

Graduate Social Work  
**FIELD EDUCATION MANUAL**

**Department of Human Services**

Health and Human Services Bldg. MS # 119  
Toledo, Ohio 43606-3390

Dept. Phone: (419) 530-2142

Fax: (419) 530-4141

**Louis Guardiola, MSW**

**MSW Field Director**

**Phone: (419) 530-4663**

**Email: [Louis.Guardiola2@UToledo.Edu](mailto:Louis.Guardiola2@UToledo.Edu)**

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**\*Social Work Program Academic Performance and Professional  
and Professional Review Committee Policies and Procedures – Refer to Student Handbook**

## INTRODUCTION

The University of Toledo MSW is accredited by the Council on Social Work Education (CSWE), and therefore the MSW program's curricular content and educational context has been developed in accordance to the Council on Social Work Education (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS). The EPAS can be accessed online at the CSWE website: [www.cswe.org](http://www.cswe.org).

We employ the nine core competencies and each of the practice behaviors exemplifying those competencies set forth by CSWE as the backbone of our generalist focus in the foundation year of the program. To extend the generalist model to the advanced generalist level we have built on the nine core competencies by defining what advanced mastery of each of those principles might look like and have developed advanced practice behaviors for each of the nine that provide the framework for our advanced year. Both the breadth and depth at which each competency occurs have been expanded for the advanced year of study. Thus, we define advanced generalist as our students' area of specialization, and our students specialize in attending to a broad range of systems across the micro-mezzo-macro continuum.

The advanced year, students will select between one of two "tracks", in which their studies focus on a particular population. These two tracks are (a) mental health or (b) children and families. In the classroom, these tracks involve completion of four hours of coursework per semester in the advanced year focused on either children and families or the mental health population. The rationale for providing students with two tracks to take is to provide students an opportunity to develop an expertise with a population in terms of specific practices and policies and apply advanced generalist perspectives and practices to the population. There are two reasons we provide these two particular tracks: (1) child and family and mental health reaches a large segment of the population needing social work services, and (2) after graduation, students may build on child and family or mental health expertise in their field of practice by either building additional expertise within a particular problem area experienced by child and families or populations with mental health issues, or they may apply what they've learned about developing expertise in these classes and apply it to fields of practice that are outside of a family and child or mental health focus.

At the foundation-level, courses are 5000 level courses. Our curriculum is designed to provide students with learning opportunities across the micro-mezzo-macro continuum. Students practice their knowledge and skills in the field practicum. Our advanced year is designed to build on the foundation level experience at the micro, mezzo, and macro systems levels. Again, students practice this advanced knowledge and skills in the field practicum site. As stated above, our students are also asked to focus on a particular population in their advanced year, either children and families or mental health. Students are helped to learn and practice new theories and practices specific to those general populations in both the fall (micro level) and spring (mezzo and macro levels) semesters through four hours of study each semester. Advanced level courses all have numbers at the 6000 level.

Our curriculum consists of 27 semester credit hours at the foundation level and 33 semester credit hours at the advanced level. If students do not have a BSW upon entrance into the MSW program, they would take the following foundation level classes:

The current EPAS have also designated Field Education as the Signature Pedagogy. Educational Policy 3.2 states: *Field education is the signature pedagogy for social work. Signature pedagogies are elements of instruction and socialization that teach future practitioners the fundamental dimensions of professional work in their discipline: to think, to perform, and to act intentionally, ethically, and with integrity. The field setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. Field education is designed to integrate the*

*theoretical and conceptual contributions of the explicit curriculum in the field setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance, and each contributes to the development of the requisite competencies of professional practice.*

For further information, policies and procedures regarding the University of Toledo refer to the University of Toledo Student Handbook, and the University of Toledo Catalogue. Other resources can be accessed through the Internet.

They include the University of Toledo at [www.utoledo.edu](http://www.utoledo.edu); the University of Toledo Social Work program at [Social Work \(utoledo.edu\)](http://SocialWork(utoledo.edu)) ; the National Association of Social Workers at [www.naswdc.org](http://www.naswdc.org); CSWE at [www.cswe.org](http://www.cswe.org); and the Ohio Counselor and Social Worker and Marriage and Family Therapist's Board at <https://cswmft.ohio.gov/> .

## MSW PROGRAM MISSION STATEMENT

*“The mission of the Master of Social Work Program (M.S.W.) is to advance social justice through masters-level social work education, community engagement and research.”*

Our program’s mission and goals are consistent with generalist social work practice as the both focuses on strengths and empowerment perspectives and the promotion of social and economic justice in teaching and furthering the development of the knowledge, practice skills, art and science of social work to graduate students in order to prepare them to hear, understand, include, and effectively respond to all voices with particular attention to those of the poor, the vulnerable and the oppressed.

### MSW PROGRAM GOALS

- Goal 1:** To provide students with knowledge of diversity and to promote diversity awareness and sensitivity necessary for effective Social Work Practice.
- Goal 2:** To provide knowledge of socio-political systems for the purpose of working toward promotion of social and economic justice.
- Goal 3:** To help students develop a strengths and empowerment social work practice perspective.
- Goal 4:** To assist students in the understanding of important theoretical models and promote critical analysis of their effectiveness in ethical social work practice with the poor, vulnerable, and oppressed.
- Goal 5:** To create a supportive environment in which students develop new social work knowledge and skills in order to foster innovation and change for the promotion of social and economic justice.

### ADVANCED GENERALIST PRACTICE

The MSW Program at the University of Toledo has identified “Advanced Generalist” as its area of specialization. An advanced generalist program is well suited for our program as we believe it allows us to emphasize social and economic justice. Because we identify ourselves as a program with a strong social justice focus, we provide our future micro and macro level practitioners with a comprehensive understanding of both micro level and macro level issues so they may use this knowledge and skills when practicing in the field under supervision and in their careers after graduation.

Additionally, in the advanced year, students will select between one of two “tracks”, in which their studies focus on a particular population. These two tracks are (a) **mental health** or (b) **children and families**. In the classroom, these tracks involve completion of four hours of coursework per semester in the advanced year focused on either children and families or the mental health population. In the fall semester students take a child and family practice course (SOCW 6410) or a mental health practice course (SOCW 6510). These courses focus on micro to mezzo level work with identified populations. In the spring, students take a mezzo to macro level course (SOCW 6430 for child and family track students or SOCW 6530 for mental health focused students). The rationale for providing students with two tracks to take is to provide students an opportunity to develop an expertise with a population in terms of specific practices and policies and apply advanced generalist perspectives and practices to the population.

## CORE AND ADVANCED COMPETENCIES AND PRACTICE BEHAVIORS

The program's 9 core competencies and practice behaviors are directly linked to the mission and goals of MSW program. The advanced competencies and practice behaviors are the basis for the advanced curriculum that develops students into skilled and knowledgeable Advanced Generalist Practitioners with child and family practice or mental health practice tracks. The 9 core competencies and practice behaviors are the basis for the foundation year curriculum and upon which the advanced curriculum is built. Although the competency is the same for the foundation and advanced levels, the practice behaviors for the advanced competencies are of more breadth and depth than is to be expected at the foundation level. The following is a chart of the program's foundation (core) and advanced competencies and practice behaviors.

### 2022 Council on Social Work Education University of Toledo Competencies and Practice Behaviors

<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>
Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Social workers:
<b>Competency 1 Foundation Behaviors</b>
<ol style="list-style-type: none"><li>make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;</li><li>demonstrate professional; appearance; and oral, written, and electronic communication</li><li>use technology ethically and appropriate to facilitate practice outcomes; and</li><li>use supervision and consultation to guide professional judgment and behavior</li></ol>
<b>Competency 1 Advanced Description</b>
The advanced student will exhibit critical thinking and behavior that demonstrates an advanced level of ethical and professional behavior. Students will demonstrate Competency 1 at the advanced level by demonstrating the following behaviors:
<b>Competency 1 Advanced Behaviors</b>
<ol style="list-style-type: none"><li>Demonstrate the ability to be personally and professionally mindful and conscious of self and the impact of one's worldview on one's practice</li><li>Proactively seek out supervision and consultation to guide professional judgment and practice</li></ol>
<b>Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice</b>

<p>Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work’s role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected. Social workers:</p>
<p><b>Competency 2 Foundation Behaviors</b></p>
<p>a. advocate for human rights at the individual, family, group, organizational, and community system levels; and</p>
<p>b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.</p>
<p><b>Competency 2 Advanced Description</b></p>
<p>The advanced student will demonstrate the ability to identify inequalities and other forms of social injustice in service systems, and to derive creative solutions to these injustices. Students will demonstrate Competency 2 at the advanced level by demonstrating the following behaviors:</p>
<p><b>Competency 2 Advanced Behaviors</b></p>
<p>a. Identify specific human rights issues in your area of practice at the micro, mezzo, and/or macro systems level(s).</p>
<p>b. Propose and discuss possible solutions to the human rights issues identified in behavior a.</p>
<p><b>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice</b></p>
<p>Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture’s structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Social workers:</p>
<p><b>Competency 3 Foundation Behaviors</b></p>
<p>a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and</p>
<p>b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.</p>
<p><b>Competency 3 Advanced Description</b></p>
<p>The advanced student will center diverse client systems by utilizing evidence-based practices or programs created or adapted to serve them when possible, and by applying their knowledge of privilege, oppression, difference, and intersectionality in their assessments and interventions with</p>

diverse client systems. Students will demonstrate Competency 3 at the advanced level by demonstrating the following behaviors:
<b>Competency 3 Advanced Behaviors</b>
<ul style="list-style-type: none"> <li>a. Use knowledge of the effects of oppression, discrimination, and structural social inequality on clients/constituents and their systems to guide intervention planning; and</li> <li>b. Locate and critique evidence-based practices or programs that were created/adapted to serve diverse populations at micro, mezzo, and/or macro levels</li> </ul>
<b>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</b>
<p>Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social workers:</p>
<b>Competency 4 Foundation Behaviors</b>
<ul style="list-style-type: none"> <li>a. apply research findings to inform and improve practice, policy, and programs; and</li> <li>b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.</li> </ul>
<b>Competency 4 Advanced Competency</b>
<p>The advanced student will apply principles of evidence-based practice models in assessing and intervening with client systems. They will demonstrate the ability to find the best available research about social work practices or programs, and to apply evidence-based practices/programs in their work with client systems. Students will critically evaluate research about marginalized populations through a social justice lens and propose strategies to address problems identified in the research. Students will demonstrate Competency 4 at the advanced level by demonstrating the following behaviors:</p>
<b>Competency 4 Advanced Behaviors</b>
<ul style="list-style-type: none"> <li>a. Find and share/present research about evidence-based practices or programs to inform services in your area of practice at the micro, mezzo and/or macro systems level(s); and</li> <li>b. Apply advanced evidence-based practices or programs while assessing, intervening, and evaluating work with client systems at micro, mezzo, and/or macro levels.</li> </ul>
<b>Competency 5: Engage in Policy Practice</b>
<p>Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings. Social workers:</p>



<b>Competency 5 Foundation Behaviors</b>
<ul style="list-style-type: none"> <li>a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and</li> <li>b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.</li> </ul>
<b>Competency 5 Advanced Description</b>
<p>The advanced student will understand that client well-being and social work service delivery are both affected by national-, state-, community-, and agency-level policies. Advanced students will be able to analyze policies' effects on services to clients and recommend changes that would improve outcomes for clients. Students will demonstrate Competency 5 at the advanced level by demonstrating the following behavior:</p>
<b>Competency 5 Advanced Behaviors</b>
<ul style="list-style-type: none"> <li>a. Identify one or more policies (agency, community, or state/federal) in your area of practice and analyze implications for services to client systems; and</li> <li>b. Using the policy(ies) identified in a. above, make recommendations for improving services at the micro, mezzo, and/or macro levels.</li> </ul>
<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>
<p>Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.</p> <p>Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:</p>
<b>Competency 6 Foundation Behaviors</b>
<ul style="list-style-type: none"> <li>a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and</li> <li>b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.</li> </ul>
<b>Competency 6 Advanced Description</b>
<p>The advanced student will demonstrate the ability to effectively apply self-awareness and positive use of self to develop an alliance with client systems through use of advanced engagement techniques. Students will demonstrate Competency 6 at the advanced level by demonstrating the following behaviors:</p>
<b>Competency 6 Advanced Behaviors</b>
<ul style="list-style-type: none"> <li>a. Develop an alliance with client systems through advanced engagement techniques while attending to personal biases, transference issues, etc.; and</li> <li>b. Exhibit self-awareness and positive use of self in the engagement process.</li> </ul>
<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>
<p>Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the</p>

<p>implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. Social workers:</p>
<p><b>Competency 7 Foundation Behaviors</b></p>
<p>a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and</p>
<p>b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.</p>
<p><b>Competency 7 Advanced Description</b></p>
<p>The advanced student will demonstrate the ability to carry out multidimensional and complex assessments of client systems and to develop multifaceted intervention strategies with various populations and presenting problems. Students will demonstrate Competency 7 at the advanced level by demonstrating the following behaviors:</p>
<p><b>Competency 7 Advanced Behaviors</b></p>
<p>a. Demonstrate knowledge of multiple assessment techniques used at various systems levels, e.g. micro (PHQ-9) to macro (community assessment toolbox); and</p>
<p>b. Demonstrate advanced assessment skills at the micro, mezzo, and/or macro levels</p>
<p><b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b></p>
<p>Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers:</p>
<p><b>Competency 8 Foundation Behaviors</b></p>
<p>a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and</p>
<p>b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.</p>
<p><b>Competency 7 Advanced Description</b></p>
<p>The advanced student will demonstrate the ability to develop and implement multifaceted intervention strategies at various systems levels and with diverse populations including those related to their chosen population. Students will demonstrate Competency 8 at the advanced level by demonstrating the following behaviors:</p>
<p><b>Competency 8 Advanced Behaviors</b></p>
<p>a. Demonstrate knowledge of advanced intervention strategies for social work practice at various system levels,</p>
<p>b. Develop and implement appropriate interventions that have measurable outcomes in collaboration with client systems,</p>
<p>c. Exhibit intervention skills appropriate to client systems served in the student’s area of practice at the micro, mezzo, and/or macro systems level(s); and</p>
<p>d. Recognize evidence-based and emerging intervention strategies appropriate for serving client systems in the student’s area of practice.</p>
<p><b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b></p>
<p>Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups,</p>

organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

**Competency 9 Foundation Behaviors**

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

**Competency 9 Advanced Description**

The advanced student will understand the impact of biases on evaluation processes. Students will also be able to consider wider implications of evaluation processes beyond immediate client outcomes. Students will demonstrate Competency 9 at the advanced level by demonstrating the following behaviors:

**Competency 9 Advanced Behaviors**

- a. Demonstrate awareness of how personal or other types of biases (mezzo or macro) shape the evaluation process, outcomes, and reporting; and
- b. Use client system input to inform the evaluation process while assessing whether intended outcomes were met.

## DESCRIPTION OF FOUNDATION FIELD COURSES

The foundation field courses are SOCW 5900 Foundation Field Experience and Integrative Seminar I and SOCW 5910 Foundation Field Experience and Integrative Seminar II

The foundation field courses provide the student a 425 hour internship in a field agency under the supervision of a qualified field instructor. Students also attend a weekly field seminar designed to facilitate the student's integration and mastery of content taught in the classroom, to provide guidance in the development and execution of the student's field plan, to facilitate student processing and sharing of field experience learning and challenges, and to facilitate and oversee the field evaluation of the student at the end of the semester.

To be eligible for foundation field courses the foundation MSW student must have successfully completed or is concurrently taking Social Work Practice I, Micro Perspectives of HBSE, Social Policy Issues and Analysis, and Research Methods and Analysis.

The student completes a field application process and on the basis of the application the Field Director assigns the student to a practicum site under the supervision of qualified field instructor. Foundation Field Experience and Integrative Seminar I (Foundation Field I) and Foundation Field Experience and Integrative Seminar II (Foundation Field II) are taken sequentially in two consecutive semesters beginning in the fall semester. During the first two weeks of Foundation Field I seminar the student develops strategies for success with an emphasis on safety in the practicum site. The student is also given an overview of the field placement requirements, the program's mission and goals, and the core and advanced competencies of the MSW Social Work Program. In the field seminar the MSW Foundation Field Education Plan and Evaluation Form is a tool used by the student to develop a Field Education Plan to be implemented in the practicum site. The Field Education Plan details the student's field goals, learning objectives and activities through which the student will master the foundation/core competencies and practice behaviors. The MSW Foundation Field Education Plan and Evaluation Form also includes an evaluation section of the student's performance which is to be completed by the field instructor at the end of each semester.

The student begins a field practicum during the 3<sup>rd</sup> week of Foundation Field I and continues to attend a weekly field seminar and on average 16 hours per week in field a total 208 field hours during the fall semester. The field seminar instructor, who is also the student's field liaison, guides the student through the development of the Field Education Plan with the assistance of the student's field instructor during the seminar class.

In the subsequent spring semester, the foundation year student takes Foundation Field II. To be eligible for Foundation Field II, the students must have successfully completed Foundation Field I with a B grade or better and successfully completed or is concurrently taking Social Work Practice II, Social Work Practice III and Macro Perspectives of HBSE. Part-time students may take Advanced Social Work Assessment during the summer of year two which is after completing the foundation field courses and before Advanced Field I course. In Foundation Field II the student continues placement in the same practicum site and attends a weekly field seminar, which is taught by the same field instructor/field liaison as in foundation field I. Thus, the student completes on average 17 hours per week in the field practicum for a total of 217 agency based field practicum hours for the spring semester. During the Foundation Field II the student is required to fulfill the terms of the Field Education Plan that was developed in Foundation Field Experience and Integrative Seminar I. Advanced Social Work assessment may also be taken in the summer immediately following Foundation Field II.

Toward the end of the fall and spring semesters the field instructor will complete an evaluation of student's field performance and share the results with the student before the field liaison practicum site visit. The field liaison practicum site visit will take place within the last four weeks of the semester and is to include

the field liaison, the field instructor and the student. At the time of the field visit the field instructor will give a signed copy of the evaluation form to the field liaison and student's performance will be discussed. The discussion will be based on the results of the Field Placement Evaluation and the student's progress in fulfilling the terms of the Foundation Field Educational Plan. The field liaison will use the field visit to help determine the student's final grade.

## **ADVANCED FIELD ORIENTATION**

Prior to beginning the advanced field placement the student is required to attend an Advanced MSW Field Orientation. The orientation will be scheduled prior to the beginning of the semester in which the first advanced field courses is being taken. Students will be sent notices of the date(s) of the session(s).

## **DESCRIPTION OF ADVANCED FIELD COURSES**

The advanced field courses are SOCW 6900 Advanced Field Experience and Integrative Seminar I and SOCW 6910 Advanced Field Experience and Integrative Seminar II.

The advanced field courses provide the student with a 525-hour internship in a practicum site under the supervision of a qualified field instructor. In addition to the 525-hour internship, the student also attends a seminar class. Both are designed to facilitate the student's integration and mastery of content taught in the classroom which includes the advanced level social work theory, the 9 advanced competencies and practice behaviors, and the broad and in-depth advanced generalist practice skills in the student's chosen track (Child and Family/Mental Health).

To be eligible for Advanced Field Experience and Integrative Seminar I (advanced field I) and Advanced Field Experience and Integrative Seminar II (advanced field II), students must have a BSW from a CSWE accredited undergraduate program, with an overall GPA of 2.7 and having earned at least a B minus in all BSW social work courses are eligible to apply for advanced standing. Advanced standing assumes that because of the standardized curriculum afforded by accreditation at the BSW level, students have mastered the foundation core competencies. These students begin our MSW Program in the summer taking one class.

Advanced field I and advanced field II are to be taken sequentially in two consecutive semesters beginning in the fall semester. Students remain in the same course section and practicum site for both semesters. The advanced field I and II course instructor is also the student's field liaison. Prior to beginning advanced field I the student must complete a field application and placement process in which the Field Director assigns the student to a practicum site related to the student's area of interest: Child and Family or Mental Health track. The student is required to complete 262.5 field hours per semester. Thus the student is to complete on average 17.5 hours weekly in the practicum site. During the fall semester advanced field I will be graded as a Pass/no credit course. In order to earn a Pass grade the student must earn an equivalent of a B or better. The student is given a letter grade for advanced field II and must earn a grade of B or better to pass.

The Advanced MSW Field Education Plan and Evaluation Form is a tool used by the student to develop a Field Education Plan. The Field Education Plan details the student learning activities that will exhibit continued underlying mastery of the Core Competencies and the mastery of the Advanced Competencies and the corresponding Behavior Practices.

The Advanced MSW Field Education Plan and Evaluation Form also includes an evaluation section of the student's performance, which is to be completed by the field instructor at the end of each semester. The field instructor is to share the results with the student before the field liaison's practicum visit. The field liaison's practicum site visit will take place within the last four weeks of the fall and spring semesters and is to include the field liaison, the field instructor, and the student. At the time of the field visit the field instructor will give a signed copy of the evaluation form to the field liaison and student's performance will

be discussed. The discussion will be based on the results of the field instructor's evaluation of the student and the student's progress in fulfilling the terms of the Field Educational Plan. The field liaison will use the field visit to help determine the student's final grade.

## **FIELD EXPERIENCE APPLICATION AND MATCHING PROCESS**

The foundation and the advanced standing field student must adhere to the following process in order to assure a timely assignment to a practicum site. Please note that the Field Office staff will identify and make the initial practicum site contacts in the process of placing students. **Under no circumstances should a student make any arrangements with a prospective practicum site without prior discussion with and approval from the Field Director.**

### **Student Availability to Fulfill Field Hours**

In order to provide appropriate supervision and field experiences the majority of eligible practicum placements require that the field student be available during weekday and daytime hours. Very few agencies have evening and /or weekend hours available in which the intern can master the social work program's field goals and master the core and/or advanced competencies and practice behaviors, and which provide appropriate supervision. **Therefore it is required that the foundation and advanced level field placement students arrange their schedules so that they will be available to fulfill the required field hours during weekdays and daytime hours.**

### **Choice of Field Placement Agency**

A solid effort will be made to place the foundation students in their area of interest; however, the student's choice of agency is not guaranteed. It is important to note that the MSW Social Work Program is dedicated to preparing the foundation student as a social work generalist practitioner as opposed to preparing the student as a specialist in one particular area. It is the program's primary responsibility to match the foundation student with a practicum site that is able to provide a generalist practice experience, appropriate supervision, and the opportunity to master the foundation field goals and core competencies and practice behaviors.

Advanced placement students will be placed in an agency that is appropriate to their chosen track of either Child and Family or Mental Health and that meets the requirements of Social Work Program supervision requirements and where the field goals and the advanced core competencies and practice behaviors can be mastered.

The student may request a specific practicum site; however there is no guarantee that the student will be matched with that particular practicum site. It is of major importance that the student identifies and clarifies his/her interests and preferences in the application form. The field staff will then work toward placing the student in a practicum site that matches her/his interests, the requirements of the practicum site, and the requirements of the Social Work Program.

### **Students with Criminal Histories**

Students who have been convicted of a felony or a first-degree misdemeanor will encounter limited field placement opportunities. An increasing number of practicum sites screen applicants for criminal records and do not accept interns who have a criminal record; especially those agencies working with children, the aged, and other vulnerable populations. The Field Director inquires about criminal history through the application process. If a student has a criminal history, it is recommended that at the time of entry into the Social Work Program the student discuss the circumstances with the MSW Social Work Program Director and again with the Field Director in the process of applying for field placement in order to determine the

availability of an appropriate practicum site. It may be possible that the student may not be able to secure a field placement because of the criminal history. The student with a criminal record is advised that such a record may also affect his/her eligibility for any licensure through the Ohio Counselor, Social Worker and Marriage and Family Therapist Board. Please refer to the Ohio Laws and Rules Governing the Practice of Counseling and Social Work in the Ohio Revised Code Rule #4757-1-04, Application of First Licensure. Graduates with criminal records are also limited in employment possibilities in social work practice settings.

### **Students with a Verifiable Disability**

Students who have a verifiable physical or mental disability and who need accommodations in their field placement should indicate this information in their Field Placement Application forms. The student requesting accommodations should register with the Office of Accessibility, which will work with the Social Work Field Staff in assessing the need for accommodations and in deciding for appropriate accommodations in the practicum site. Requests for accommodations should be included in the field placement application forms.

The student is welcome to contact the Field Director by phone, stop in during office hours, or make an appointment to discuss any concerns or questions regarding his/her field placement at any time, but especially throughout the following steps of the application and matching processes.

#### **Process for Applying and Being Matched to a Field Agency:**

1. **Read the Graduate Social Work Field Education Manual**, which is available on University of Toledo Social Work Program Website at: <http://www.hhs.utoledo.edu/socialwork/home.html>. The Graduate Social Work Field Education Manual contains the description, requirements, responsibilities, policies, and procedures of the field placement program. The manual is to be used by the student, faculty, and the practicum site throughout student's field placement courses. The field application forms are available on the Social Work Program's website. Before completing the Field Placement Application Form the student is required to thoroughly read and understand the contents of the Graduate Field Manual. Within the application form the student is required to sign a statement of understanding certifying they have read, understand, and agree to comply with the terms as specified in the Graduate Social Work Field Education Manual.
2. Students are required to complete and sign the **MSW Field Placement Application form**. Regular/Foundation admitted students will complete the application before the fall semester they are to begin foundation field and again when they are ready to begin advanced field.
3. In addition, students admitted as regular status and who have completed a foundation field placement must also complete the MSW Field Application Form A.
4. Students requesting that their employment-site be considered for their practicum sites placement must complete MSW Field Placement Application form B. Please advise the Field Director of your intentions to complete this application for further advice and assistance.
5. Submit Field Placement Application forms to Field Director according to the following timelines:
  - a. Regular and advanced standing students admitted full-time to the program are to complete and submit a field application to the MSW Field Director no later than two weeks after being notified of admission to the program. Prompt submission will facilitate timely and appropriate selection of a practicum site for the student.
  - b. Students who have been admitted to the program and have been taking social work classes and according to their Plan of Study are ready to begin foundation or advanced field courses are to submit their field application forms no later than the last Monday in February of the

spring semester before they are to begin their Advanced Field Placement course the following fall semester.

6. **The field director will review all application forms and refer students to a practicum site.** Before the beginning the field placement course, the field director will give the prospective field student information necessary to contact the practicum site to which he/she is being referred for an interview for possible placement in the practicum site. The field director may contact the student to obtain further information or clarification. Applications with any missing information will not be processed. The student will be notified of incomplete application forms.
7. **Immediately set up field practicum interview.** Upon receiving the field practicum information and referral the student is to contact the practicum contact person and to set up a date and time for an interview with the practicum contact person. The student is to advise the field office of the date and time of the interview.
8. **Prepare for the agency interview.** The interview is very important in finalizing the field placement assignment and should be handled like an employment interview. Thus the student should dress in appropriate professional attire and take a copy of his/her resume, and a projected schedule of his/her classes and work during the internship. It is highly recommended that the student makes the necessary adjustment to his/her schedule to accommodate the internship requirements. The practicum contact person and the student will determine together whether the student and practicum is a suitable match. The student should be prepared to answer questions regarding his/her educational and career related experiences and goals, and why he/she might desire that field placement. The student should also be prepared with questions regarding the practicum site's expectations of the student and the type of learning experiences and opportunities that will be made available to the student. Some practicum sites require criminal record checks, health screens, etc. If these are required, the student must have results of any testing or record checks available to the practicum site according to its policies and procedures before the first day of classes in the fall semester. The student will be responsible for costs not covered by the agency.

If the student has a criminal record, it is recommended that the student discuss these issues at the time of the interview.

If the student has a verifiable disability and needs for the practicum site to provide reasonable accommodations the student should discuss this issue with the practicum site representative. The field director will be available to work with the student and the practicum site.

9. **Complete the Field Placement Confirmation Form.** Before the end of the interview the practicum site representative is to complete the Field Placement Confirmation Form. This form is to be signed by the student and the practicum site representative indicating whether or not both parties agree of the field student and the practicum site match.
10. **Submit the Field Placement Confirmation form to the Field Director.** The placement is completed when the Field Director receives the Field Placement Confirmation form indicating that the student and the agency agree to the placement. The field contact person may mail the form to the Field Director, or the student may return the form to the Field Director.
11. **If mutual agreement is not reached** the student will be assigned to a second practicum site and repeat steps 3 through 10 listed above. Please note that at this point the choices in practicum sites will be limited. If the student is not accepted by a second practicum site or the student does not accept a second practicum site match, the field director will meet with the student to discuss, assess, and try to resolve the situation. The field director **may** at that time decide to either try a **third and last referral** to a practicum site match or delay the entry into the field placement course for one year and will refer the



situation to the Academic Professional Performance Review Committee. If a one-year deferment occurs the student will be required to submit another application for field placement by the deadline for submitting field applications.

12. **The student is required to have malpractice insurance** as a prerequisite to beginning his/her field placement. This insurance generally is available at no cost through the University of Toledo. If this insurance through the University becomes unavailable students are required to purchase their own malpractice insurance through the National Association of Social Workers and proof of insurance is to be submitted to the Field Director before starting the internship.

13. **Mandatory Advanced Field Orientation**

In order to properly prepare students for entry into their field placement and to understand the advanced field course requirements the advanced field students are required to attend an orientation session prior to beginning their field placement. The Orientation will be scheduled prior to the beginning of the semester in which the students begin their internship. Students will be sent notices of the dates of the orientation session(s). Student may not begin field placement if they have not attended this orientation session.

## **FIELD PRACTICUM SITES REQUIREMENTS AND SELECTION PROCESS**

Field practicum sites in which students are placed must be able to provide MSW foundation and advanced field students with structured learning opportunities where the intern can master the social work program's field goals, and the core and/or advanced competencies and practice behaviors appropriate to the students' field courses; and where the advanced field students are able to practice in the student's area of interest. Supervision is to be provided by field instructors, who meet the criteria and qualifications set by the University of Toledo MSW Program. The practicum site's policies, program designs, and delivery of services must reflect social work ethics and values as well as be congruent with the Social Work Program's mission statement, program goals, curriculum objectives, and the core and/or advanced competencies and practice behaviors. The practicum site must be agreeable to enter and abide by the terms in an Affiliation Agreement with the University of Toledo. The standard Affiliation Agreement template can be found in the Attachment Section of the Field Instruction Manual. The practicum site is to provide documentation as to its services and the field instructors are required to verify of their social work degree and 2-year social work practice experience post BSW or MSW degree.

The Field Director is responsible for the identification, negotiation, and approval of field practicum sites for the foundation and advanced field courses. Practicum sites that are interested in becoming practicum sites may contact the Field Director to begin the process. The Field Director will review and discuss with the practicum site representative the requirements that are contained in the Graduate Social Work Field Education Manual and the terms of the Affiliation Agreement. If the Field Director and the agency representative agree that the agency would be an appropriate field agency they will precede with the next steps. The Field Director will then provide the Dean's Office with the agency information, and they will then create and mail two affiliation agreements to the agency. The agency's responsible party will sign both original copies and return both signed originals to the Dean's office. Once the two copies are received, the Dean will sign off on both; one original copy will be sent to UT's Office of Legal Affairs, the second original copy will be sent back to the agency and a copy will be filed in the Dean's Office. The agency will periodically be requested to update the registration forms to reflect any changes in the practicum site and field instructor information. Affiliation Agreements will only be renewed as required by the agency and the University policies. New Field Instructors will be invited orientation and annual enrichment Field Instructor training sessions.

## **FIELD INSTRUCTOR REQUIREMENTS AND SELECTION PROCESS**

The social work field instructor is assigned by the field agency to which the student is placed. The field instructor must meet the following minimum requirements in order to supervise master level social work students enrolled in the Foundation and Advanced Field Placement courses:

1. A master's degree in social work from a CSWE accredited program
2. A minimum of two years post master's social work practice experience.
- 3.
4. The field instructor must agree to fulfill the following duties:
  - A. Participate in new field instructor orientation and on-going Field Instructor training sessions.
  - B. Provide student with practicum site orientation to include organizational structure, mission, policies and procedures.
  - C. Ensure that the student knows and understands his/her rights and responsibilities as an intern within the practicum site.

- D. Provide the student with specific and ongoing safety procedures related to personal health and safety risks encountered within the agency experience and assess the students' understanding of safety matters and his/her ability to handle threatening situations in a mature and professional manner.
- E. With the student develop the field education plan to include appropriate learning activities and individual goals tailored to the student's learning needs and specific learning opportunities that the agency has available to the student in accordance with the core advanced competencies and practice behaviors.
- F. Provide a minimum of 1 hour per week of formal supervision.
- G. At the end of each semester complete the Field Placement Evaluation of Student form; participate in a meeting with the student and field liaison to discuss and review the student's performance and evaluation; and at the end of the fall semester consider revision of the field education in view of the student's strengths and learning needs.
- H. Provide role modeling and guidance to the student in comporting her/himself and practicing in an ethical manner in accordance with the NASW Code of Ethics.
- I. Notify the field liaison or Field Director of any concerns, problems, or questions as soon as they become evident.
- J. Be familiar with and to abide by the requirements and policies in the University of Toledo Field Education Manual and participate in training students in accordance with the Social Work Program's Mission, Goals and Educational Objectives.

On occasion practicum site provides services that are in concert with the social work programs mission and goals but does not have a qualified MSW available to serve as field instructor. The practicum site in consultation with the Field Director may identify and arrange with a qualified MSW within or outside the practicum site provide additional supervision to reinforce the social work perspective, values and principals and to coordinate with the practicum site field instructor the student's supervision needs. Also, the Field Director can identify a qualified faculty member to provide the required one-hour weekly supervision.

There may also be opportunities for field placements in grass roots or social advocacy type organizations that provide unique services and/or advocacy to diverse and at-risk populations that are not being addressed in the traditional human service agency and that are in direct harmony with the Social Work Program's mission. In these cases the field office will work with organization to identify a person within their organization to serve as field instructor and arrange for the field liaison, a faculty member, or another qualified MSW to work closely with the identified field instructor to assure that the student is given appropriate social work perspective supervision and competency-based learning opportunities. All special arrangements must be reviewed and approved by the Field Director.

Field instructors may assign students to work with task instructors on a day-to-day basis. The field instructor in these cases still meets with the student for weekly supervision and consults regularly with the task instructor and is responsible for the student's learning.

## **MSW PROGRAM POLICIES RELATED TO FIELD PLACEMENT**

### **Informed Consent Policy**

Because social workers serve vulnerable people and have impact on the lives of their clients, it is critical to ensure that graduating students are competent to begin practice and meet professional and ethical standards. Field education is the natural bridge between the academic preparation of social work students and social work employment. A student's formation as a professional social worker is accomplished by bringing together an practicum site setting and field instructor with an academic program and a field liaison who as a team support, teach and mentor the student as they practice. Because this team of field liaison and field instructor is charged with promoting the professional growth and development of the student, the sharing of relevant information about the student and her/his progress is necessary for effective supervision. To this end, relevant information, written and oral, will be shared with involved parties i.e. student, field instructor, field liaison, faculty, program director, and department chair, as appropriate. This information will be shared to protect clients as well as students and to facilitate the placement and learning process. Students, faculty, field liaison and field instructors will have knowledge of the policy before the placement process begins.

Relevant information is defined as that which has a direct impact on field placement and the student's learning. Information is relevant when it affects student's work with clients, field instructors, agency staff or the learning process.

#### Procedures:

1. The policy will be located in the Graduate Social Work Field Education Manual. It will be discussed in field seminars and field instructor orientations.
2. Appropriate self-disclosure and possible outcomes of sharing will be discussed with students in field seminars and/or during mandatory advanced student field orientation.
3. If concerns arise about a student during the placement interview process, the Field Director will discuss the concerns with the student including implications for future placements and social work as a profession.

### **Professional Liability Insurance**

Students who have enrolled and have paid for the Foundation or Advanced Field Placement courses will be covered at no cost through the University of Toledo. This coverage is only in effect while students are participating in academically approved social work internships. The liability insurance is to cover all of the student's professional activities in the amount of Two Million Dollars (\$1,000,000.00) per claim, Five Million Dollars (\$3,000,000.00) aggregate.

Upon request, the social work program will provide a declaration of coverage for each student indicating the type of coverage, the applicable dates, the amount of coverage, and the name of the insured to the student's practicum site.

### **Life/Work Experience Credit Policy**

The field work experience is of central importance for the educational development of the social work student. However, life and work experience in and of itself is not considered "field experience." The process by which the experience is gained is considered paramount within social work education. The key elements of the field experience is the integration of course work, qualified supervision, and freedom to address concerns in a nurturing academic environment. As a result, the social work program will not accept or grant academic credit for past life or work experience unless that experience is part of master's level academic credit awarded by a social work program accredited by the Council on Social Work Education.

## Field Placement at the Student's Place of Employment and Cocurrent Field placement

Students requesting that their employment-site be considered for their field agency placement must complete the Request for Cocurrent MSW Field Placement at Place of Employment (Addendum A for Foundation and Addendum B for Advanced) and submit it to the University of Toledo Social Work Program Field Director along with the Field Placement Application Form.

Before the student submits the request form to the field director, the student is to review the completed form with the following practicum site persons and obtain their approval and signatures:

- the practicum site administrator who has the authority to approve the employee's internship within the practicum site.
- the student's employment supervisor
- the student's proposed practicum site field instructor.

Upon receipt of the student's proposal the Social Work Field Director will review the student's request and then contact the appropriate agency representative to discuss the student's request. The Field Director will then decide to accept or not accept the request.

MSW Field Application Form B: Request for MSW Field Placement at Place of Employment must contain and show proof that all requirements and elements listed below will be present at the time of the student's proposed internship at the place of employment.

1. The name, address, and phone number of the practicum site where the student is requesting to complete the internship.
2. List the name and contact information of the practicum site representative with whom the Field Director can discuss the Request for MSW Field Placement at Place of Employment.
3. Proof that the student has been employed by the proposed practicum site for a minimum of 12 continuous months just prior to the date the student is to begin his/her field placement and or at the discretion of the Field Director.
4. Confirmation that the student 's field placement hours will be either, separate and apart from the student's employment hours; that the student will spend no less than 4-hour blocks of time at the internship; and that the student will complete all his/her field hours at the official practicum site site(s). Or the internship will be a cocurrent internship where the student will identify how the job duties will be "leveled up" to show that the job duties will reflect that looking at the activity from the lens of an advanced practitioner.
5. Submission of the student's weekly work schedule that he/she will follow as a practicum site employee and a weekly intern schedule the student will follow as an intern at the practicum site.
6. Description of how the student will complete his/her required field hours in a department and/or program that is separate and apart from the department and/or program in which the student is working as an employee.
7. Verification that student's employment supervisor and the student's practicum site instructor are to be different and not have shared supervision or evaluation responsibilities over the student in the student's employment position and the student's intern position.
8. Verification that the student will not provide services to the same client(s) that he/she is serving in the role of employee and in the role of student intern during the period of the internship.
9. A description and explanation of how internship experiences will be **different and of a higher knowledge and practice skill level** than those required by the student's regular employment position. And that the

proposed activities, projects, and documentation agree with the University of Toledo Social Work Program's mission, goals, and core and/or advanced field competencies and practice behaviors.

10. Proof that the practicum site and field instructor meet the University of Toledo's MSW Program's eligibility requirements.
11. A statement that the student understands and accepts that the student is at risk of not completing the social work internship and may fail the field placement course if he/she terminated as an employee by the practicum site and the practicum site also decides to discontinue the internship.

### **Student as Agency Volunteer**

Student interns do not function in the same capacity as practicum site volunteers. They are expected to perform in a professional capacity. Therefore, it is imperative that the student's responsibilities are clearly delineated and based on the field education plan that supervision is provided by the practicum site through the field instructor. In their internship capacity, students shall not render services apart from their educational value or perform tasks that are not routinely done by professional staff within the practicum site. Students who choose to volunteer additional hours in the practicum site beyond those required of the field course and field education plan will be viewed during that time solely as practicum site volunteer and their actions and activities as a volunteers shall be governed solely by the practicum site's policies and procedures.

### **Conflict of Interest in Practicum Site Assignment**

Students will not be assigned to practicum sites in which the possibility of a conflict of interest may occur which may: negatively affect the student's learning opportunities; affect the objectivity of the evaluation process; or present any possible breach of confidentiality of any party involved. Such situations may include: the student or the student's immediate family member being a present or past client of the practicum site; a student's relative being an employee or a member of a governing arm of the practicum site. Students are responsible for informing the Field Director of any possible conflicts of interest. Student may inform the Field Director of the possible conflict of interest in the field placement application forms or by setting up an appointment with the Field Director to discuss the situation.

### **Policy Related to the Safety of Students in Field Placement**

The Council on Social Work Education requires some of the educational objectives be achieved through student participation in a supervised internship in a social work practice setting. Social workers practice in child welfare, the mental health system, corrections, juvenile corrections, and a variety of other settings where there are personal health and safety risks. While the social work program will provide students with knowledge and skills to address potentially harmful situations, the students must accept personal responsibility for choosing a profession that carries some risk.

In the classroom, the social work faculty will provide students with a basic, generic knowledge of safety issues related to client contacts and community travel. However, the field instructor must provide the students with specific practicum site safety procedures and instruct the students around issues specifically related to the population served. The field instructor must also assess the students' understanding of safety matters and their ability to handle threatening situations in a mature and professional manner.

At the beginning of the field placement, the field instructor shall provide instruction regarding agency policies regarding safety matters. This should include information on all emergency procedures both on and away from the agency premises. It is also the responsibility of the agency to advise the students of potential health risks in the work environment. The need for vaccinations, health screens, and physicals should be explained along with procedures to reduce the risk of exposure to communicable or infectious disease. The

students are to be responsible for obtaining the practicum site required vaccinations, health screens, and physicals. The students are also responsible for the costs incurred which are not covered by the practicum site.

On an ongoing basis, the field instructor will assist the students in developing skills to assess the potential dangers or interactions with clients and community members, to diffuse situations if possible, and to access appropriate assistance if it is unsafe to handle the situation alone. Students in the foundation field courses generally shall not make home visits alone within the first five weeks they are interning in the practicum site.

Foundation level and advanced level students may make home visits alone if this is accepted agency practice and the following criteria are met: the client and family are known to the agency and pose minimal risk to the student's safety; the neighborhood surrounding the client's home is deemed safe for travel during the hours of the scheduled visit; the student has demonstrated an understanding of safety procedures for community travel and for assessing the safety of a home environment; and the student has demonstrated the ability to use professional skills and judgment in the face of unanticipated events. The field instructor is to assess whether all of these criteria are met.

Students shall not be the driver when transporting clients.

### **Transportation Policy**

Students must provide their own transportation to and from their field placement. As part of their field placement duties students may be required to use their personal automobiles for home visits and agency visits. **Students may not transport clients.** Students are responsible for providing adequate automobile insurance coverage to cover their use of their personal vehicle while performing practicum site related duties and activities.

If permitted by the practicum site, students may use practicum site vehicles to perform duties related to their field experience but not to transport clients. Students, however, must follow the agency policies and procedures when using agency vehicles. The students are responsible to ascertain and verify that the practicum site has appropriate insurance coverage of the student and the practicum site vehicles when the student uses a practicum site vehicle to perform agency duties or activities during their field experience hours.

Students are responsible for incurred costs related to parking and driving to and from the field placement agency, making home visits, and agency visits. Some practicum sites reimburse the costs some do not. The students are responsible for ascertaining whether the practicum site will cover the driving costs and to follow the appropriate practicum procedures for reimbursement.

### **Health Insurance Policy**

Payment for medical, hospital and emergency treatment, in the case of illness or injury, must be borne by the student. Students are encouraged to purchase health insurance coverage. Health insurance is available for purchase through the University of Toledo. Further information and an application may be obtained at the Student Medical Center. For more information refer to the following link:

[Student Health Insurance Plan \(utoledo.edu\)](http://utoledo.edu) .

## **Maintenance of Field Liaison Contact with Field Education Setting**

The Field Director and/or the field liaison will provide current practicum site field instructors with an electronic copy the intern's Field Experience and Integrated Field Seminar Syllabi at the beginning of each semester. The field instructors will also be provided the phone number and e-mail address of the field liaison, field liaison and Field Director. The field liaison will also maintain contact with the field instructor through the field student's activity logs. The field student is to submit weekly activity log to the field liaison in which the intern records his/her field hours and corresponding activities and match those activities to the competencies in his/her field plan. The activity logs are to be reviewed and signed by the field instructor. The activity log contains a section for field instructor to include his/her comments about the intern to the field liaison. The field liaison will read, grade and provide written feedback to the student. The field liaison may deem it necessary to discuss the concerns with the student first and guide the student in addressing the concern. The concern may necessitate communication with the field instructor to further discuss and resolve the concern.

A minimum of one field visit per semester is required in which the MSW intern, the field liaison and the field instructor meet to review the Field Placement Evaluation of Student form completed by the field instructor and student's progress in fulfilling the terms of the Field Placement Educational Plan. Additional field visits may be requested by the field liaison, the student or the field instructor to address any concerns. New Field Instructors are to be invited to participate in a New Field Instructor Training session. Also Field Instructor Training is provided to Field Instructors at least once per semester of the academic year. A representation of field instructors is also to be included on the Social Work Program Advisory Board.

## **Field Placement Termination and Transfer**

Termination and transfer of students from assigned agency are extremely rare and should only occur for compelling reasons.

The field instructor may request the termination of a student from the practicum site whose performance is unsatisfactory or unethical; whose personal characteristics prevent desirable relationships with the practicum site; or whose health status is a detriment to the student's successful completion of the professional experience. The field instructor may also request a termination or transfer of the student if the field instructor or the practicum site no longer is able to provide the opportunities to meet the appropriate field placement learning objectives or are not able to meet the terms of the Field Education Plan or of the Affiliation Agreement.

A student may request a transfer to another field instructor or practicum site if the field instructor fails to meet the terms of the Field Education Plan, the Affiliation Agreement; on legal or ethical grounds, or can medically verify that his/her health status is a detriment to her/his successful completion of the professional experience.

The field liaison or Field Director may initiate a change of field instructor or removal of a student from an agency for the same reasons a student or field instructor might request a termination or transfer. In addition, the field liaison may determine that a particular setting is currently not conducive to the student achieving the field goals and mastery of the core and/or advanced competencies and practice behaviors. Students may be terminated from field placement for a serious violation of confidentiality or other violations of the Social Work Code of Ethics.

Before the field instructor or student requests a termination of the student from the agency or transfer of the student to a different field instructor they should attempt through conversation to resolve the problem or concern. The student and field instructor, together or separately, may at any time consult with or seek advice from the field liaison in their efforts to reach a solution. The field liaison, the student, or the field instructor



may request a three-way conference. As part of the resolution process the field instructor or the field liaison should document the issues, concerns, and suggested behavioral interventions needed for resolution and include a time frame set for attaining needed changes. If no solution is reached the field instructor or student is to submit to the field liaison a written request for termination or transfer of the student. The written request should include the reasons and describe the attempts that were made toward resolution. The field liaison will review the request and make a recommendation of action to the Field Director. The Field Director will make a final decision. The field liaison will advise all parties of the final decision.

The Field Director and /or the MSW Program Director reserve the right to immediately remove students from field placement who pose harm to clients or the practicum site and / or who have committed a serious ethical violation.

The student's assignment to a practicum site will automatically be terminated should he/she earns less than a "B" grade in the Foundation Field Experience and Integrative Seminar or Advanced Field Experience and Integrative Seminar. Please refer to the "Evaluation" section of each of the course syllabus.

The student will not be reassigned to another practicum site. The student may be required to complete a remediation plan before being allowed to reapply for another field placement and before being permitted to register the next field course in the program curriculum course sequence.

The reasons for the student's termination from the practicum site may be of such a serious nature that the Field Director may request a review by the Academic Professional Performance Review Committee (APPRC) for further determination of the student's status within the Social Work Program. For further information and clarification please read the following *Policies and Procedures Regarding Academic Concerns and Performance Issues and the APPRC Policy and Procedures.*

### **Student's Non-Academic Grievance Procedure Related to Social Work Field Experience within the Practicum Site.**

Student non – academic grievances related to field education experience will be handled within the Social Work Program according to the following procedures:

1. The student will be asked to speak directly with the person at the practicum site with whom he/she has a grievance. If the person is not the student's field instructor, the student should consult with his/her field instructor who will inform the student of relevant and applicable practicum site policies and procedures.
2. If the student believes her/his rights still have been violated, the student should request that the field liaison schedule a meeting with the student, the field instructor, and the field liaison for further discussion. The student should document her/his grievance and should use the Social Work Student Field Incident Report form. The field liaison will document the results of the meeting and the decision made and send copies to all present at the meeting and to the Field Director.
3. If a satisfactory resolution does not come forth from that meeting the matter is brought by the field liaison to the Field Director for a decision. The Field Director may meet with the student, field liaison and agency representative and may invite the MSW Department Director, particularly in cases in which the Field Director also acts as the field liaison. The Field Director will document the results of the meeting and his/her decision and send copies to all present at the meeting.
4. If the issue remains unsettled, a meeting of all parties is scheduled by the Field Director with the MSW Program Director, if not previously involved. MSW Program Director will document the results of the meeting and his/her decision and send copies to all present at the meeting.

5. If the issue is not satisfactorily resolved in steps 1-5 the student may bring the grievance to the Dean or the Associate Dean of the College.
6. Any grievances related to sexual harassment will be handled according to the University of Toledo Title IX Policy. Please refer to:  
[https://www.utoledo.edu/policies/administration/diversity/pdfs/3364\\_50\\_01.pdf](https://www.utoledo.edu/policies/administration/diversity/pdfs/3364_50_01.pdf)

### **Social Work Student Field Incident Report**

A Social Work Student Incident Report form is to be completed by the student to document any critical incident in which the student was involved, and which occurred during the student's internship hours or is directly related to the student's internship. These incidents may include but are not limited to physical injuries or threats, accidents, ethical violations, and sexual harassment. The report will be reviewed by the field liaison, BSW Field Director and/or the MSW Field Director. The Incident Report Form serves to document the student's perception of the incident. Please refer to the Attachment Section of the Field Education Manual for a copy of the "Social Work Student Incident Report" form.

### **Social Work Program Policy and Procedure for Reporting Sexual Harassment:**

The University's sexual harassment related policies are titled 3364-50-01 **Sexual harassment and other forms of harassment**. The definition of sexual harassment behavior is found in the **Prohibited conduct section of the policy** (These University policies and procedures are located in a later section in this field manual.)

### **Social Work Field Program Policy:**

The sexual harassment of field experience students by any employee or associate of the field agency will not be tolerated. To ensure that students are placed in a practicum site that affords an environment conducive to learning and free of sexual harassment, field students along with their field instructors will complete the Field Agency Safety Review form which assesses the existence of an agency sexual harassment policy and the students understanding of the policy and the agency procedures for reporting sexual harassment. In consideration of the student's safety, wellbeing and learning environment, it is strongly recommended that a student, who believes that he/she is experiencing sexual harassment at his/her practicum site by an employee, or any associate of the field agency report the incident(s) to the social work field program.

### **Social Work Field Program Reporting Procedure:**

A student who believes that he/she is experiencing sexual harassment at his/her practicum site by an employee, or any associate of the practicum site should discuss the incident(s) with his/her field instructor, unless the field instructor is the alleged perpetrator. The student is to also discuss the incident with his/her field liaison. The student will also complete an Incident Report Form and submit it to his/her field liaison, who will submit a copy to the Field Director. The field liaison and student will review the completed Incident Report Form, assess with the student the student's safety, comfort at the agency, the learning environment, and together make a plan that would safeguard the student's safety, well-being, and field learning. The field liaison will discuss the incident with the agency field instructor or appropriate agency representative. The field agency's harassment policy and procedures will be reviewed by the field liaison, student and field instructor and/or an appropriate practicum site representative. The field liaison will work with the student, the field instructor or appropriate practicum site representative to complete the steps required by the practicum site's sexual harassment policy and procedures. A final written report from the practicum site will be requested for the student and the social work program.

The student's safety, wellbeing, learning and timely completion of the required field hours are of utmost

importance and thus in the student's best interest it may be decided by the field liaison and Field Director that the student is to be moved away from the alleged perpetrator and make arrangements to intern in a different department within the practicum site or be referred to a different practicum site. The field liaison will prepare a final report to the Field Director as to the disposition of the sexual harassment incident by the agency and the resolution as to the student's field agency placement and status. The Field Director will report the sexual harassment complaint to the University of Toledo Assistant to the President for Institutional Diversity.

### **University of Toledo Sexual Harassment Policies**

The University of Toledo ("University") is committed to educational and working environments that are free from sex discrimination (including sexual harassment and sexual violence) or retaliation. Individuals who experience sexual misconduct in a University program or activity, whether on or off campus, are encouraged to utilize one or more of the options contained in the following link: [Title IX Sexual Misconduct Information \(utoledo.edu\)](#)

### **Equal Opportunity Policy**

The University of Toledo does not discriminate on the basis of race, color, religion, sex, age, national origin, ancestry, sexual orientation, gender identity and expression, military or veteran status, the presence of a disability, genetic information, familial status, political affiliation, or participation in protected activities in its provision of employment and educational opportunities. Discrimination, including discriminatory harassment, on any of those bases is strictly prohibited. Upon notice of possible discrimination, the University takes prompt and appropriate steps to determine what occurred, end a discriminatory practice or hostile environment if one has been created, and prevent its recurrence.

Retaliation against anyone because he or she has made a complaint or served as a witness or otherwise engaged in activity protected by this policy is also strictly prohibited by this policy. The University encourages anyone who believes he or she has been subjected to conduct in violation of this policy to file a complaint under this policy to ensure that the University has an opportunity to address prohibited conduct. Please refer to the following link for more information:

[3364-50-02.pdf \(utoledo.edu\)](#)

### **Religious Accommodations**

A student may be absent for up to three days each academic semester for missed examinations, coursework, or other academic requirements to take holidays for reasons of faith or religious or spiritual belief system or to participate in organized activities conducted under the auspices of a religious denomination church or other religious or spiritual organization, when requested within first fourteen days of instruction. There shall be no academic penalty as a result of a student being absent as permitted by this policy.

[3364-71-30 Religious accommodations.pdf \(utoledo.edu\)](#)

Addendum A



THE UNIVERSITY OF  
**TOLEDO**

**Social Work**

**MSW Co-Current Employment-Based Internship Request Form  
Foundation**

**Student's Name:**

**Date:**

The University of Toledo Social Work program recognizes that the diverse needs of students make it beneficial for them to explore field internship opportunities in their places of employment. It is recognized that professional activity and learning are consistent, but there is a difference between the goals of educational development and those of employment. Therefore, the focus of the field internship must be on the student's learning.

Students requesting that their employment site and employment tasks be considered and qualify for their field agency placement must complete the Field Placement Application Form and meet the following requirements:

1. Student learning activities must be clearly linked to the nine social work competencies and their concomitant behaviors.
2. The agency (employment-based setting) provides opportunities for the student to engage as a learner, applying a social work lens.
3. If the field instructor and the employment supervisor of the student are the same person, supervision time for field education must be separate from supervision time for employment.

Student learning assignments for the internship must be completed using the new lens of a MSW social worker student learner. Learning activities should be designed to allow students to engage in practice in order to demonstrate all nine social work competencies. Thus, the student may have to work outside of their current job description activities to ensure that all specific, graduate-level learning objectives may be accomplished.

**Please complete this form in its entirety. For best practice, complete this form together with your internship supervisor.** If you are not certain how to answer a question, please note "unsure," and it can be discussed in your meeting with the field director for approval. You may either collect the necessary signatures electronically or physically. Once you have all of the required signatures and have completed all of the sections, please contact your field point person regarding the next steps.

Before the student submits the request form to the MSW field director, the student is to review the completed form with the following people and obtain their approval and signatures:

- 1) The agency administrator who has the authority to approve the employee's internship within the agency
- 2) The student's employment supervisor and
- 3) The student's proposed agency field instructor who will be supervising the student.

The typed request must contain and show proof that all requirements and elements listed below will be present at the time of the student's proposed internship at the place of employment.

**Complete the following by filling in all the blanks and putting an "X" in the appropriate boxes.**

1. What is the name, address, and phone number of the agency where you are requesting to complete your internship?
2. List the name and contact information of the agency representative with whom the MSW Field Director can discuss your request to use your employment tasks as field hours.

Name:

Title/Position:

Phone number:

E-mail:

3. The student must have successfully completed their probation at the proposed field agency and/or at the discretion of the field director.

What was the start date of your employment at your agency and when was your probationary period completed?

4. The student's field placement hours may coincide with the student's employment hours. The student is to complete all his/her field hours at the official agency site(s).

Foundation Field Students (SOCW 5900 & 5910) are required to complete 208 field hours in the fall semester and 217 in the spring semester.

5. **A.** The student's employment supervisor and the student's field agency instructor may be the same person; however, the 1-hour weekly field supervision hours must be separate from employment supervision time.

State the name of your employment supervisor and the title of their position in the agency and the department and/or program in which they work.

State the name of your proposed field agency instructor and his/her title and the department and/or program in which he/she works (must have MSW, 1 year at the agency, and 2 years clinical experience). May be same as your employment supervisor.

**B.** You understand and accept that you will be at risk of a disruption in your field internship and graduation date if you are terminated as an employee by your agency and the agency also decides to discontinue your internship. The field director will work collaboratively with the student in identifying alternative field placement as appropriate.

Yes \_\_\_\_\_ student (initial)

6. The student's internship activities/assignments and employee tasks may qualify as field hours when directly linked to the nine social work competencies and level of practice.

Next to your job/role duties on your job description, please list the competency(ies) that best fits that job assignment/duty. Please attach this to this document. Appendix A is attached. Please reach out to the field director for assistance and guidance.

7. Your field agency and field instructor must meet the University of Toledo's MSW program's eligibility requirements. *The field instructor assigned must have a MSW and have worked at least two years post MSW degree as well as have worked for the agency for at least one year. The supervisor assigned agrees to provide one hour of weekly supervision for the student intern.*

**Please provide the following information about your proposed field instructor:**

Proposed field instructor's name:

Proposed field instructor's email address:

Undergraduate Degree:                      Undergraduate School:

If applicable: Graduate Degree:                      Graduate School:

If applicable: Type of Ohio Social Work License:

If applicable: Ohio Social Work License Number:

If applicable: Other Professional License information:

Number of years of social work practice experience post MSW degree:

**Internship Supervision Acknowledgments**

There are often differences between the values and priorities related to agency practice and those related to the student's learning of social work; these are to be expected. It is important that these differences are attended to in weekly supervision between the student and their Field Instructor. Please acknowledge your agreement to attend to these potential conflicts in your weekly supervision:

	<b>Yes, I will attend to this potential conflict</b>	<b>No, I need to discuss this further</b>
Dissonance between field practice and classroom education.		
Changes in my practice as a result of integrating coursework/theory.		
Benefits of being a learner in my place of employment.		
Supports needed to demonstrate social work competency as a student.		

The following attachments are required:

1. An official signed statement from the Agency Administrator or Human Resources staff stating the title of the student's current employment position and the date of employment.
2. The agency table of organization.
3. The student's current job description.

The above form and attachments will be reviewed by the MSW Field Director for approval. The MSW Field Director will also contact the agency representative and the student applicant to discuss this request and the decision to approve or deny this request.

**The following individuals' signatures indicate knowledge of and agreement to the content of this Request for MSW Field Placement at Place of Employment Form and the 3 attachments.**

\_\_\_\_\_  
Student Applicant

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Applicant's Employment Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Applicant's Proposed Agency Field Instructor

\_\_\_\_\_  
Date

\_\_\_\_\_  
University of Toledo MSW Field Director

\_\_\_\_\_  
Date

Send this MSW Field Placement at Place of Employment Request Form along with the MSW Field Placement Application in electronic form to:

[louis.guardiola2@utoledo.edu](mailto:louis.guardiola2@utoledo.edu)

Louis Guardiola, MSW Field Director  
College of Health & Human Services  
Social Work Program/Department of Human Services  
The University of Toledo, MS 119  
2801 W. Bancroft St., Toledo, Ohio 43606  
419-530-4663 Fax: 419-530-2651

## Appendix A: MSW Competencies

### Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession’s history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Social workers:

#### Competency 1 - Foundation Behaviors

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication.
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

Learning Activity – Please list job duty that could be a learning activity associated with this competency and practice behaviors. (List at least 2)	Is this learning activity part of my regular employment duties or in addition, and outside of my employment duties?	
	Part of Current Job	Outside Current Duties

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

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work’s role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage



in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

**Competency 2 - Foundation Behaviors**

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

Learning Activity – Please list job duty that could be a learning activity associated with this competency and practice behaviors. (List at least 2)	Is this learning activity part of my regular employment duties or in addition, and outside of my employment duties?	
	Part of Current Job	Outside Current Duties

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

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Social workers:

**Competency 3 - Foundation Behaviors**

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Learning Activity – Please list job duty that could be a learning activity associated with this competency and practice behaviors. (List at least 2)	Is this learning activity part of my regular employment duties or in addition to and outside of my employment duties?	
	Part of Current Job	Outside Current Duties

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

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

**Competency 4 - Foundation Behaviors**

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

Learning Activity – Please list job duty that could be a learning activity associated with this competency and practice behaviors. (List at least 2)	Is this learning activity part of my regular employment duties or in addition, and outside of my employment duties?	
	Part of Current Job	Outside Current Duties


**Competency 5: Engage in Policy Practice**

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

**Competency 5 - Foundation Behaviors**

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

Learning Activity – Please list job duty that could be a learning activity associated with this competency and practice behaviors. (List at least 2)	Is this learning activity part of my regular employment duties or in addition, and outside of my employment duties?	
	Part of Current Job	Outside Current Duties

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior

and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

**Competency 6 - Foundation Behaviors**

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

Learning Activity – Please list job duty that could be a learning activity associated with this competency and practice behaviors. (List at least 2)	Is this learning activity part of my regular employment duties or in addition, and outside of my employment duties?	
	Part of Current Job	Outside Current Duties

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

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

**Competency 7 - Foundation Behaviors**

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

Learning Activity – Please list job duty that could be a learning activity associated with this competency and practice behaviors. (List at least 2)	Is this learning activity part of my regular employment duties or in addition, and outside of my employment duties?	
	Part of Current Job	Outside Current Duties

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers:

**Competency 8 - Foundation Behaviors**

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

Learning Activity – Please list job duty that could be a learning activity associated with this competency and practice behaviors. (List at least 2)	Is this learning activity part of my regular employment duties or in addition, and outside of my employment duties?	
	Part of Current Job	Outside Current Duties


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

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

**Competency 9 - Foundation Behaviors**

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

<b>Learning Activity – Please list job duty that could be a learning activity associated with this competency and practice behaviors. (List at least 2)</b>	<b>Is this learning activity part of my regular employment duties or in addition, and outside of my employment duties?</b>	
	<b>Part of Current Job</b>	<b>Outside Current Duties</b>



THE UNIVERSITY OF  
**TOLEDO**

**Social Work**

**MSW Co-Current Employment-Based Internship Request Form  
Advanced**

**Student's Name:**

**Date:**

The University of Toledo Social Work program recognizes that the diverse needs of students make it beneficial for them to explore field internship opportunities in their places of employment. It is recognized that professional activity and learning are consistent, but there is a difference between the goals of educational development and those of employment. Therefore, the focus of the field internship must be on the student's learning.

Students requesting that their employment site and employment tasks be considered and qualify for their field agency placement must complete the Field Placement Application Form and meet the following requirements:

4. Student learning activities must be clearly linked to the nine social work competencies and their concomitant behaviors.
5. The agency (employment-based setting) provides opportunities for the student to engage as a learner, applying a social work lens.
6. If the field instructor and the employment supervisor of the student are the same person, supervision time for field education must be separate from supervision time for employment.

Student learning assignments for the internship must be completed using the new lens of a MSW social worker student learner. Learning activities should be designed to allow students to engage in practice in order to demonstrate all nine social work competencies. Thus, the student may have to work outside of their current job description activities to ensure that all specific, graduate-level learning objectives may be accomplished.

**Please complete this form in its entirety. For best practice, complete this form together with your internship supervisor.** If you are not certain how to answer a question, please note "unsure," and it can be discussed in your meeting with the field director for approval. You may either collect the necessary signatures electronically or physically. Once you have all of the required signatures and have completed all of the sections, please contact your field point person regarding the next steps.

Before the student submits the request form to the MSW field director, the student is to review the completed form with the following people and obtain their approval and signatures:

- 1) The agency administrator who has the authority to approve the employee's internship within the agency
- 2) The student's employment supervisor and
- 3) The student's proposed agency field instructor who will be supervising the student.

The typed request must contain and show proof that all requirements and elements listed below will be present at the time of the student's proposed internship at the place of employment.

**Complete the following by filling in all the blanks and putting an "X" in the appropriate boxes.**

8. What is the name, address, and phone number of the agency where you are requesting to complete your internship?
9. List the name and contact information of the agency representative with whom the MSW Field Director can discuss your request to use your employment tasks as field hours.

Name:

Title/Position:

Phone number:

E-mail:

10. The student must have successfully completed their probation at the proposed field agency and/or at the discretion of the field director.

What was the start date of your employment at your agency and when was your probationary period completed?

11. The student's field placement hours may coincide with the student's employment hours. The student is to complete all his/her field hours at the official agency site(s).

Advanced field students (SOCW 6900 & 6910) are required to complete 262.5 field hours in the fall semester and 262.5 in the spring semester (an average of 17.5 field hours per week).

12. **A.** The student's employment supervisor and the student's field agency instructor may be the same person; however, the 1-hour weekly field supervision hours must be separate from employment supervision time.

State the name of your employment supervisor and the title of their position in the agency and the department and/or program in which they work.

State the name of your proposed field agency instructor and his/her title and the department and/or program in which he/she works (must have MSW, 1 year at the agency, and 2 years clinical experience). May be same as your employment supervisor.

**B.** You understand and accept that you will be at risk of a disruption in your field internship and graduation date if you are terminated as an employee by your agency and the agency also decides to discontinue your internship. The field director will work collaboratively with the student in identifying alternative field placement as appropriate.

Yes \_\_\_\_\_ student (initial)

13. The student's internship activities/assignments and employee tasks may qualify as field hours when directly linked to the nine social work competencies and level of practice.

Next to your job/role duties on your job description, please list the competency(ies) that best fits that job assignment/duty. Please attach this to this document. Appendix A is attached. Please reach out to the field director for assistance and guidance.

14. Your field agency and field instructor must meet the University of Toledo's MSW program's eligibility requirements. *The field instructor assigned must have a MSW and have worked at least two years post MSW degree as well as have worked for the agency for at least one year. The supervisor assigned agrees to provide one hour of weekly supervision for the student intern.*



**Please provide the following information about your proposed field instructor:**

- Proposed field instructor's name:
- Proposed field instructor's email:
- Undergraduate Degree:                      Undergraduate School:
- If applicable: Graduate Degree:                      Graduate School:
- If applicable: Type of Ohio Social Work License:
- If applicable: Ohio Social Work License Number:
- If applicable: Other Professional License information:
- Number of years of social work practice experience post MSW degree:

**Internship Supervision Acknowledgments**

There are often differences between the values and priorities related to agency practice and those related to the student's learning of social work; these are to be expected. It is important that these differences are attended to in weekly supervision between the student and their Field Instructor. Please acknowledge your agreement to attend to these potential conflicts in your weekly supervision:

	<b>Yes, I will attend to this potential conflict</b>	<b>No, I need to discuss this further</b>
Dissonance between field practice and classroom education.		
Changes in my practice as a result of integrating coursework/theory.		
Benefits of being a learner in my place of employment.		
Supports needed to demonstrate social work competency as a student.		

The following attachments are required:

4. An official signed statement from the Agency Administrator or Human Resources staff stating the title of the student's current employment position and the date of employment.
5. The agency table of organization.
6. The student's current job description.

The above form and attachments will be reviewed by the MSW Field Director for approval. The MSW Field Director will also contact the agency representative and the student applicant to discuss this request and the decision to approve or deny this request.

**The following individuals' signatures indicate knowledge of and agreement to the content of this Request for MSW Field Placement at Place of Employment Form and the 3 attachments.**

\_\_\_\_\_  
Student Applicant Date

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

\_\_\_\_\_  
Applicant's Employment Supervisor Date

\_\_\_\_\_  
Applicant's Proposed Agency Field Instructor Date

\_\_\_\_\_  
University of Toledo MSW Field Director Date

Send this MSW Field Placement at Place of Employment Request Form along with the MSW Field Placement Application in electronic form to:

[louis.guardiola2@utoledo.edu](mailto:louis.guardiola2@utoledo.edu)

Louis Guardiola, MSW Field Director  
College of Health & Human Services  
Social Work Program/Department of Human Services  
The University of Toledo, MS 119  
2801 W. Bancroft St., Toledo, Ohio 43606  
419-530-4663 Fax: 419-530-2651

## Appendix A: MSW Competencies

### Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession’s history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Generalist Social workers:

- a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.
- b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication.
- c. Use technology ethically and appropriately to facilitate practice outcomes; and
- d. Use supervision and consultation to guide professional judgment and behavior.

### Competency 1 – Advanced Description

The advanced student will exhibit critical thinking and behavior that demonstrates an advanced level of ethical and professional behavior. Students will demonstrate Competency 1 at the advanced level by demonstrating the following behaviors:

#### Competency 1 Advanced Behaviors

- a. Demonstrate the ability to be personally and professionally mindful and conscious of self and the impact of one’s worldview on one’s practice; and
- b. Proactively seek out supervision and consultation to guide professional judgment and practice.

<b>Learning Activity – Please list job duty that could be a learning activity associated with this competency and practice behaviors. (List at least 2)</b>	<b>Is this learning activity part of my regular employment duties or in addition, and outside of my employment duties?</b>	
	<b>Part of Current Job</b>	<b>Outside Current Duties</b>

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

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

Generalist social workers:

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

**Competency 2 – Advanced Description**

The advanced student will demonstrate the ability to identify inequalities and other forms of social injustice in service systems, and to derive creative solutions to these injustices. Students will demonstrate Competency 2 at the advanced level by demonstrating the following behaviors:

**Competency 2 Advanced Behaviors**

- a. Identify specific human rights issues in your area of practice at the micro, mezzo, and/or macro systems level(s); and
- b. Propose and discuss possible solutions to the human rights issues identified in behavior a.

Learning Activity – Please list job duty that could be a learning activity associated with this competency and practice behaviors. (List at least 2)	Is this learning activity part of my regular employment duties or in addition, and outside of my employment duties?	
	Part of Current Job	Outside Current Duties

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

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and

research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Generalist social workers:

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

**Competency 3 – Advanced Description**

The advanced student will center diverse client systems by applying their knowledge of privilege, oppression, difference, and intersectionality in their assessments and interventions with diverse client systems, and by utilizing evidence-based practices or programs created or adapted to serve them when possible. Students will demonstrate Competency 3 at the advanced level by demonstrating the following behaviors:

**Competency 3 Advanced Behaviors**

- a. Use knowledge of the effects of oppression, discrimination, and structural social inequality on clients/constituents and their systems to guide intervention planning; and
- b. Locate and critique evidence-based practices or programs that were created/adapted to serve diverse populations at micro, mezzo, and/or macro levels.

Learning Activity – Please list job duty that could be a learning activity associated with this competency and practice behaviors. (List at least 2)	Is this learning activity part of my regular employment duties or in addition to and outside of my employment duties?	
	Part of Current Job	Outside Current Duties

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

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

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

**Competency 4 – Advanced Description**

The advanced student will apply principles of evidence-based practice models in assessing and intervening with client systems. They will demonstrate the ability to find the best available research about social work practices or programs, and to apply evidence-based practices/programs in their work with client systems. Students will critically evaluate research about marginalized populations through a social justice lens and propose strategies to address problems identified in the research. Students will demonstrate Competency 4 at the advanced level by demonstrating the following behaviors:

**Competency 4 Advanced Behaviors**

- a. Find and share/present research about evidence-based practices or programs to inform services in your area of practice at the micro, mezzo and/or macro systems level(s); and
- b. Apply advanced evidence-based practices or programs while assessing, intervening, and evaluating work with client systems at micro, mezzo, and/or macro levels.

Learning Activity – Please list job duty that could be a learning activity associated with this competency and practice behaviors. (List at least 2)	Is this learning activity part of my regular employment duties or in addition, and outside of my employment duties?	
	Part of Current Job	Outside Current Duties


**Competency 5: Engage in Policy Practice**

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

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

**Competency 5 Advanced Description**

The advanced student will understand that client well-being and social work service delivery are both affected by national-, state-, community-, and agency-level policies. Advanced students will be able to analyze policies’ effects on services to clients and recommend changes that would improve outcomes for clients. Students will demonstrate Competency 5 at the advanced level by demonstrating the following behaviors:

**Competency 5 Advanced Behaviors**

- a. Identify one or more policies (agency, community, or state/federal) in your area of practice and analyze implications for services to client systems; and
- b. Using the policy(ies) identified in a. above, make recommendations for improving services at the micro, mezzo, and/or macro levels.

Learning Activity – Please list job duty that could be a learning activity associated with this competency and practice behaviors. (List at least 2)	Is this learning activity part of my regular employment duties or in addition, and outside of my employment duties?	
	Part of Current Job	Outside Current Duties

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

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

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

**Competency 6 – Advanced Description**

The advanced student will demonstrate the ability to effectively apply self-awareness and positive use of self to develop an alliance with client systems through use of advanced engagement techniques. Students will demonstrate Competency 6 at the advanced level by demonstrating the following behaviors:

**Competency 6 Advanced Behaviors**

- a. Develop an alliance with client systems through advanced engagement techniques while attending to personal biases, transference issues, etc.; and
- b. Exhibit self-awareness and positive use of self in the engagement process.

<b>Learning Activity – Please list job duty that could be a learning activity associated with this competency and practice behaviors. (List at least 2)</b>	<b>Is this learning activity part of my regular employment duties or in addition, and outside of my employment duties?</b>	
	<b>Part of Current Job</b>	<b>Outside Current Duties</b>

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, \_\_\_\_\_



organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. Generalist social workers:

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

**Competency 7 – Advanced Description**

The advanced student will demonstrate the ability to carry out multidimensional and complex assessments of client systems and to develop multifaceted intervention strategies with various populations and presenting problems. Students will demonstrate Competency 7 at the advanced level by demonstrating the following behaviors:

**Competency 7 Advanced Behaviors**

- a. Demonstrate knowledge of multiple assessment techniques used at various systems levels, e.g. micro (PHQ-9) to macro (community assessment toolbox); and
- b. Demonstrate advanced assessment skills at the micro, mezzo, and/or macro levels.

Learning Activity – Please list job duty that could be a learning activity associated with this competency and practice behaviors. (List at least 2)	Is this learning activity part of my regular employment duties or in addition, and outside of my employment duties?	
	Part of Current Job	Outside Current Duties

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve

client and constituency goals. Social workers facilitate effective transitions and endings. Generalist social workers:

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

**Competency 8 – Advanced Description**

The advanced student will demonstrate the ability to develop and implement multifaceted intervention strategies at various systems levels and with diverse populations including those related to their chosen population. Students will demonstrate Competency 8 at the advanced level by demonstrating the following behaviors:

**Competency 8 Advanced Behaviors**

- a. Demonstrate knowledge of advanced intervention strategies for social work practice at various system levels.
- b. Develop and implement appropriate interventions that have measurable outcomes in collaboration with client systems.
- c. Exhibit intervention skills appropriate to client systems served in the student’s area of practice at the micro, mezzo, and/or macro systems level(s); and
- d. Recognize evidence-based and emerging intervention strategies appropriate for serving client systems in the student’s area of practice.

Learning Activity – Please list job duty that could be a learning activity associated with this competency and practice behaviors. (List at least 2)	Is this learning activity part of my regular employment duties or in addition, and outside of my employment duties?	
	Part of Current Job	Outside Current Duties

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

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

workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Generalist social workers:

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

**Competency 9 – Advanced Description**

The advanced student will understand the impact of biases on evaluation processes. Students will also be able to consider wider implications of evaluation processes beyond immediate client outcomes. Students will demonstrate Competency 9 at the advanced level by demonstrating the following behaviors:

**Competency 9 Advanced Behaviors**

- a. Demonstrate awareness of how personal and other types of biases (mezzo or macro) shape the evaluation process, outcomes, and reporting; and
- b. Use client system input to inform the evaluation process while assessing whether intended outcomes were met.

Learning Activity – Please list job duty that could be a learning activity associated with this competency and practice behaviors. (List at least 2)	Is this learning activity part of my regular employment duties or in addition, and outside of my employment duties?	
	Part of Current Job	Outside Current Duties