perspective and opinion respectfully. Ability to be reflective of self as it relates to shared problem solving.
- Values/Cognitive-Maintain awareness of cultural differences when discussing sensitive issues.
- Skills-Engage, lead, and participate in team meetings related to policy issues on a federal, state, or local level.

Field Supervisor's comments: Click or tap here to enter text.

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

<p>Interprofessional Behaviors</p>	<p>Activities or Task <i>Include at least one activity with individuals, families, or groups, and one activity with organizations and communities.</i></p>	<p>Date of Completion</p>	<p>Describe Activity or Task (min. 75 words)</p>
<p>6.1 Develop a trusting relationship with clients, constituencies, and interprofessional team members.</p>	<p>Sample Activities/Tasks - Choose Two of the Following Sample Activities/Tasks</p> <p>a. Seek feedback from a supervisor and interprofessional colleagues about ways to build rapport and trust with clients.</p> <p>b. Engage with and interview clients/families to determine strengths and challenges. Develop interviewing and rapport-building skills. Seek feedback from supervisor about ways to build rapport and trust with clients. Review literature on relationship-building</p> <p>c. Identify areas of confrontation and discomfort with other disciplines and discuss w. supervisor.</p>	<p>Click or tap to enter a date.</p>	
<p>6.2 Listen actively and encourage ideas and opinions of interprofessional team members.</p>	<p>Sample Activities/Tasks - Choose Two of the Following Sample Activities/Tasks</p> <p>a. Observe effective facilitation of groups at micro, mezzo, and/or macro levels, and facilitate or co-facilitate groups when appropriate</p> <p>b. Identify and attend current community training sessions or other organizations/disciplines offering training.</p> <p>c. Attend agency training sessions where possible, especially when the presenter is of a different profession.</p>	<p>Click or tap to enter a date.</p>	
<p>6.3 Communicate information with clients,</p>	<p>Sample Activities/Tasks - Choose Two of the Following Sample Activities/Tasks</p>	<p>Click or tap to</p>	

<p>constituencies, and interprofessional team members in a form that is understandable, avoiding discipline-specific terminology when possible.</p>	<p>a. Identify areas of comfort and discomfort in client engagement and discuss in supervision. b. Demonstrate an openness to feedback on practice from clients, other interprofessional team members, and supervisors to improve social work skills c. Observe client assessment and write/organize/interpret client data (could be a shadow process). Then be observed doing the assessment.</p>	<p>enter a date.</p>	
<p>6.4 Perform effectively on interprofessional teams and in different team roles in a variety of settings.</p>	<p>Sample Activities/Tasks - Choose Two of the Following Sample Activities/Tasks, a. Plan, develop, and conduct a support group with a cofacilitator in your interprofessional team. b. Demonstrate ability to empathize and use appropriate interpersonal skills with clients. c. Use an ethical decision-making model to work through a situation that presents an ethical dilemma; discuss in supervision. Compare it to other interprofessional partners. d. Engage with interprofessional to build rapport, trust, and respect.</p>	<p>Click or tap to enter a date.</p>	

Does my plan address the following competency dimensions?

Competency Dimension (Knowledge, Values, Skills, Cognitive, and Affective Processes)

4. Knowledge /Values/Skills-Apply theoretical knowledge, cultural sensitivity, and relational skills to client and context.
5. Skills- Engage clients, teams, and colleagues in authentic relationships to develop trust and team and organizational settings.
6. Cognitive/Affective-Awareness of self, attitudes and biases, and cultural and professional differences when engaging with clients and other professionals.

Field Supervisor’s comments: Click or tap here to enter text

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

<p>Interprofessional Behaviors</p>	<p>Activities or Task <i>Include at least one activity with individuals, families, or groups, and one activity with organizations and communities.</i></p>	<p>Date of Completion</p>	<p>Describe Activity or Task (min. 75 words)</p>
<p>7.1 Engage team members and other professionals who complement one’s own professional expertise, as well as associated resources, to develop mutually agreed-on intervention goals and objectives specific to clients and constituencies.</p>	<p>Sample Activities/Tasks - Choose <u>Two</u> of the Following Sample Activities/Tasks</p> <ul style="list-style-type: none"> a. Seek feedback from a supervisor and interprofessional colleagues about ways to build rapport and trust with clients. b. Observe effective facilitation of groups at micro, mezzo, and/or macro levels, and facilitate or co-facilitate groups when appropriate. c. Identify areas of comfort and discomfort in client engagement and discuss in supervision. d. Be open to feedback on practice from clients, other interprofessional team members, and supervisors to improve social work skills e. Identify areas of confrontation and discomfort with other disciplines and discuss w. supervisor. 	<p>Click or tap to enter a date.</p>	
<p>7.2 Use the full scope of knowledge, skills, and abilities of team members and other professionals to select appropriate intervention strategies that are safe, timely, efficient, effective, and equitable.</p>	<p>Sample Activities/Tasks - Choose <u>Two</u> of the Following Sample Activities/Tasks</p> <ul style="list-style-type: none"> a. Engage with/interview clients/families to determine strengths/challenges. Develop interviewing and rapport-building skills. Seek feedback from supervisor about ways to build rapport and trust with clients. Review literature on relationship-building and apply concepts to own interviewing technique. b. Plan, develop, and conduct a support group with a 	<p>Click or tap to enter a date.</p>	

	<p>cofacilitator in your interprofessional team.</p> <p>c. Demonstrate ability to empathize and use appropriate interpersonal skills with clients.</p> <p>d. Attend agency training sessions, especially when the presenter is of a different profession.</p> <p>e. Identify and attend community training sessions or other organizations/disciplines offering training.</p> <p>f. Attend agency training sessions where possible, especially when the presenter is of a different profession.</p> <p>g. Identify and attend current community training sessions or other organizations/disciplines offering training.</p> <p>h. Observe client assessment and write/organize/interpret client data (could be a shadow process). Then be observed doing the assessment.</p> <p>i. Engage with interprofessional to build rapport, trust, and respect.</p>		
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Does my plan address the following competency dimensions?

Competency Dimension (Knowledge, Values, Skills, Cognitive, and Affective Processes)

- Knowledge /Cognitive- Increase student knowledge of multi-disciplinary practices and teams to meet the needs of clients, groups, or organizations.
- Knowledge /Cognitive/Skills-Apply theories, assessment models, and interviewing skills to conduct thorough and culturally sensitive assessment of client.
- Knowledge /Values-Maintain awareness of larger context and interface of persons and environments. Ensure the best interests of the client is central to all interprofessional collaboration, including engagement of the client themselves.
- Cognitive/Affective- Intentional awareness of body & mind response during disagreements and debates during multi-disciplinary teams with reflection in journal or in weekly supervision.

Field Supervisor’s comments: [Click or tap here to enter text.](#)

Competency #8 Intervene with individuals, families, groups, organizations, and communities.

Interprofessional Behaviors	Activities or Task <i>Include at least one activity with individuals, families, or groups, and one activity with organizations and communities.</i>	Date of Completion	Describe Activity or Task (min. 75 words)
<p>8.1 Communicate one’s roles and responsibilities clearly to clients, constituencies, interprofessional team members, and other professionals who contribute to or support care delivery.</p>	<p>Sample Activities/Tasks - Choose <u>Two</u> of the Following Sample Activities/Tasks</p> <p>a. Explain your role as an aspiring social work professional in addressing the care and support of clients and constituency and how your role fits with the interprofessional team members and/or other professionals who contribute to or support clients and constituencies</p> <p>b. Explain the roles and responsibilities of interprofessional team members and/or other professionals who contribute to or support care and how the team works together to support clients and constituencies</p> <p>c. Describe a case in which you have introduced your role and responsibilities and shared with the client how other interprofessional team members/agency representatives would be utilized to assist with the case.</p>	<p>Click or tap to enter a date.</p>	
<p>8.2 Communicate with interprofessional team members about each member’s responsibility for specific components in interventions</p>	<p>Sample Activities/Tasks - Choose <u>Two</u> of the Following Sample Activities/Tasks</p> <p>a. Continually review goals with interprofessional team members and objectives with a client to monitor progress.</p> <p>b. Review client file(s) to determine progress toward agreed-upon goals</p>	<p>Click or tap to enter a date.</p>	

<p>with clients and constituencies.</p>	<p>c. Describe a case in which you worked with an interprofessional team member(s) and identified and documented, roles and responsibilities of each team member for a specific case. Provide a sample documentation of this experience.</p>		
<p>8.3 Facilitate collaboration between clients, team members, and others who contribute to or support care delivery to achieve beneficial practice outcomes.</p>	<p>Sample Activities/Tasks - Choose <u>Two</u> of the Following Sample Activities/Tasks</p> <p>a. Work with a client or client system to develop an intervention plan.</p> <p>b. Solicit feedback from interprofessional team members to learn about effective forms of intervention used with a client.</p> <p>c. Interview members of the interprofessional treatment team for varying perspectives on practice and various models/approaches used. Discuss findings with Field Supervisor and the strengths/appropriateness of each approach.</p> <p>d. Develop or revise a community resource guide.</p>	<p>Click or tap to enter a date.</p>	
<p>8.4 Engage self and others to constructively manage disagreements about values, roles, goals, and actions that arise among team members with and on behalf of diverse clients and constituencies.</p>	<p>Sample Activities/Tasks - Choose <u>Two</u> of the Following Sample Activities/Tasks</p> <p>a. Use an ethical decision-making model to work through a situation that presents an ethical dilemma; discuss in supervision.</p> <p>b. Staff cases at multidisciplinary meetings or with colleagues.</p> <p>c. Design an action plan for a client based on assessment of client needs. Plan should include goals and specific steps taken, possible inter-professional resources that can be used to assist in the case.</p>	<p>Click or tap to enter a date.</p>	

<p>8.5 Facilitate effective transitions and endings associated with interprofessional team-based care that advance mutually agreed-on goals with clients and constituencies.</p>	<p>Sample Activities/Tasks - Choose <u>Two</u> of the Following Sample Activities/Tasks</p> <p>a. Identify at least 3 external outside agencies that can provide specific support to a client/case/agency problem.</p> <p>b. Design a written case note demonstrating the referral of a client to another agency. Include the rationale for the referral.</p> <p>c. Facilitate referral process of client to another agency, when appropriate.</p>	<p>Click or tap to enter a date.</p>	
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Does my plan address the following competency dimensions?

Competency Dimension (Knowledge, Values, Skills, Cognitive, and Affective Processes)

- Knowledge /Skills-Ability to research and engage in strengths-based Generalist, integrative practice.
- Skills/Cognitive-Write and present on organizational and/or client population issue, intervention, and evaluation.
- Values/Cognitive/Affective-Develop understanding of client worldview and desired goals.
- Values/Skills/Affective-Establish mutual respect and communication norms with regard for cultural and interpersonal differences.

Field Supervisor’s comments: Click or tap here to enter text.

<p>Competency #9: Evaluate practice with individuals, families, groups, organizations, and communities.</p>			
<p>Interprofessional Behaviors</p>	<p>Activities or Task <i>Include at least one activity with individuals, families, or groups, and one activity with organizations and communities.</i></p>	<p>Date of Completion</p>	<p>Describe Activity or Task (min. 75 words)</p>
<p>9.1 Give timely, sensitive, instructive feedback to others about their performance on the team, responding</p>	<p>Sample Activities/Tasks - Choose <u>Two</u> of the Following Sample Activities/Tasks</p> <p>a. Part 1. Provide an example of how you have selected and used appropriate methods for evaluation of a case outcome across all system levels (micro, mezzo, macro).</p>	<p>Click or tap to enter a date.</p>	

<p>respectfully as a team member to feedback from others.</p>	<p>b. Part 2. Select one system level (micro, mezzo, macro). Critically analyze each outcome (strengths and areas for improvement)</p> <ul style="list-style-type: none"> ○ Discuss how you will apply your evaluation findings to improve practice effectiveness with the client population (i.e., individuals, families, groups, organizations, and communities) ○ Identify and apply social work theories as they may apply to the process of assessment, intervention, or evaluation of clients/patients within the agency. 		
<p>9.2 Recognize how one’s uniqueness (experience level, expertise, culture, power, and hierarchy within the team) contributes to effective communication, conflict resolution, and positive interprofessional working relationships.</p>	<p>Sample Activities/Tasks - Choose <u>Two</u> of the Following Sample Activities/Tasks</p> <p>a. Research and illustrate knowledge of planned change processes, including assessment, planning, intervention, evaluation, termination, and follow-up as may be appropriate at either the micro (individual) level or the macro (community) level.</p> <p>b. Evaluate selected assessments/data collection and intervention practices during supervision and effectiveness of a selected intervention method.</p> <p>c. Design an alternative intervention method based on a client’s unique cultural background. Discuss why this methodology would be more appropriate with your supervisor.</p>	<p>Click or tap to enter a date.</p>	
<p>9.3 Use respectful language appropriate for a</p>	<p>Sample Activities/Tasks - Choose <u>Two</u> of the Following Sample Activities/Tasks</p>	<p>Click or tap to</p>	

<p>given difficult situation, crucial conversation, or conflict.</p>	<p>a. Give timely, sensitive, instructive feedback to clients about their progress/performance and involvement with other interprofessional team-based care, responding respectfully to feedback from others.</p> <p>b. Provide an example of using respectful language appropriate for a given demanding/tricky situation, crucial conversation, or conflict with a client population (i.e., individual, families, groups, organizations, and communities) and the outcome of this interaction.</p> <p>c. List and discuss professional attitude and behavior necessary to deescalate a conflict within a professional setting. Discuss how your approach to handling conflict with clients. Has this worked? What specific areas do you need to improve on?</p>	<p>enter a date.</p>	
<p>9.4 Engage in continuous professional and interprofessional development to enhance team performance and collaboration.</p>	<p>Sample Activities/Tasks - Choose <u>Two</u> of the Following Sample Activities/Tasks</p> <p>a. List and discuss two professional workshops that you have attended within the past year and three ways in which your professional skills have been enhanced as a result of these experiences.</p> <p>b. Provide an example of how you have engaged in continuous professional and interprofessional development (i.e., attendance at a workshop or seminar) and how you have used the knowledge and skills from this experience to enhance your own professional performance as well as improve your ability to collaborate more effectively with other interprofessional team members.</p> <p>c. Based on your professional certification (i.e., mental health,</p>	<p>Click or tap to enter a date.</p>	

	<p>child, and family), list and discuss three professional organizations that you have discussed with your field instructor that you have or will engage with to maintain professional growth. Describe these organizations and how they will benefit you as an aspiring social worker.</p>		
<p>9.5 Share accountability with other professions, clients, and constituencies for outcomes.</p>	<p>Sample Activities/Tasks - Choose <u>Two</u> of the Following Sample Activities/Tasks</p> <p>a. Maintain communication and follow-up with the client to determine client outcomes and potential success.</p> <p>b. Review client progress throughout termination phase; prepare client for final sessions/meetings.</p> <p>c. Describe a case where you were accountable for contributing to the professional treatment/problem-solving of a client (i.e., individual, family, group, organization, community) issue and the intervention outcome for this case.</p>	<p>Click or tap to enter a date.</p>	
<p>9.6 Recognize one's limitations in skills, knowledge, and abilities.</p>	<p>Sample Activities/Tasks - Choose <u>Two</u> of the Following Sample Activities/Tasks</p> <p>a. Identify what you feel are your own professional limitations in skills, knowledge, and abilities. Share what you plan to do to address each of these areas.</p> <p>b. Use an ethical decision-making model to work through a situation that presents an ethical dilemma; discuss in supervision.</p> <p>c. Discuss how one's uniqueness as a social worker (experience level, expertise, culture, power, and hierarchy within the team) contributes to effective communication, conflict</p>	<p>Click or tap to enter a date.</p>	

	resolution, and positive interprofessional working relationships. Provide an example of this phenomena.		
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Does my plan address the following competency dimensions?

Competency Dimension (Knowledge, Values, Skills, Cognitive, and Affective Processes)

- Knowledge/Values/Skills-Assess and integrate communication, feedback, engagement, and interaction within practice.
- Cognitive/Affective – Self-reflection based on personal lens and others’ feedback on communication, interactions, and relationship building.

Field Supervisor’s Comments: Click or tap here to enter text.

Responsibilities of the Field Supervisor:

The Field Instructor, or tap here to enter text., will aid the student in learning all aspects of the agency during the placement. The field instructor will take responsibility for supervising the experiences that the student is engaged in. Please provide weekly supervision time with your student (minimum of one hour of supervision each week) to discuss and process the week’s events and monitor your students’ Learning Agreement progress. The Field Instructor will also complete a Mid-year and final evaluation as designed by the ECU Social Work Program and will formally discuss the evaluation with their student, course instructor/field liaison during designated evaluation dates. Please note that the evaluation should be reviewed with the student prior to the actual field visit by the course instructor/field liaison.

Responsibilities of Course Instructor:

The Field Director/Course Instructor/Liaison, _____, will do her best to aid and facilitate a positive learning environment for the student throughout the semester. The Field Director/Course Instructor/ or Liaison will also be available to provide feedback on assignments and answer any questions that may arise during the semester. The Field Director/Course Instructor/ or Liaison will be responsible for facilitating class seminar meetings, grading assignments, and assigning final grades. The Field Director/Course Instructor/ or Liaison will also work with the Field Supervisor to evaluate the student’s progress throughout the course.

Process and Time of Supervision:

Student will meet with the Field Instructor, _____, for at least one hour a week. This is flexible in terms of meeting daily for 15 minutes or once a week. This will depend on the day’s events. Student and supervisor must meet for a minimum of one hour a week for supervision.

This Learning Agreement for [Click or tap here to enter text.](#) has been accepted by:

[Click or tap here to enter text.](#)

Student's Electronic Signature

[Click or tap to enter a date.](#)

Date

[Click or tap here to enter text.](#)
[date.](#)

Field Supervisor's Electronic Signature

[Click or tap to enter a](#)

Date

[Click or tap here to enter text.](#)
[date.](#)

Course Professor's/Facilitator Digital Signature

[Click or tap to enter a](#)

Date

Evaluations

Mid-year Evaluation

There are two formal evaluations of progress on the Learning Agreement. The mid-year evaluation can be viewed as a formative evaluation aimed at gathering feedback that can be used to foster improvement in the Field Education context. The assigned field faculty, student and the Field Instructor will review the student's progress in acquiring the behavior learning experiences identified in the Learning Agreement as well as their progress in meeting the CSWE competencies. The Field Instructor will offer constructive evaluative feedback: identifying strengths and areas of needed improvement and suggesting strategies for attainment of competencies by the end of the Field Education experience. This review is documented on the final evaluation form provided by EKU's Field Program and sent to the Field Education Director (MSW) at the end of the mid-year field experience. The mid-year evaluation takes place at the end of the second term of the first semester and is aimed at gathering feedback that can be used to foster improvement in the Field Education context. Both Generalist and the Interprofessional Advanced programs use the same mid-year evaluation instrument. The following is a sample of this document.



EASTERN KENTUCKY UNIVERSITY
DEPARTMENT OF SOCIAL WORK
Mid-Year Evaluation Form

Student Name: _____

Agency Name: _____

Field Supervisor:

Phone:

INSTRUCTIONS: The mid-year evaluation provides the student with an overall assessment of their progress at the mid- point of the field experience. Please note that the evaluation should be reviewed with the student prior submitting the assessment in Tevera. The student should have an opportunity to electronically **sign the evaluation (at the end of the form)** and **receive** a copy of this evaluation. Please rate the student’s level of competency based on each category by marking the appropriate box.

Student Evaluation Rating Scale	
4 = <u>Excels:</u> (90-100%)	Student consistently functions with a very high degree of competency in this particular area.
3= <u>Competent:</u> (70-89%)	Student demonstrates consistent growth and change; functions with better than average competence.
2 = <u>Adequate:</u> (60-69%)	Student’s performance in this area fulfills minimum competency requirements.
1 = <u>Needs improvement:</u> (59% or less)	Student’s performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.

PART I

Please rate the student’s professional behavior in practicum based on the following seven items by using the following 4-point scale.

Evaluation Rating Scale

- 4 = Excels: Student consistently functions with a very high degree of competency in this particular area.**
- 3= Competent: Student demonstrates consistent growth and change; functions with better-than-average competence in this area.**
- 2 = Adequate: Student’s performance in this area fulfills minimum competency requirements.**

1 = Needs improvement: Student’s performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competency. Sporadic growth and change.

Please Check One and Score Student Appropriately:

1. Field Hours – Student provided field instructor with a written plan/calendar that illustrated how they will complete the required 420 field hours for the generalist year. (EPAS 1.2)	4	3	2	1
2. Professional Calendar - Student provided field instructor with a professional calendar of dates and times when they would be attending their placement, completion dates for assigned agency tasks, and other key weekly activities. This demonstrated that they had taken time to organize themselves to better execute their professional responsibilities within their field placement. (EPAS 1.2)	4	3	2	1
3. Cell Phone, Tablet/Computer Use – Student avoided the use of their cell phone in the agency or on off-site assignments. (EPAS 1.2)	4	3	2	1
4. PC/Tablet Usage - Did not use his/her technology devices to navigate sites unrelated to agency assignments. (EPAS 1.2)	4	3	2	1
5. Attendance and Punctuality – Student is consistently on time and attends assigned practicum activities as requested. (EPAS 1.2)	4	3	2	1
6. Professional Dress – Student consistently dressed in appropriate professional attire while at the agency or representing the agency in any manner. (EPAS 1.2)	4	3	2	1
7. Communication – Student maintains regular contact with their field supervisor regarding practicum activities, successes, concerns that arise, or input on assignments. (EPAS 1.2)	4	3	2	1
8. Time Management – Student organizes and structures their time while at their placement to accomplish daily agency tasks and expectations in a timely manner. (EPAS 1.2)	4	3	2	1
9. Self-Awareness – Student is aware of their own strengths, weaknesses, likes and dislikes, and how these may affect their interactions with others. (EPAS 1.2)	4	3	2	1
10. Oral Expression – Student can articulate their thoughts/ideas/concepts clearly both verbally and non-verbally to co-workers and their field instructor. (EPAS 1.2)	4	3	2	1

11. Written Expression – Student is able to express their thoughts/ideas/concepts with very few errors according to agency standards. (EPAS 1.3)	4	3	2	1
12. Technology – Student demonstrates expected proficiency in their use of technology within the agency (e.g., Microsoft Word, Excel, Agency Software). (EPAS 1.3)	4	3	2	1
13. Rapport – Student demonstrates the ability to develop harmonious rapport with administrative personnel, staff and clients. (EPAS 1.2)	4	3	2	1
14. Initiative – Student demonstrates initiative by taking action on appropriate agency related tasks without prompting. (EPAS 1.2)	4	3	2	1
15. Supervision – Student consistently makes professional adjustments to identified areas of growth during supervision. (EPAS 1.4)	4	3	2	1
16. Compliance with the NASW Code of Ethics - Student consistently acts in an ethical manner and complies with the NASW Code of Ethics in both thinking and behavior at the practicum. (EPAS 1.2)	4	3	2	1
17. Completion and Submission of Agency Assignments – Student successfully completed and submitted agency tasks and assignments. (EPAS 1.3)	4	3	2	1
18. Learning Agreement - Student is making satisfactory progress in the completion of their summer Learning Agreement. *(EPAS 1.3)	4	3	2	1

* If the student received a grade of 2 or below for question #18 please contact the field director or faculty field liaison.

TOTAL SUMMED SCORE FROM ALL CATEGORIES: / 72

Comments:

I have reviewed the Field Learning Agreement and I have discussed all the content areas with the student and confirm that the student is making satisfactory progress in meeting their learning objectives by the conclusion of the fall semester.

Field Supervisor Digital Signature

Date

Task Supervisor's Digital Signature Date

For students who express a major difference of opinion regarding the result of this Mid-year evaluation please inform your field supervisor and submit a detailed supplemental statement to the field director.

Indicate if a supplemental statement is attached: Yes ___ No ___

I have reviewed my Mid-year evaluation and Field Learning Agreement and I have discussed all the content areas with my field instructor(s).

Student's Digital Signature

Date

**SWK 850 Generalist Year
Field Supervisor Final Evaluation
INSTRUCTIONS**

This evaluation should be based on the student’s completion of their Learning Agreement and is specific to MSW students at EKU in their first year/generalist year.

How is the Learning Agreement Assessed?

The final evaluation is an online assessment instrument that each field instructor will submit online (via Tevera).

The field supervisor is to complete this final evaluation before the close of the students’ final term. This evaluation is designed to clarify areas of expertise as well as opportunities for student growth. Results will also provide a reference point to compare perceived efficacy of student performance over time. At the end of this evaluation, the field supervisor will electronically sign the form. The MSW student intern will review the form and electronically sign it. If you have any questions about this evaluation process, please email your course instructor (Field Faculty).

Instructions:

The standard by which student competency is to be compared is that of a new practicing generalist social worker. These nine competencies are an extension of those established by our national accrediting organization, the Council on Social Work Education for generalist social work practice.

A competency has four dimensions:

- Knowledge
- Values
- Skills, and
- Cognitive and Affective Processes

Each competency at the generalist level has specific behaviors that are associated with that particular competency. We ask you to rate your student’s performance in their field setting on each of the behaviors associated with a particular competency, keeping in mind the 4 dimensions of the competency.

There are nine competencies established by our national accrediting organization, the Council on Social Work Education. Under each competency statement are several items that we ask that you rate according to the following criteria:

1. Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior.
2. Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior.
3. Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior.
4. Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior.
5. Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior.

Please use the following criteria as you rate your student’s performance on each behavior

Scale	Performance Measure	Description	Definition
5	Mastered Performance	The intern/student shows effective and innovative application of the knowledge, values, skills, and cognitive and affective domains related to the performance of the practice behavior.	“Somebody highly skilled at something.” Mastered performance is demonstration of knowledge, values, skills, and cognitive and affective domains of the practice behavior at high levels.

4	Superior Performance	The intern/student shows superior application of the knowledge, values, skills, and cognitive and affective domains related to the performance of the practice behavior.	“Surpasses competent in one or more ways.” Superior performance is demonstration of knowledge, values, skills, and cognitive and affective domains where all components of the practice behavior are included.
3	Competent Performance	The intern/student shows competent application of the knowledge, values, skills, and cognitive and affective domains related to the performance of the practice behavior.	“Having enough skill or ability to do something well.” Competent performance is demonstration of knowledge, values, skills, and cognitive and affective domains where all components of the practice behavior are included, but at the beginning or rudimentary level.
2	Inadequate Performance	The intern/student shows beginning application of the knowledge, values, skills, and cognitive and affective domains related to the performance of the practice behavior.	“Failing to reach an expected or required level or standard.” Inadequate performance is demonstration of knowledge, values, skills, and cognitive and affective domains where one or more components of the practice behavior are missing.
1	Lacking Performance	The intern/student has not demonstrated application of the knowledge, values, skills, and cognitive and affective domains related to the performance of the practice behavior.	“Missing, not present or available.” Lacking performance is the inability to demonstrate any of the components of the knowledge, values, skills, or cognitive and affective domains related to the practice behavior.

This evaluation provides an opportunity to reflect on success in meeting performance expectations. Please be sure to indicate those areas based on perceived strength with special attention to areas that need improvement and ways to improve related skills. Comments should be made about all competency statements that are ranked two (2) or below at the end of the section.

Results will also provide a reference point to compare perceived efficacy of student performance over time. At the end of this evaluation, the field supervisor will electronically sign the form. The MSW student intern will review the form and electronically sign it as well. If you have any questions about this evaluation process, please email your course instructor Field Faculty.

Generalist Evaluation

The field supervisor is to complete this final evaluation. It will clarify areas of expertise as well as opportunities for student growth. Results will also provide a reference point to compare perceived efficacy of student performance over time. At the end of this evaluation, the field supervisor will electronically sign the form. The MSW student intern will review the form and electronically sign it as well. If you have any questions about this evaluation process, please email your course instructor Field Faculty).

Practicum Supervisor

First Name (1) _____
 Last Name (2) _____
 Email (4) _____

Practicum Student Information

First Name (1) _____
 Last Name (2) _____
 Email (3) _____

Field Placement Agency

Generalist Assessment

Q1

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

1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)

2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)

3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)

4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)

5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

Q2

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

1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)

2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)

3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)

4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)

5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

Q3

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

1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)

2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)

3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)

4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)

5 - Shows effective and innovative application of knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

Q4

1.4. Use technology ethically and appropriately to facilitate practice outcomes

1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)

2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)

3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)

4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)

5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

Q5

1.5. Use supervision and consultation to guide professional judgement and behavior

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

*If there is a rating that is three (3) or above in capacity to demonstrate ethical and professional behavior, please explain what led to this higher rating. If not applicable, please type NA or not applicable.

*If there is a rating that is two (2) or below in capacity to demonstrate ethical and professional behavior, please explain what led to this lower rating. If not applicable, please type NA or not applicable.

*What types of opportunities are needed to enhance related skills?

Competency 2: Engage Diversity and Difference in Practice

Q6

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

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

Q7

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

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)

- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

Q8

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

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

*If there is a rating that is three (3) or above in capacity to engage diversity and difference in practice, please explain what led to this higher rating.

*If there is a rating that is two (2) or below in capacity to engage diversity and difference in practice, please explain what led to this lower rating.

*What types of opportunities are needed to enhance related skills?

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

Q9

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

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

Q10

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

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)

- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

*If there is a rating that is three (3) or above in capacity to advance human rights and social, economic, and environmental justice, please explain what led to this higher rating.

*If there is a rating that is two (2) or below in capacity to advance human rights and social, economic, and environmental justice, please explain what led to this lower rating.

*What types of opportunities are needed to enhance related skills?

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

Q11

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

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

Q12

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

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

Q13

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

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

*If there is a rating that is three (3) or above in capacity to engage in practice-informed research and research-informed practice, please explain what led to this higher rating.

*If there is a rating that is two (2) or below in capacity to engage in practice-informed research and research-informed practice, please explain what led to this lower rating.

*What types of opportunities are needed to enhance related skills?

Competency 5: Engage in Policy Practice

Q14

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

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

Q15

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

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

Q16

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

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

*If there is a rating that is three (3) or above in capacity to engage in policy practice, please explain what led to this higher rating.

*If there is a rating that is two (2) or below in capacity to engage in policy practice, please explain what led to this lower rating.

*What types of opportunities are needed to enhance related skills?

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

Q17

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

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

Q18

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

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)

5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

*If there is a rating that is three (3) or above in capacity to engage with individuals, families, groups, organizations, and communities, please explain what led to this higher rating.

*If there is a rating that is two (2) or below in capacity to engage with individuals, families, groups, organizations, and communities, please explain what led to this lower rating.

*What types of opportunities are needed to enhance related skills?

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

Q19

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

1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)

2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)

3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)

4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)

5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

Q20

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

1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)

2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)

3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)

4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)

5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

Q21

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

1 - Has not demonstrated application of the knowledge, values and skills related to the performance of the practice behavior (1)

2 - Shows beginning application of the knowledge, skills, or dispositions related to the performance of the practice behavior (2)

- 3 - Shows competent application of the knowledge, values, and skills related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, and skills related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, and skills related to the performance of the practice behavior (5)

Q22

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

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

*If there is a rating that is three (3) or above in capacity to assess individuals, families, groups, organizations, and communities, please explain what led to this higher rating.

*If there is a rating that is two (2) or below in capacity to assess individuals, families, groups, organizations, and communities, please explain what led to this lower rating.

*What types of opportunities are needed to enhance related skills?

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

Q23

8.1. Use critical thinking and evidence-informed interventions to help achieve mutually identified goals

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

Q24

8.2. Use theories of human development to facilitate interventions at the micro level, mezzo and macro levels

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

Q25

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

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

Q26

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

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

Q27

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

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

*If there is a rating that is three (3) or above in capacity to intervene with individuals, families, groups, organizations, and communities, please explain what led to this higher rating.

*If there is a rating that is two (2) or below in capacity to intervene with individuals, families, groups, organizations, and communities, please explain what led to this lower rating.

*What types of opportunities are needed to enhance related skills?

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

Q28

9.1. Select and use appropriate methods for evaluation of outcomes

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

Q29

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

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

Q30

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

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

Q31

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

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

*If there is a rating that is three (3) or above in capacity to evaluate practice with individuals, families, groups, organizations, and communities, please explain what led to this higher rating.

*If there is a rating that is two (2) or below in capacity to evaluate practice with individuals, families, groups, organizations, and communities, please explain what led to this lower rating.

*What types of opportunities are needed to enhance related skills?

Add comments and elaborate about your evaluation of this intern.

Practicum Supervisor: Type in your name, providing an electronic signature to indicate your completion of this form.

After completing the evaluation, please submit your response. Click the next button until you see an option to Download PDF. Share this PDF with your student. You will receive an email with an option to download the form. Please download the form and share a copy with your practicum student.

**SWK 890 Interprofessional Practice
Field Supervisor Final Evaluation**

INSTRUCTIONS

The interprofessional social work practice competencies *build* on generalist practice competencies. The interprofessional social work practice competencies adopted by MSW program at Eastern Kentucky University consist of the four domains Interprofessional Practice:

1. Values/Ethics for Interprofessional Practice - Work with individuals of other professions to maintain a climate of mutual respect and shared values
2. Roles/Responsibilities - Use the knowledge of one’s own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations
3. Interprofessional Communication Competencies - Communicate with patients, families, communities, and professionals in health and other fields
4. Team and Teamwork Competencies - Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable

This evaluation is based on the interprofessional (advanced) competencies and behaviors. It should be based on the student’s completion of the students’ Interprofessional Learning Agreement and is specific to MSW students at EKU in their Second year/Interprofessional (Advanced).

The field supervisor is to complete this final evaluation before the close of the students’ final term. This evaluation is designed to clarify areas of expertise as well as opportunities for student growth. Results will also provide a reference point to compare perceived efficacy of student performance over time. At the end of this evaluation, the field supervisor will electronically sign the form. The MSW student intern will review the form and electronically sign it as well. If you have any questions about this evaluation process, please email your course instructor (Field Faculty).

Please use the following criteria as you rate your student’s performance on each behavior:

Scale	Performance Measure	Description	Definition
5	Mastered Performance	The intern/student shows effective and innovative application of the knowledge, values, skills, and cognitive and affective domains related to the performance of the practice behavior.	“Somebody highly skilled at something.” Mastered performance is demonstration of knowledge, values, skills, and cognitive and affective domains of the practice behavior at high levels.
4	Superior Performance	The intern/student shows superior application of the knowledge, values, skills, and cognitive and affective domains related to the performance of the practice behavior.	“Surpasses competent in one or more ways.” Superior performance is demonstration of knowledge, values, skills, and cognitive and affective domains where all components of the practice behavior are included.
3	Competent Performance	The intern/student shows competent application of the knowledge, values, skills, and cognitive and affective domains related to the performance of the practice behavior.	“Having enough skill or ability to do something well.” Competent performance is demonstration of knowledge, values, skills, and cognitive and affective domains where all components of the practice behavior are included, but at the beginning or rudimentary level.
2	Inadequate Performance	The intern/student shows beginning application of the knowledge, values, skills,	“Failing to reach an expected or required level or standard.” Inadequate performance is

		and cognitive and affective domains related to the performance of the practice behavior.	demonstration of knowledge, values, skills, and cognitive and affective domains where one or more components of the practice behavior are missing.
1	Lacking Performance	The intern/student has not demonstrated application of the knowledge, values, skills, and cognitive and affective domains related to the performance of the practice behavior.	“Missing, not present or available.” Lacking performance is the inability to demonstrate any of the components of the knowledge, values, skills, or cognitive and affective domains related to the practice behavior.

This evaluation provides an opportunity to reflect on success in meeting performance expectations. Please be sure to indicate those areas based on perceived strength with special attention to areas that need improvement and ways to improve related skills. Comments should be made about all competency statements that are ranked two (2) or below at the end of the section.

Results will also provide a reference point to compare perceived efficacy of student performance over time. At the end of this evaluation, the field supervisor will electronically sign the form. The MSW student intern will review the form and electronically sign it as well. If you have any questions about this evaluation process, please email your course instructor Field Faculty.

Instructions for Rating Interns on the 9 Competencies

The standard by which student competency is to be compared is that of a new *practicing* interprofessional social worker. These nine competencies in this evaluation are an extension of those established by our national accrediting organization, the Council on Social Work Education for *generalist social work practice*. Students have mastered the Generalist behaviors under these competencies, and now at the advanced level must demonstrate higher level of practice skills using the Interprofessional (advanced) behaviors.

A competency has four dimensions:

- *Knowledge*
- *Values*
- *Skills, and*
- *Cognitive and Affective Processes*

Each competency at the specialized level for interprofessional practice has specific behaviors that are associated with that particular competency. We ask you to rate your student’s performance in their field setting on each of the behaviors associated with a particular competency, keeping in mind the 4 dimensions of the competency.

Under each CSWE competency statement are several Interprofessional (advanced) items that we ask that you rate according to the following criteria:

1. Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior.
2. Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior.
3. Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior.
4. Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior.
5. Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior.

This evaluation provides an opportunity to reflect on success in meeting performance expectations. Please be sure to indicate those areas based on perceived strength with special attention to areas that need improvement and ways to improve related skills. Comments should be made about all competency statements that are ranked two (2) or below at the end of the section.

Practicum Supervisor

- First Name (1) _____
- Last Name (2) _____
- Email (4) _____

Practicum Student Information

- First Name (1) _____
- Last Name (2) _____
- Email (3) _____

Name of Field Placement Agency

Competency 1: Ethical and Professional Behavior

Q1

1.1. Manage ethical dilemmas specific to interprofessional intervention with clients and constituencies

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

Q2.

1.2. Reflect on individual and interprofessional team performance for individual, as well as team, performance improvement.

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

Q3.

1.3. Respect the dignity and privacy of clients while maintaining confidentiality as part of the delivery of interprofessional teams-based care.

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)

- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

Q4

1.4. Choose effective communication tools and techniques, including information systems and communication technologies, to facilitate discussions and interactions that enhance interprofessional teams.

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

Q.5

1.5. Maintain competence in one’s own profession appropriate to scope of practice

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

*If there is a rating that is three (3) or above in capacity to demonstrate ethical and professional behavior, please explain what led to this higher rating. If not applicable, please type NA or not applicable.

*If there is a rating that is two (2) or below in capacity to demonstrate ethical and professional behavior, please explain what led to this lower rating. If not applicable, please type NA or not applicable.

*What types of opportunities are needed to enhance related skills?

Competency 2: Engage Diversity and Difference in Practice

Q1

2.1. Respect the unique cultures, values, roles/responsibilities, and expertise of other professions and the impact these factors can have on diverse clients and constituencies.

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

Q2

2.2. Place interests of clients and constituencies at center of interprofessional care delivery and related programs and policies, with the goal of promoting well-being across the lifespan.

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

Q3

2.3. Embrace the cultural diversity and individual differences that characterize systems of all sizes, including the interprofessional team.

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

*If there is a rating that is three (3) or above in capacity to engage diversity and difference in practice, please explain what led to this higher rating.

*If there is a rating that is two (2) or below in capacity to engage diversity and difference in practice, please explain what led to this lower rating.

*What types of opportunities are needed to enhance related skills?

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

Q1.

3.1. Apply leadership practices that support interprofessional team collaboration and effectiveness in a manner that conveys respect for human rights.

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

Q2

3.2. Communicate the importance of teamwork in practices, programs, and policies to advance social, economic, and environmental justice.

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

*If there is a rating that is three (3) or above in capacity to advance human rights and social, economic, and environmental justice, please explain what led to this higher rating.

*If there is a rating that is two (2) or below in capacity to advance human rights and social, economic, and environmental justice, please explain what led to this lower rating.

*What types of opportunities are needed to enhance related skills?

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

Q.1

4.1. Use experience, theory, and research to describe the process of interprofessional team development and the roles and practices of effective teams.

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)

- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

Q2

4.2. Use process improvement to increase the effectiveness of interprofessional teamwork and team-based services, programs and policies.

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

Q3

4.3. Express one’s knowledge and opinions to team members with confidence, clarity, and respect, working in translating research evidence to inform and improve practice, policy, and service delivery.

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

*If there is a rating that is three (3) or above in capacity to engage in practice-informed research and research-informed practice, please explain what led to this higher rating.

*If there is a rating that is two (2) or below in capacity to engage in practice-informed research and research-informed practice, please explain what led to this lower rating.

*What types of opportunities are needed to enhance related skills?

Competency 5: Engage in Policy Practice

Q1.

Identify how interprofessional team members and/or other professionals who contribute to or support care interpret social policies related to client well-being, service delivery, and access to social services.

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)

- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

Q.2

5.2. Assess how interprofessional team members respond to social welfare and economic policies as part of service delivery.

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

Q3

5.3. Engage team members and other professionals in shared problem-solving to address policies that advance human rights and social, economic, and environmental justice.

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

*If there is a rating that is three (3) or above in capacity to engage in policy practice, please explain what led to this higher rating.

*If there is a rating that is two (2) or below in capacity to engage in policy practice, please explain what led to this lower rating.

*What types of opportunities are needed to enhance related skills?

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

Q1.

6.1. Develop a trusting relationship with clients, constituencies, and interprofessional team members.

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

Q.2

- 6.2. a. Listen actively and encourage ideas and opinions of interprofessional team members.
- b. Communicate information with clients, interprofessional team members in a form that is understandable, avoiding discipline-specific terminology when possible.
- c. Perform effectively on interprofessional teams and in different team roles.

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

*If there is a rating that is three (3) or above in capacity to engage with individuals, families, groups, organizations, and communities, please explain what led to this higher rating.

*If there is a rating that is two (2) or below in capacity to engage with individuals, families, groups, organizations, and communities, please explain what led to this lower rating.

*What types of opportunities are needed to enhance related skills?

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

Q.1

7.1. Engage team members and other professionals who complement one’s own professional expertise, as well as associated resources, to develop mutually agreed-on intervention goals and objectives specific to clients and constituencies.

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)

5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

Q.2

7.2. Engage professionals to develop mutually agreed-on intervention goals and objectives with clients and constituencies.

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

*If there is a rating that is three (3) or above in capacity to assess individuals, families, groups, organizations, and communities, please explain what led to this higher rating.

*If there is a rating that is two (2) or below in capacity to assess individuals, families, groups, organizations, and communities, please explain what led to this lower rating.

*What types of opportunities are needed to enhance related skills?

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

Q1

8.1. Communicate one's roles and responsibilities clearly to clients, constituencies, interprofessional team members, and other professionals who contribute to or support care delivery

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

Q.2

8.2. Communicate with interprofessional team members about each member's responsibility for specific components in interventions with clients and constituencies.

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)

- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

Q.3

8.3. Facilitate collaboration between clients, team members, and others who contribute to or support care delivery to achieve goals.

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

Q.4

8.4. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-based interventions to achieve mutually agreed upon practice goals that enhance capacities of clients and constituencies.

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

Q.5

8.5. Facilitate effective transitions and endings associated with interprofessional team-based care that advance mutually agreed-on goals with clients and constituencies.

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

*If there is a rating that is three (3) or above in capacity to intervene with individuals, families, groups, organizations, and communities, please explain what led to this higher rating.

*If there is a rating that is two (2) or below in capacity to intervene with individuals, families, groups, organizations, and communities, please explain what led to this lower rating.

*What types of opportunities are needed to enhance related skills?

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

Q.1

9.1. Give timely, sensitive, instructive feedback to others about their performance involved with interprofessional team-based care, responding respectfully as a team to feedback from others.

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

Q.2

9.2. Recognize how one's uniqueness (experience level, expertise, culture, power, and hierarchy within the team) contributes to effective communication, conflict resolution, and positive interprofessional working relationship.

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

Q.3

9.3. Use respectful language appropriate for a given difficult situation, crucial conversation, or conflict.

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

Q.4

- 9.4. a. Engage in continuous professional and interprofessional development to enhance team performance and collaboration.
- b. Share accountability with other professions, clients, and constituencies for outcomes
- c. Recognize one's limitations in skills, knowledge, and abilities

- 1 - Has not demonstrated application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (1)
- 2 - Shows beginning application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (2)
- 3 - Shows competent application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (3)
- 4 - Shows superior application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (4)
- 5 - Shows effective and innovative application of the knowledge, values, skills, and cognitive and affective processes related to the performance of the practice behavior (5)

*If there is a rating that is three (3) or above in capacity to evaluate practice with individuals, families, groups, organizations, and communities, please explain what led to this higher rating.

*If there is a rating that is two (2) or below in capacity to evaluate practice with individuals, families, groups, organizations, and communities, please explain what led to this lower rating.

*What types of opportunities are needed to enhance related skills?

FINAL OVERALL EVALUATION

Add comments and elaborate about your evaluation of this intern.

Practicum Supervisor: Type in your name, providing an electronic signature to indicate your completion of this form.

Assessment of Field Placement Experience

Instructions: At the conclusion of the Generalist and Interprofessional Advanced year. Each student should complete the following evaluation of their placement experience available on their Tevera field management account.

Questions on the Field placement experience are:

1. My Field Instructor helped me develop generalist/specialized practice skills
Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
2. My Field Instructor helped me understand and achieve the behavior tasks related to the CSWE nine competencies.
Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
3. My Field Instructor helped me understand and integrate theory and practice
Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
4. My Field Instructor helped me identify ethical challenges?
Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
5. My Field Instructor helped me understand social work values and identify ethical challenges?
Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
6. My Field Instructor helped me engage in self-assessment?
Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
7. My Field Instructor provided appropriate supervision?
Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
8. My Field Instructor helped me learn and understand important community resources.
Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
9. My Field Instructor helped me engage in self-assessment.
Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
10. My Field Instructor helped to provide me suggestions on self-care?
Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
11. My Field Instructor helped provide me opportunities to enhance my professional development?

Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

12. My overall rating of my field instructor and agency experience was positive.

Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

Appendix III: Issues in Field

Eastern Kentucky University Master of Social Work Program Field Incident Report



Students should complete this form if any of the following have occurred during the field placement: sexual harassment, personal injury by violent client or other persons, animal injury, exposure to or contraction of infectious disease, damage to personal property, or any perceived threat of personal safety/professional standing. If you are unsure about completing this form, contact your field consultant for advisement.

STUDENT: _____

AGENCY: _____

FIELD INSTRUCTOR: _____

FIELD LIAISON: _____ COURSE NUMBER: _____

DATE and TIME of INCIDENT: _____

DESCRIPTION of INCIDENT:

NAMES OF ALL PARTIES INVOLVED AND THEIR RELATIONSHIP TO AGENCY:

WITH WHOM HAVE YOU DISCUSSED THIS INCIDENT?

HAVE YOU SOUGHT LEGAL REPRESENTATION?

EXPLAIN IF A FORMAL REPORT HAS BEEN FILED WITH THE AGENCY:

DESCRIBE ANY ACTION TAKEN TO DATE:

EXPLAIN IF YOU ARE YOU SATISFIED WITH THIS ACTION:

Signatures

Student: _____ Date: _____

Field Instructor: _____ Date: _____

Field Liaison: _____ Date: _____

Field Director: _____ Date: _____

MSW Program Director: _____ Date: _____

Department Chair: _____ Date: _____

CLASS Dean: _____ Date: _____

Eastern Kentucky University
Master of Social Work Program
Field Performance Agreement



We expect MSW students to behave ethically and professionally. This form is to document concerns with a student's performance in field, feedback regarding the concerns, plans to address the concerns, and follow-up. Should a problem arise, please complete this form as soon as possible after meeting with the student to discuss these concerns.

Student: _____

Agency: _____

Date of Report: _____

Date of Supervisory Meeting Field Instructor: _____

Field Coordinator/Field Liaison Date(s) and Description of Incident(s) or Concerns:

Date and Summary of Supervisory Meeting with Student related to concerns. Please include the student's response to feedback:

Goals and Expectations Moving Forward:

Student Comments:

Additional Information if Needed:

Follow-up: The student is to describe actions taken to address the concerns documented above.

Student Signature: _____ Date: _____

Field Instructor Response:

Field Instructor Signature: _____ Date: _____

Field Director Signature: _____ Date: _____

MSW Program Director Signature: _____ Date: _____

Administrative Notes:

Student Performance Review Plan

Eastern Kentucky University
Department of Social Work
Student Performance Review Plan

Date of Initial Review: _____

Student Name

Student Email

Review Initiator

Review Initiator Email

I. Academic Performance Concern(s): Please select relevant concerns:

*MSW**

- Lower than overall grade point average of 3.0
- Unsatisfactory performance in field practicum course(s) (SWK 850 and SWK 890)
- Less than a "B" in capstone course(s) (SWK 855 and SWK 895)

BSW

- Lower than overall grade point average of 2.5
- Unsatisfactory performance in field practicum course(s) (SWK 390 and SWK 490)
- Less than a "C" in any required course

Code of Conduct

- Class or field work behavior that is dishonest or shows a pattern of disrespect to classmates or authorities, including professors or field work supervisors
- Lack of participation
- Lack of following clear directions

*Academic Integrity**

- Plagiarism
- Cheating
- Fabrication

II. Professional Performance Concern(s): Please select relevant concerns:

Ethics Violation

- Conduct that is inconsistent with the NASW Code of Ethics or state law
- Failure to demonstrate a minimal level of competence in one or more of the program's practice behaviors, which includes persistent academic performance below expectations*
- Breach of confidentiality or related standards for handling client information
- Failure to follow internship site policies/procedures including reporting

Mental Health/Substance Abuse

- Disruptive behavior when engaged in activities as a student

Conduct that raises concerns regarding the student's intellectual or emotional capacity to perform the essential skills of social work practice*

Illegal Activity

Threatening the welfare of clients, agency personnel, faculty, or other students*

Unprofessional Behavior

Conduct that raises concerns regarding the student's understanding of ethical decision making
Class or field work behavior that is dishonest or shows a pattern of disrespect to classmates or authorities, including professors or field work supervisors

Conduct that raises concerns regarding the student's suitability to practice social work
Failure to meet performance standards outlined in course syllabi, student handbook, or field manual

How do these concerns undermine students' mastery of social work competencies?

How has the student responded to these concerns?

III. Performance Goals: Please strategize ways to remediate performance concerns.

Measurable Objective #1

Suggested Strategy

Date Objective #1 will be reassessed _____

Measurable Objective #2

Suggested Strategy

Date Objective #2 will be reassessed _____

Measurable Objective #3

Suggested Strategy

Date Objective #3 will be reassessed _____

Additional notes:

Student Signature

Faculty Advisor Signature

cc: Social Work Department Chair and Student

Student Performance Plan Review

Eastern Kentucky University
Department of Social Work
Student Performance Review

Please review the previous performance review plan and document how successful this student was in remediating performance concerns.

1. ___ All objectives outlined in the Performance Review Plan were met and there is no need to continue monitoring at this juncture (provide a brief account of outcome).

2. ___ Objectives are being met: however, it is recommended that the monitoring process be continued. (please complete a separate Performance Review plan for continuation of objective(s) and briefly state why the process of monitoring should continue).

3. ___ Objectives are not being met and it is recommended that the Performance Review and Termination Committee evaluate student performance and make further recommendations.

If a referral to the Performance Review and Termination Committee is required, note the date a referral form will be submitted to the committee chair: _____

Student Signature

Faculty Advisor Signature

cc: Social Work Department Chair and Student

Eastern Kentucky University
Master of Social Work Program
Dismissal from Field Placement Form



To be completed by the faculty member/facilitator/field director teaching the course.
Please complete this form as soon as possible after the student's dismissal from placement.

Student Name: _____ Date of Report: : _____

Field Instructor Name: Field Liaison Name: _____

Field Director Name: _____

Field Placement Organization: _____

Form completed by: _____

Please describe the incident(s), performance, ethical or professional behavior(s) leading to dismissal from placement:

If applicable, please identify any relevant corrective feedback that was provided to the student, including dates of feedback:

Please provide any additional information that is relevant to the decision to dismiss the student:

All involved parties should be aware that dismissal from field results in dismissal from the MSW Program.

Signatures

Student: _____ Date: _____

Field Instructor: _____ Date: _____

Field Liaison: _____ Date: _____

Field Director: _____ Date: _____

MSW Program Director: _____ Date: _____

Department Chair: _____ Date: _____

CLASS Dean: _____ Date: _____

APPENDIX IV: NATIONAL ASSOCIATION OF SOCIAL WORKERS CODE OF ETHICS

Revised by the NASW Delegate Assembly in 2021

OVERVIEW

The *NASW Code of Ethics* is intended to serve as a guide to the everyday professional conduct of social workers. This *Code* includes four sections. The first section, “Preamble,” summarizes the social work profession’s mission and core values. The second section, “Purpose of the *NASW Code of Ethics*,” provides an overview of the *Code*’s main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. The third section, “Ethical Principles,” presents broad ethical principles, based on social work’s core values that inform social work practice. The final section, “Ethical Standards,” includes specific ethical standards to guide social workers’ conduct and to provide a basis for adjudication.

The National Association of Social Workers (NASW) is the largest organization of professional social workers in the world. NASW serves social workers in 55 chapters throughout the United States, Puerto Rico, the Virgin Islands, Guam, and abroad. NASW was formed in 1955 through a merger of seven predecessor social work organizations to carry out three responsibilities:

- *strengthen and unify the profession*
- *promote the development of social work practice*
- *advance sound social policies.*

Promoting high standards of practice and protecting the consumer of services are major association principles.

Approved by the 1996 NASW Delegate Assembly and revised by the NASW Delegate Assembly in 2017 and 2021.

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession’s dual focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals’ needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The NASW Code of Ethics serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards, and encourages all social workers to engage in self-care, ongoing education, and other activities to ensure their commitment to those same core features of the profession.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code's values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional. *For information on the NASW Professional Review Process, see NASW Procedures for Professional Review.

Furthermore, the NASW Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this Code.

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law.

Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The NASW Code of Ethics reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this Code of Ethics are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this Code, “technology-assisted social work services” include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

Professional self-care is paramount for competent and ethical social work practice. Professional demands, challenging workplace climates, and exposure to trauma warrant that social workers maintain personal and professional health, safety, and integrity. Social work organizations, agencies, and educational institutions are encouraged to promote organizational policies, practices, and materials to support social workers’ self-care.

Ethical Principles

The following broad ethical principles are based on social work’s core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: Service

Ethical Principle: Social workers’ primary goal is to help people in need and to address social problems. Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: Social Justice

Ethical Principle: Social workers challenge social injustice

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers’ social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: Dignity and Worth of the Person

Ethical Principle: Social workers respect the inherent dignity and worth of the person.

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients’ socially responsible self-determination. Social workers seek to enhance clients’ capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients’ interests and the broader society’s interests in a socially

responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: Importance of Human Relationships

Ethical Principle: Social workers recognize the central importance of human relationships.

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers should take measures to care for themselves professionally and personally. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: Competence

Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise.

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and

understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third-party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

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

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

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

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

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

1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education,

research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

(d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

(e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

1.05 Cultural Competence

(a) Social workers should demonstrate understanding of culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should demonstrate knowledge that guides practice with clients of various cultures and be able to demonstrate skills in the provision of culturally informed services that empower marginalized individuals and groups. Social workers must take action against oppression, racism, discrimination, and inequities, and acknowledge personal privilege.

(c) Social workers should demonstrate awareness and cultural humility by engaging in critical self-reflection (understanding their own bias and engaging in self-correction), recognizing clients as experts of their own culture, committing to lifelong learning, and holding institutions accountable for advancing cultural humility.

(d) Social workers should obtain education about and demonstrate understanding of the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

(e) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients' use of and access to electronic technology and seek to prevent such potential barriers. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

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

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

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

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

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or others. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible, before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients' circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semi-public areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- (k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- (l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- (m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.
- (n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.
- (o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.
- (p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.
- (q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.

- (r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.
- (s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.
- (t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (u) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- (v) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- (w) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

- (a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.
- (b) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.
- (c) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

- (a) Social workers should under no circumstances engage in sexual activities, inappropriate sexual communications through the use of technology or in person, or sexual contact with current clients, whether such contact is consensual or forced.
- (b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances; sexual solicitation; requests for sexual favors; and other verbal, written, electronic, or physical contact of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written, verbal, or electronic communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, disruptions in electronic communication, relocation, illness, mental or physical ability, or death.

1.16 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that other services are required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

1.17 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in verbal, written, and electronic communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical contact) with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.07 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances; sexual solicitation; requests for sexual favors; and other verbal, written, electronic, or physical contact of a sexual nature.

2.08 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.09 Incompetence of Colleagues

- (a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.
- (b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Unethical Conduct of Colleagues

- (a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues, including unethical conduct using technology.
- (b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.
- (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.
- (d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, the NASW National Ethics Committee, or other professional ethics committees).
- (e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

- (a) Social workers who provide supervision or consultation (whether in-person or remotely) should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
- (b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee, including dual relationships that may arise while using social networking sites or other electronic media.
- (d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

- (a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
- (b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.
- (c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in electronic and paper records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by relevant laws, agency policies, and contracts.

3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

3.07 Administration

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics.

Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. Social Workers' Ethical Responsibilities to the Social Work Profession

5.01 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of **social** work.

5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.

(g) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(h) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific,

educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(i) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(k) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(l) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(m) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(n) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(o) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(p) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(q) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic

human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.