



MSW Field Practicum Manual

MSW Program

Spring 2023



Welcome!

Dear Students and Field Agency partners,

The Master of Social Work (MSW) program at National University (NU) recognizes field practicum as the signature pedagogy of the curriculum. Field is where students demonstrate the knowledge, skills, and values that they have learned through their classroom work under the direction of an experienced social worker. While in their field practicum, students gain the opportunity to work with clients in an environment that supports their learning and challenges them to grow into professional, ethical social workers.

This manual has been prepared for you as a guide to field curriculum policies and procedures. It is intended to give comprehensive information about the various roles and expectations of all parties in the University and agency partnership. It is important that students, Field Instructors, and Field Seminar Faculty carefully review the material in this Field Education Manual. Students are to use this Field Manual prior to and throughout their time in the National University MSW program.

Accreditation is the process by which an oversight body determines that an educational program meets standards for high-quality instruction. The Council on Social Work Education (CSWE) is the oversight body for social work programs. The CSWE Council on Accreditation (COA) sets standards and reviews curriculum and instruction to ensure that program graduates receive an education that equips them for successful professional practice. The MSW program has demonstrated full compliance with these standards and is accredited by CSWE through 2029.

NU acknowledges that without our agency partners and field instructors, we would not be able to provide our students with this vital educational experience. We thank you for your service to our profession and to our students.

Sincerely,

Jennifer Todd, MSW, LCSW
MSW Program Director and Professor
JFK School of Psychology and Social Sciences

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Field Education at NU

The field education program at NU provides MSW students with opportunities to develop and demonstrate generalist and advanced generalist practice skills and social work competencies with individuals, families, groups, organizations, and communities in multiple contexts. The learning outcomes of the field practicum are based on the competencies set forth by the Council of Social Work Education (CSWE) ([Appendix A](#)).

The process of finding a placement site is a collaborative process between the student and the Field Director. NU provides students with an MSW Field Education Online Course room on their NU Course dashboard to provide students with information on field requirements and to start the Practicum Preparation Process (PPP). Students are educated about the core competencies of generalist and advanced generalist practice, including their required fieldwork with individuals, families, groups, organizations, and communities. While in field, students are required to behave according to the ethical guidelines in the National Association of Social Workers Code of Ethics and the NU Protocol for Ethical Behavior ([Appendix B](#)).

The MSW program at NU is committed to helping students serve their own communities while continuing their education. Our nationally diverse student populations collaborate by taking part in the identification of potential agencies as an aspect of the cooperative process between the student and the Field Director. Students may be asked to help the field program identify agencies within their community that will provide appropriate practice opportunities and is accessible in terms of geography, available transportation, and opportunities to work at all levels of practice, including individuals, families, groups, organizations, and communities.

It is the Field Director's responsibility to determine whether identified agencies can provide appropriate supervision and learning opportunities at all levels of practice.

Generalist (Foundation) Field Practicum

Each MSW student must complete 400 hours of field education in a generalist setting (Advanced Standing students accomplish this in their BSW curriculum). The purpose of the generalist field placement is to assist students in developing the behaviors, knowledge, values, and skills needed to function as a generalist social worker in a variety of fields of practice.

It is within the field placements that students are given the opportunity to demonstrate social work competencies with individuals, families, groups, organizations, and communities. Under the supervision and direction of a Field Instructor, students engage and assess client system(s) common to the setting and then plan, execute, and evaluate interventions. The students play various generalist roles with the client system(s) during their placements, including broker, mediator, educator, and clinician. In their field placement, students apply classroom learning and further develop competencies and skills.



Requirements for Generalist (Foundation) Field Practicum

The Prerequisites for Practicum are:

- Complete the Practicum Preparation Process (PPP) in our practicum management software.

Generalist students must complete the following courses in the MSW curriculum and receive a letter grade of B or higher.

- Introduction to Social Work
- Human Behavior and the Social Environment
- Professional Practice with Individuals and Families
- Professional Practice with Organizations and Communities
- Social Work in Behavioral Health
- Ethics and Diversity in Social Work
- Research Methods in Social Work
- Social Work in Interdisciplinary Settings

The Minimum Requirements for each 12-week Generalist Practicum Course:

- The MSW program requires 200 minimum hours per each generalist practicum course, resulting in 400 hours in your generalist field agency.
 - 200 hours during enrollment in MSW-6009 and 200 hours while enrolled in MSW-6010.
- A minimum of twelve hours of supervision for each practicum course (a total of 24 hours supervision for the entire generalist practicum).
- You must meet at least weekly with your Field Instructor/MSW Supervisor.
- Participation in weekly synchronous field seminar.
- Completion of all course assignments and requirements of MSW-6009.
- Completion of all course assignments and requirements of MSW-6010.

**All Classes are subject to change and availability. For the most up-to-date information please visit NU's Catalog.

Requirements for Advanced Generalist (Specialized) Field Practicum

The prerequisites for the Advanced Generalist (Specialized) practicum are:

- Complete the Practicum Preparation Process in our practicum management software.

Advanced Generalist students complete the following courses in the MSW curriculum and receive a letter grade of B or higher.

- Advanced Social Work with Children and Families
- Advanced Social Work Practice with Marginalized Populations
- Advanced Social Work in Medical Practice
- Advanced Social Work Practice in Mental Health
- Forensic Clinical Social Work Practice
- Advanced Leadership Skills for Clinical Practice

The Minimum Requirements for each 12-week Generalist Practicum Course (MSW-6901 and (MSW- 6902):

- The MSW program requires 250 minimum hours per each advanced generalist practicum course, resulting in 500 hours in your generalist field agency.
 - 250 hours during enrollment in MSW-6901 and 250 hours while enrolled in MSW-6902.
- A minimum of twelve hours of supervision for each practicum course (a total of at least 24 hours of supervision for entire advanced generalist practicum).
- You must meet at least weekly with your Field Instructor/MSW Supervisor.
- Participation in weekly synchronous field seminar.
- Completion of all course assignments and requirements of MSW-6901.
- Completion of all course assignments and requirements of MSW-6902.

**All Classes are subject to change and availability. For the most up-to-date information please visit NU's Catalog.





MSW Mission and Vision

The mission of the MSW program is to provide students with social work knowledge and skills to prepare them to be effective practitioners and innovative leaders within their communities and the field of social work.

The vision of the MSW Program is to unite a global community of faculty and students to improve the human condition through practice, research, and social justice.

MSW Values and Philosophy

The philosophy of the MSW program is based on the core values of the social work professional with a commitment to foster integrity, practice competently, engage in service, and demonstrate respect for all people. Working within evidence-based and research-informed frameworks, the MSW Program empowers students to engage in service to individuals, families, groups, organizations, and communities to enhance quality of life, value the exchange between the social worker and client system(s), appreciate that every person is unique and worthwhile, and work towards social benefits that will have a positive impact on underserved populations.

Roles and Responsibilities

Field Director

The Field Director is the faculty member responsible for working closely with students to ensure that the field experience is successful. The Field Director:

- Contacts agency representatives to initiate the agency approval process.
- Approves students' field experience applications.
- Collaborates with students in locating field practicum agencies.
- Conducts interviews with agencies to determine if they meet the criteria appropriate for field experience.
- Collects and reviews local agency Field Instructor documents to ensure that the Field Instructor meets the criteria for supervision.
- Responds to students', Field Instructors', and Agency Directors' questions about the field experience.
- Educates students, Site Directors, and Field Instructors about field policies and expectations.
- Collects outcome data and field paperwork, including evaluations.
- Manages field placement software for the MSW program.
- Review and approval student Learning Plans





Field Seminar Faculty/Faculty Liaison

The Field Seminar Faculty is the NU faculty member responsible for working with students to integrate the field experience with classroom instruction. This faculty member teaches the field class and acts as a bridge between the university and the agency. Field Seminar Faculty are often referred to as Field Liaisons and may be used interchangeably.

Field Seminar Faculty hold the MSW credential and have two or more years of practice experience; the Field Seminar Faculty may provide required oversight of students at the agency if an MSW is not on-site, at the Field Director's decision. Specifically, the Field Seminar Faculty:

- Communicates with the field agencies, as necessary, to:
 - identify appropriate learning opportunities for the student with individuals, families, groups, organizations, and communities.
 - consult with the student and Field Instructor on the progress of the experience.
 - review student records.
- Consults with Field Instructors and students regarding any field-related problems, suggesting appropriate problem-solving activities.
- Evaluates the student's performance and assigns a grade for field experience.
- Assesses the student's professional growth, identity, behavior, and ethical decisions to determine the student's appropriateness for the social work profession.
- Teaches field seminar courses to social work field students, helping them integrate social work theory and practice with real-world situations.
- Reviews student Learning Plan and assures student is practicing skills with individuals, families, groups, organizations, and communities.

Field Agency

An agency's decision to accept a social work student comes with an obligation to invest time and agency resources necessary to deliver a quality field experience for student learners. As part of the agreement and participation in the field practicum, the field agency agrees to provide a Task Instructor, if needed.

Agencies are responsible for:

- Structuring the workload of field instructors so that instructors have sufficient time to supervise students.
- Provide the NU MSW Program with descriptive agency information.
- Accepting students for field without regard to race, ethnicity, sex, age, sexual orientation, religion, political beliefs, or disability.
- Providing students with necessary workspace, resources, and support services.
- Allowing students to explore and experience all aspects of agency structure, policy, and program that are relevant to student learning objectives at all levels of practice (individuals, families, groups, organizations, and communities).
- Orienting students to agency policies, procedures, and programs, and informing students of significant revisions in each.
- Providing clear procedures and safety plans that ensure students are secure in the agency and during home visits; implementing processes to support students if safety issues arise; and ensuring that the Field Instructor or other agency staff will be on-site and available at all times while the student is engaged in field activities in the agency building or in the community.
- Keeping affiliation agreements up to date.
- Provide a Field Instructor who has an MSW plus two year's post-graduate experience.
- Provide the NU MSW Program with all required education and licensure documentation of the Field Instructors(s) and/or Task Supervisor(s) upon request. Such information includes but is not limited to: graduate diploma, license, disclosure statement, and resume.
- Comply with all policies and procedures outlined in the Field Education Manual and the Family Educational Rights and Privacy Act (FERPA).
- Maintain an open dialogue with the NU MSW Program to discuss any issues affecting the agency's organizational structure that may impact the student's field education experience.
- If needed, the agency will provide an appropriate task supervisor to manage the day-to-day activities of the student.

Field Instructor

The primary role that the agency Field Instructor fulfills is that of an educator. This agency staff member, who supervises the student in the field experience placement, typically holds an MSW degree from a Council on Social Work Education (CSWE)-accredited social work program. This rewarding role involves the following varied responsibilities:

- Identifying student learning needs in collaboration with the student and Field Seminar Faculty.
- Reflecting relevant competencies and behaviors at the generalist and advanced generalist practice levels.
- Developing assignments that meet educational objectives and adhering to expectations of the social work field experience.
- Developing Learning Plan with student to ensure learning activities at the micro, mezzo, and macro levels.
- Selecting learning materials and activities relevant to the student's learning needs and objectives, including:
 - the appropriate type and number of cases.
 - inter- and intra-agency meetings and community task groups.
 - assigned readings, including grant proposals written by the agency.
 - agency projects, including those that involve participation with other agencies and/or community groups.
 - group and community intervention, including activities such as assessment of community needs, serving as a liaison between the agency and a community group, and facilitating and/or organizing an advisory group.
- Helping to ensure that the student is properly oriented to agency policies, procedures, norms, and the organizational structure.



- Helping to ensure that the student is properly oriented to agency policies, procedures, norms, and the organizational structure.
- Helping to ensure that the student is behaving in a manner consistent with the NASW Code of Ethics and applicable state laws.
- Communicating field education program objectives to other agency personnel and eliciting both support for those objectives and acceptance of the student as a beginning-level professional social worker.
- Providing weekly supervision for students (minimum one hour), focused on identified learning needs and objectives.
- Developing Learning Plan (Appendices C and E) with the student to ensure practice opportunities at the micro, mezzo, and macro levels.
- Assessing student performance and providing structured, constructive evaluative feedback to the student and faculty liaison, including completion of the Field Evaluation forms (Appendices G, H, I, and J).
- Addressing any concerns or areas for student development with the Field Director or Faculty Seminar Instructor and collaborating with the student and Field Director on developing a plan to address these concerns.
- Providing information to the student regarding safety and reviewing specific agency policies regarding safety; providing the student with supervision and support if safety issues arise.

Task Supervisor (if applicable)

A Task Supervisor is designated as the primary contact person and manager of the student's learning when the Field Instructor is not employed by the field placement agency, is off-site, or is located in another department. The Task Supervisor does not replace the role of the Field Instructor but does need to be well-informed of educational objectives and understand their role in the student's learning.

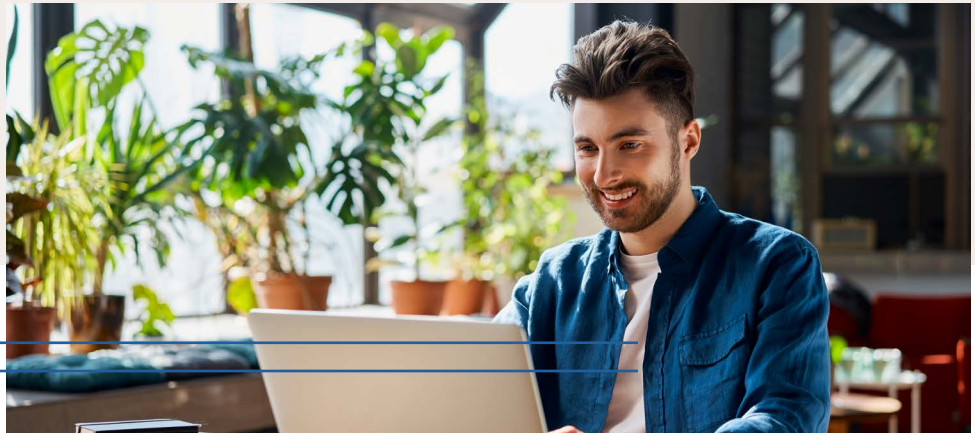
Their roles and responsibilities include:

- Utilizing staff with professional competence in supporting the learning activities the student is to undertake.
- Providing day-to-day management and oversight of the student's activities.
- Meeting with the student in weekly individual and/or group conferences.
- Maintaining communication with the Field Instructor to coordinate the student's overall field assignments and learning experiences.
- Participating in field conference(s) and providing oral/written input to evaluate the student's performance.
- Respect and articulate the distinction between student learner and agency/organization employee.
- Be attentive to addressing and ameliorating dual and/or multiple relationships.
- Ensuring resources (e.g., telephone, computer, office supplies, and adequate space) are available for the student to effectively work in the field.
- Maintaining an open dialogue with the NU MSW Program to discuss any issues affecting the agency's organizational structure that may impact the student's field education experience.

NU MSW Field Program

- Provide a general orientation to Field Instructors and Task Supervisors regarding the policies, procedures, and practices of the NU MSW Field Program.
- Instruct students to comply with all required health screening, immunizations, criminal background checks, and all other pre-employment requirements of the agency.
- Monitor and address identified student conduct and performance issues.
- Provide the agency with the necessary forms and documentation required by students and Field Instructors.
- Maintain compliance with the regulations, policies, and procedures of the Council on Social Work Education (CSWE).
- Provide proof of negligence/malpractice insurance coverage to cover the student's field-related activities.
- Provide a designated NU Field Seminar Faculty to discuss all issues relevant to and impacting the field education experience.
- Provide the agency with timely notification of any changes in the procedures and policies governing Field Education.
- Monitor the quality of the field instruction to ensure compliance with the program, school, and University policy.
- Facilitate and offer consultation in all aspects of the field placement process.





Student Responsibilities

A productive field experience requires that the student actively participates in their field education process and field experience. Students have the following responsibilities:

Before Beginning Field Experience

The Student:

- Attends a Field Readiness Information Session to discuss readiness for field.
- Completes background check.
- Collaborates with the Field Education Team to identify a field experience placement.
- Collaborates with the Field Education Team in the practicum placement process (PPP).
- Secures appropriate liability insurance.
- Uploads necessary documentation to the practicum management software in a timely manner.
- Communicates regularly with MSWTraining@nu.edu to receive updates.

During the Field Experience

The Student:

- Collaborates with the Field Instructor and the Field Seminar Faculty in identifying learning needs and specifying learning objectives related to competencies and behaviors at the generalist and advanced generalist levels.
- Develops the Learning Plan with their Field Instructor and returns Learning Plan to Faculty Field Instructor within two weeks of starting at agency.
- Engages in practices and behaviors consistent with the National Association of Social Workers (NASW) Code of Ethics, the CSWE EPAS standards, and applicable state laws.
- Actively explore learning opportunities within the agency and participates with the Field Instructor in selecting appropriate learning materials and activities to demonstrate skills working with individuals, families, groups, organizations, and communities.
- Complies with agency and field experience policies, procedures, and standards, including background checks or drug screens if the agency requires them.
- Uses supervision and supervisory conferences appropriately, including participating in selecting content for conferences and using supervision to openly address needs, concerns, and issues.
- Tracks practicum hours and supervision sessions in the practicum management software.
- Attends and participates in agency staff meetings and professional meetings or conferences that the Field Instructor recommends.
- Integrates field and classroom learning by applying theory and concepts to field assignments.
- Continually assesses the quality of the field experience, keeping the Field Instructor and the Field Seminar Faculty informed about any concerns.
 - Practicum concerns should not be left until the final evaluation.
 - The student shares responsibility for helping to ensure that concerns are addressed as soon as they are identified. The student and the Field Instructor will notify the Field Seminar Faculty and the Field Director immediately of any serious or potentially serious issues.



During the Field Course, the Student

- Actively participates in a weekly seminar with the Field Seminar Faculty and peers.
- Submits all assignments in a timely manner.
- Submits weekly hours to field placement software and ensures approvals from Field Instructor and Field Seminar Faculty.

The Practicum Preparation Process

The Practicum Preparation Process (PPP) is a multi-step approach that is used to secure appropriate field agencies that will provide students with learning opportunities with individuals, families, groups, organizations, and communities. As part of the process:

- Students complete a background check as part of their MSW-6003 course.
- Students are given access to the MSW Field Education Support Course classroom in NUOne.
- The Field Director meets with the student to determine their readiness for field practicum.
 - As part of this meeting the Field Director and student discuss potential placement agencies within their community.
- Students are given access to the field placement software.
- Student uploads required documents and completes necessary training within the field placement software program, including HIPAA training and the verification of liability insurance.
- Students identify social work agencies they are interested in exploring and provide the Field Director with appropriate contact information.
- The Field Director reaches out to the agency contact to discuss the requirements of field practicum. The Field Director does an initial screening to determine if the agency meets accreditation requirements for the program and learning requirements for the student.
 - If the agency is deemed inappropriate as a field placement, the process begins again with the Field Director meeting with the student and/or reaching out to additional identified agencies.
- If the initial screening determines the agency is appropriate, the Field Director provides the Field Instructor with access to the field placement software program.
- The Field Director initiates a Four Way Agreement with the agency and student.
- Field Instructor, agency staff and student complete their section of the four-way agreement ([Appendix K](#)).
- Once the four-way agreement is signed, the Field Director reaches out to the Field Instructor to orient them to the MSW program.
- Field Instructor completes orientation and trainings as directed by the Field Director.
- Field Director notifies the Student Advising Office that the student can register for field practicum course with the start date of the practicum.
- The student begins the field experience and develops a Learning Plan ([Appendices C](#) and [E](#)) that is specific to the agency and meets the learning needs at the different practice levels and interests of the student.

Once a field placement site has been secured, the Field Seminar Faculty reaches out to the Field Instructor as the primary point of contact. The Field Seminar Faculty will collect the student's Learning Plan and review it periodically with the student in the weekly synchronous field seminar.

While in their field practicum, students submit their agency hours using the field placement software program. The Field Instructor approves the hours, with final approval of hours being completed by the Field Seminar Faculty.

During the 10th week of the first field practicum course (generalist practicum and advanced generalist field practicum), the faculty Field Instructor will send out the midterm evaluations ([Appendices G](#) and [I](#)) for the Field Instructor to complete with the student. The Field Seminar Faculty consults with the Field Instructor to determine a student's grade for the course. Please see the NU Catalog for information on course codes and listings.



A site visit between the student, their Field Instructor, Task Supervisor (if appropriate), and Field Seminar Faculty is scheduled between the 11th and 13th week that the student is in field placement.

Final field evaluations are sent out by the Field Seminar Faculty in week 10 of the second field practicum course (MSW-6010 for generalist practicum and MSW-6902 for advanced generalist field practicum) the Field Seminar Faculty will send out the midterm evaluations (Appendices H and J) for the Field Instructor to complete with the student. The Faculty Instructor consults with the Field Instructor to determine a student's grade for the course.

Failure to Secure a Field Site

In the event a student is not accepted for placement after completing a minimum of three field placement interviews, the Field Director will discuss the rationale for the decision with each placement site. The Field Director will discuss the reasons for each placement site's decision with the student, assist the student in identifying potential barriers impeding field placement assignment, and as necessary, develop a written plan to address the concerns or issues.

Should a student be unsuccessful in securing a field placement after three or more placement interviews, the Field Director may petition the MSW Program Director and Department Chair for review and advisement. Additional planning for field placement may not begin until a meeting is held or an alternative action plan is developed as determined by the NU MSW Program.

Students without an approved field placement may be unable to move forward with the MSW program.

Students Need to Know....

Before enrolling in MSW Practicum at NU, students must successfully complete the Practicum Preparation Process (PPP). This process assesses the student's readiness to begin and satisfactorily completing the requirements to secure a site and a Field Instructor.

The Field Director will help students find and vet placement sites and supervisors. Approving a practicum site is ultimately up to the Field Director's discretion. The program has a list of many sites across almost all states to help students secure a site. The program cannot require placement sites to take any specific student.

Appropriate field experience agencies for social work students are those that serve social work populations and meet the standards of the program's social work curriculum. Field instructors must have a minimum of an MSW degree from a CSWE-accredited program and specified credentials (based on state requirements). Each agency must be able to demonstrate program competencies and outcomes. Field placement sites will have an agency staff member—the Field Instructor—who supervises the student in the field. If a Field Instructor with a MSW degree is not available, the student must work with the Field Director to determine if the site is appropriate and, if so, in securing the additional necessary supervision.

Once the student and Field Director identify a potential site and supervisor, the Field Director will initiate a vetting process. NU has developed a comprehensive process for vetting sites and supervisors for practicum. Once a site and supervisor have been selected, students, working collaboratively with the Field Director, will start the Practicum Preparation Process. Using a web-based field placement software application, the supervisor and site will be requested to upload key documents (e.g., licensure verification if applicable, insurance, supervisor/site agreement form, demographic information about population served at the site, etc.). The Field Director will review and approve these documents or request additional information as part of the vetting process.

The MSW program will provide the supervisor and site information about NU policies, practices, expectations, and competencies students are expected to learn. In addition, the MSW Field Director will facilitate a meeting with the supervisor, site, and student via video or audio conferencing so that they



may discuss, as a group, expectations, roles, and logistics for the practicum process. Once the site and supervisor are approved and the practicum begins, the student and supervisor will complete evaluations on the student at the end of each 12-week practicum course to monitor the process.

In addition to this formal monitoring and evaluation process, students will meet for approximately one hour synchronously weekly with Field Seminar Faculty and students from a variety of field education sites to share the students' experiences. Students integrate theoretical concepts taught in the classroom with the real-life events they are seeing on site. Students also meet with their Field Instructor weekly for face-to-face supervision at their local agency.

Acceptable practicum sites must meet the following criteria, and students must meet the following expectations:

- Students must be allowed to work directly with clients or client systems.
- Students must complete at least 200 hours in the two generalist field practicum courses and 250 hours per each of the advanced generalist practicum courses.
- They must complete a total of 900 clock hours to finish the practicum sequence.

Prior to enrolling in the first of the four practicum courses, students must complete the Practicum Preparation Process (PPP) and receive practicum readiness approval. Students in collaboration with the Field Director, identify potential local placements, as well as a local supervisor who meets state requirements for supervision of post-graduate MSWs seeking state licensure within their jurisdiction. The practicum site and supervisor are approved by the Field Director prior to the student enrolling in the practicum courses. To finish the practicum requirements, students must meet weekly in the practicum sessions and complete at least 900 hours (for generalist plus advanced students) or 500 hours (for advanced standing students) in practicum. Students who have fewer hours than that will be asked to meet with the Field Director and may be required to complete a practicum extension course.

Students must receive satisfactory field evaluations from their Field Instructor and their National Field Seminar Faculty in order to complete the practicum sequence.

Students must complete the required number of hours in order to graduate; additional practicum classes will be available to students who need additional time to complete the field hours requirement. Students should plan to complete 18-20 hours per week in each twelve-week practicum course in order to meet the minimum requirement.

Completing Fieldwork at the Student's Place of Employment

Students who are already working in human services may request that they carry out their practicum at their place of employment, which would be a desirable placement for many reasons for working students. However, because the practicum is designed to be a learning experience, there are certain criteria which must be satisfied before this type of placement can occur. Only one of the required field practica may be employment-based. The approval of an employment-based field practica requires:

- The practicum activities must be qualitatively different from those that the student performs as a part of her/his employment.
- The agency must meet the same criteria as all other field agencies.
- The program ensures that student assignments are directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized)
- Field education supervision is distinct from employment supervision time, even when provided by the same supervisor.
- The MSW Field Director assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment or where students are offered employment in the field practicum.



Requests for this type of placement are welcome, and faculty will work with agencies and students in order to arrive at a workable arrangement whenever possible. The MSW Field Director provides a form for students and their employers to fill out prior to the decision of whether or not the agency and the arrangement are suitable.

Conflict of Interest

To avoid any conflict of interest, students are not permitted to complete the field placements in an agency, institution, or organization that is owned, or partly owned, by a family member. Additionally, a student's family member may not serve as a Field Instructor or Task Supervisor for the student. Students are obligated to notify their Field Seminar Faculty if a family member, quasi-family member, or close friend is employed in any capacity with the placement agency or institution. This disclosure may not automatically preclude a placement but is necessary to build in safeguards to maintain appropriate boundaries between the parties.

Transportation

Students are responsible for their own transportation costs to and from the agency and may be required to pay for parking. Students should discuss the reimbursement policies of the agency with the Field Instructor or other appropriate agency personnel prior to beginning placement. Students should expect to complete 16-18 hours a week in the generalist practicum; and 18-20 hours per week in the advanced generalist practicum. Students are not allowed to transport clients in their personal or agency vehicles as part of their practicum.

Home Visits

Home visits are a regular part of many field placements. Even if they are not, a home visit may be clinically indicated in certain situations. All field placement agencies are expected to take appropriate measures to ensure the safety of students. At a minimum, the same safeguards provided to staff must be provided to students. Students may also require additional support and security provisions. Students are expected to receive the appropriate training and preparation before engaging in any home visits.

When completing home visits or other off-site field placement activities, students must be able to access the Field Instructor or another agency supervisor by phone. The field placement agency must always be aware of the student's location when conducting home or community-based activities.

The following safety principles are strongly suggested:

- All home visits must be made with the full knowledge of the agency.
- The supervisor should be aware of time of departure, time of return, and other activities on the trip.
- Students should know how to access a supervisor while conducting a home visit.
- Students should not conduct a home visit if they feel threatened or if they detect the presence of drugs or alcohol.
- Students should be aware of dogs or other household pets which may be a threat.
- Students should know whom to call and what steps to take if they should experience a vehicle breakdown.



Mandated Reporting

Every state has laws that cover the mandatory reporting of suspected child or elder abuse and the duty to warn if a client is harmful to self or others. Field agency supervisors and field instructors are responsible for educating all students regarding their agency's policies and procedures related to these laws.

Students should not be required to be the primary mandated reporter without the assistance of staff at the agency while functioning as an intern in a field placement. This role is reserved for field site personnel who are responsible for ensuring that all field placement policies, regulations, laws, and ethical obligations are followed. When possible, the student can assist and should have exposure to situations that involve mandatory reporting and duty to warn.

No Credit for Life or Previous Work Experiences

Though many NU students start the MSW Program with life or work experiences that inform their understanding of social work practice, NU does not grant academic credit for prior life experiences. To ensure the integrity of the NU curriculum and to make sure students are prepared for the reality of complex client situations, we do not grant academic credit for life or previous work experiences.

Safety During Practicum

Social work students work with clients in a wide variety of settings and situations. Some of these settings include work with individuals dealing with overwhelming emotions and stressors that may result in behaviors that are or appear to be threatening in nature. Examples of these behaviors may include swearing, yelling, insulting, threatening, or acting to cause physical harm, and other out-of-control behavior. Field placement agencies should have written policies to address any work situation that entails potential risk, such as home visits, services conducted outside the agency in isolated or high crime areas, services provided at night or on weekends, services to clients who may become volatile, or who may be intoxicated or under the influence of controlled substances and services that are politically sensitive which may result in threats of violence.

All students should be provided with timely information on basic safety, medical, health, and emergency procedures during orientation to the field placement agency. These procedures should be carefully discussed with the students and reviewed periodically.

Students may encounter risks to their personal safety or property during their field placements. These dangers may include the risk of personal injury or property damage from accidents, incidents involving clients, or crimes committed by third persons. Each site is responsible for orienting students to the safety policies and procedures of that setting during the agency orientation, as well as in supervision. Agencies are required to immediately notify of any safety incident involving a student to the NU Field Director. If the Field Director is unavailable, notification should be made to the MSW Program Director.

- Students are not permitted to restrain clients under any circumstances, nor should they be placed in a situation that would necessitate performing a restraint.
- Students are not permitted to be on-call for clinical or administrative emergencies.
- Students are not permitted to conduct home visits without being accompanied or having a specific predetermined safety protocol in place.
 - Students must receive appropriate training prior to completing home visits and must have phone access to the Field Instructor or an agency supervisor while completing home visits or other off-site activities.
 - The field placement agency must always be aware of the student's location when conducting home or community-based activities.
- Students are not permitted to work for extended and prolonged periods of time where there is no other agency staff present.
- Students are not permitted to handle or distribute medications.



- Students are not permitted to drive clients in their personal or agency automobiles without the proper insurance coverage.
- Students are not permitted to work with potentially violent clients without proper supervision and oversight.
- Students are not permitted to work with clients who have demonstrated a history of violence or aggression towards staff.
- Students are not permitted to engage in any activities, responsibilities or duties that extend beyond the scope of practice of social worker agency staff present.

Students are advised to take advantage of any additional specialized trainings provided by the field placement site and to take all necessary precautions to protect their personal safety and property during field placements. Students should be informed of procedures for the student(s) to follow in the event of a safety or security problem or potential health risks should be reviewed. The Learning Plan should include information about the agency's safety orientation and training opportunities provided to students to support the development of skills and knowledge that will maximize safe practice.

These additional tips are good safety precautions when in the field:

- Students should read and be familiar with the safety policy and procedures of the field placement agency and abide by health precautions and protocols related to the specific agency setting.
- Students should not see clients alone unless they have clearly demonstrated the knowledge and skills to do so.
- When conducting office-based meetings, it is important to consider what is in the room, whether there is more than one exit, and where each person will sit.
- When in the field, students are reminded to carry cell phones, notify their supervisor of their whereabouts and refrain from carrying valuables or wearing expensive jewelry.
- When conducting home visits, students should be aware of their surroundings and who is in the house.
- Always be aware of exit locations and do not allow a path to an exit location to be blocked.
- When conducting home or community-based field placement activities, students should be aware of parking locations. Do not allow another vehicle to block your own in a driveway or other location.
- Lock vehicle doors and do not leave any valuables in sight. Valuables should be stored in a locked location, preferably in the field placement agency.
- Students should carry a cell phone while in the field, to call for help in the event of an emergency or to contact the Field Instructor or another agency supervisor for support if needed.
- The field placement agency must always be aware of the student's location when conducting home or community-based activities.
- When traveling by foot or public transportation, it is advisable that students know where they are going and the route by which they will travel.
- It is helpful to wear sturdy, flat walking shoes for safety reasons.
- Students should always be alert and walk with a purpose as if one has a clear destination.
- Be aware of people and animals in the immediate area.
- Students have a right and responsibility to refuse any assignment where they feel physically at risk or in which they deem too dangerous to pursue at the time.
- Students should immediately report any dangerous or adverse situations or incidents encountered during field placement to their Field Seminar Faculty and Field Director.

Practicum Course Requirements

While in their field placement, students will be enrolled concurrently in a field practicum course. As part of their practicum course, students will participate in weekly synchronous seminars and complete all assignments as required.

Students are not allowed to be in a field placement without being enrolled in a concurrent practicum course.



Supervision

All students will:

- Participate in individual (and possibly group supervision) every week with the Field Instructor and participate in weekly synchronous MSW practicum seminars.
- Ensure that they keep their Field Instructor apprised of all clients.
- Actively protect client confidentiality during all supervision and practicum sessions.
 - Students have an ethical responsibility to be sure that during online practicum sessions, no one other than NU social work faculty and the practicum session members are able to overhear any of the conversations or see the student's computer/tablet screen.
 - Students must ensure that no personally identifiable information is transmitted during practicum seminar.
 - Students transmit only the minimum amount of information necessary to help the class instructor and other students understand the case or situation.
- Ensure that documents sent to the instructor will never contain names or any other personally identifiable information about the client.
- Protecting client confidentiality is a prime ethical responsibility of all MSWs, including practicum students.

Evaluation of Your Practicum Experience

At the end of each field practicum, the student will complete a formal evaluation of their practicum site. The Field Director will review the evaluation and address any issues as needed.

Documentation of Your Practicum Experience

All MSW practicum students (and clinicians) have an ethical and legal responsibility to maintain accurate client records and to maintain those records in such a way as to protect the client's confidentiality. Practicum students and clinicians who do not properly maintain records leave themselves open to an ethics complaint to the professional association ethics committee or to the state licensing board, and possibly to civil court action (a malpractice suit). Please remember that, according to well-established practice in the profession, the supervisor (including the NU Field Seminar Faculty and the Field Director) is bound by the same standards of confidentiality as the client's own therapist.

The Field Instructor will verify this knowledge and activity by approving student hours within the field placement software. Additionally, the Field Instructor submits a formal evaluation of the student's work.

Practicum Site Visit

The field practicum site visit serves two primary functions between the student, Field Instructor, and Field Seminar Faculty. The first function is educational, to support students in learning and developing their skills. The second function is administrative, ensuring that students are accountable to the agency for completing field placement activities and all of the necessary requirements for each field period and that the agency is providing the student with the appropriate learning opportunities and supervision.

The field site visit should be conducted between weeks 11 and 13 of the field practicum. During the visit, all parties will review the Learning Plan to ensure the student's learning objectives are being met by the assigned tasks. Students will have the opportunity to raise and discuss any issues or concerns regarding the field placement or the field education process during this time. Students should feel comfortable to speak freely about their concerns, as the site visit is the forum to support and validate the student's experience.



Failure to Meet Standards

MSW students follow the same process for grievance and termination as students in all other NU programs, consistent with University policy and practices. Students should refer to the course syllabi and the Code of Conduct section found in the National University catalog (<https://www.nu.edu/catalog/>) for a clear statement of what kinds of behavior might result in a student failing the program.

Clear statements and procedural steps for Student Grievances can be found in the Student Rights and Responsibilities section of the NU catalog. Expectations and procedures for Attendance Requirements, Grade Appeals, Time Limits, Academic Dismissal, and Administrative Dismissal can be found in the Academic & University Policies section of the NU catalog. Students are responsible for knowing and following the information in all of these documents.

Any serious violation of the NU Code of Conduct or any serious violation of the NASW Code of Ethics can result in a failure in the program.

Difficulty in the Field

There are several ways in which the NU MSW program supports students who experience difficulty in the field. The major effort is through consultation, advising, and support. In the field placement setting, students experiencing difficulty are encouraged to discuss concerns directly with the Field Instructor and

Task Supervisor (as appropriate), and in the school setting with their Field Seminar Faculty, MSW Field Director, MSW Program Director or Dean of Student Services.

When a Field Instructor has attempted to work with a student around a practice or performance issue and has seen little progress in resolving the identified concerns, the student's Field Seminar Faculty should be contacted for additional consultation. The Faculty Instructor will work with both the student and Field Instructor, sometimes jointly, to clarify the issues of concern and suggest strategies to work toward resolution. If there is no resolution at that level, the next step in the process is to notify the Field Director.

The NU MSW Program has a responsibility to the profession and to the future clients of their students to maintain high professional standards. Though infrequent, there are occasions when the Field Seminar Faculty, Field Director, and MSW Program Director may conclude that a student is not able to provide competent, ethical service to clients or other constituents.

Student Performance Issues

When students encounter difficulties in field education, the first step is for the student to raise the issue with the Field Instructor. The NU MSW Program encourages student self-advocacy. However, if the student's efforts do not lead to a resolution of the problem, the student should notify their Faculty Field Instructor to receive guidance, support, and coaching, as well as to discuss problem-solving strategies. When there are serious concerns about a student's field performance, the Field Seminar Faculty should be notified by the student and the Field Instructor.

The Field Seminar Faculty has the responsibility to coordinate a meeting to develop a plan of action. The result of this meeting often takes the form of a written Remediation Plan with specific, time-sensitive performance expectations for all parties. All parties review the recommendations and create a timeframe for the reassessment of the identified concerns.

Issues addressed by a remediation plan might include, but are not limited to the following:

- Failure to prioritize duties, responsibilities, and complete assignments.
- Unsatisfactory progress towards completing learning objectives, required field practicum hours or in acquiring the required social work competencies.
- Inadequate concern and sensitivity for human needs. Violating professional boundaries with clients/client groups and/or staff.



- Inability to integrate theoretical concepts into practice.
- Failure to demonstrate the ability to effectively regulate a range of emotions.
- Demonstrating inflexibility in working with agency and University personnel.
- Failure to work as part of a collegial network.
- Failure to seek appropriate resources to ensure that personal issues do not interfere with field performance.
- Failure to communicate in a professional, effective, and timely manner in interactions with other students, faculty, Field Instructors, Task Supervisors, staff, clients and client systems, and other professionals the student may come in contact within the field education placement and related experiences.
- Demonstrating inappropriate attitudes toward diversity.
- Demonstrating inadequate professional awareness, insight, and social consciousness.
- Inadequate professional responsibility to placement site.
- Excessive tardiness or absenteeism or failure to notify the field placement site in a timely manner of absences.
- Terminating the field placement without the advanced written permission of the Field Director.
- Failure to demonstrate professional assertiveness.
- Failure to recognize and resolve ethical conflicts and dilemmas within social work practice.
- Advocating for change in an inappropriate, unprofessional and/or unproductive manner.
- Inability to follow agency policies, procedures, and directives.
- Violation of NASW and State Licensing Board Codes of Ethics and/or the NU Code of Conduct.

In some cases, a significant extension of time in the field placement may be indicated to appropriately address a remediation plan. If performance indicates the need for an extension beyond the end of the course, a grade of Incomplete may be requested, in accordance with NU Academic policy. The Request for Incomplete form must include a specific remediation plan with a non-negotiable due date for the completion of all requirements. The Field Instructor and Faculty Instructor must agree to the plan. The Field Director provides final approval of all remediation plans and requests for Incomplete grades. The Request for Incomplete form is not approved until signed by the student's Field Seminar Faculty.

Students must comply with all conditions and dates specified in the Request for Incomplete form as well as the requirements of the field education period in order to receive a grade. Students will receive a grade of No Pass "F" and be required to repeat the field period if the requirements are not fulfilled by the agreed upon date. An Incomplete in any course cannot extend beyond one additional semester.

Students who have not satisfactorily completed at least three-quarters (75%) of their field hours prior to a Request for Incomplete may not be permitted to register for the subsequent field period. Evidence of successful completion of field education requirements and all evaluative and remediation plans (where applicable) by the date documented in the Request for Incomplete form will allow a grade of Incomplete to be converted to a final grade required for students to proceed to the next field period.

Severe circumstances or student behaviors may warrant an immediate suspension of field hours or dismissal from placement.



Termination From Placement

Field placement agencies can terminate students from placement at their discretion, although these decisions should only be made in severe circumstances. Termination is regarded as a last resort in problem-solving. Once the decision has been made to terminate the placement, the student is expected to formally disengage from the agency. This may include turning in keys and agency property, removing personal items, etc. and is completed in cooperation with the agency. It is the responsibility of the student and Field Instructor to provide a final evaluation of the student's performance and account for the number of hours completed.

The Field Director may temporarily or permanently suspend or remove students from placement as a result of serious performance, behavioral or conduct concerns. A decision to suspend field hours or remove a student from placement is made in consultation with the Field Seminar Faculty, Field Instructor, and agency. Students suspended or removed from placement will be referred to the Committee on MSW Students for further consultation and action. Any circumstance involving student falsification of field hours, activities or field education documentation will result in an immediate referral to the Committee on MSW Students.

Banking Hours

Students may not accumulate (bank) field hours beyond those required for current field period. Field hours may only be accumulated for students officially registered for a field period. Students must remain in their agency practicum for the 12 weeks they are in the concurrent practicum course.

Field Absences

All absences from field must be made up in order to reach the required hours necessary for the completion of each field period. Students who are absent from their field placements for any reason must incorporate a plan to address the deficit hours. Reasons for absences may include circumstances such as illness, death of a family member, family emergencies, school, or agency closings due to weather, administrative closings, etc. A plan to make up missed field hours must be developed with and approved by the Field Instructor.

In any situation where a student will be absent from the field site, the specified agency contact(s) must be notified by the student at the earliest possible time to arrange for coverage. Students who are habitually absent from the field placement or who do not appropriately notify the placement of plans to be absent may be suspended or dismissed from the placement.

Any student requesting a long-term absence or leave from field education for medical or personal reasons must notify the Field Seminar Faculty, Field Director, and MSW Program Director in writing. The student will then receive follow up communication that outlines the appropriate next steps based on individual circumstances and student needs.

Field Placement Reassignment/Change of Placement Request

If at any time after the student has started the field placement, the agency, Field Instructor, or student raises questions or concerns regarding the viability of the placement, the information is reviewed by the Field Seminar Faculty in consultation with the Field Director and all involved parties. A meeting may be convened to facilitate the problem-solving or decision-making process. In some circumstances, a decision may be made to move the student to a different field placement setting. When a field placement is changed, the student may be delayed in completing field education hours and course requirements. In this circumstance, the student and Faculty Instructor will work to identify possible next steps and options. Students who do not have the opportunity to develop the required field education competencies or that have not successfully completed a minimum of three-quarters (75%) of the field hours required for their respective course may not be permitted to register for the subsequent field period. Students may not terminate or switch field placement settings at any point without the prior written approval of the Field Director.



Change of Field Seminar Faculty Request

Students requesting a change in Field Seminar Faculty should make the request in writing to the Field Director. A request for a change of advisement assignment is predicated on a serious problem or concern that can be remedied only by a change in the assignment. The written request must clearly stipulate the reasons for requesting the change. The Director will consult with the student and Field Seminar Faculty prior to making a final decision to determine if both parties are in agreement with the request to change. The procedure for change is as follows:

1. The student and Field Seminar Faculty will meet to discuss the need for a change of before making the written request to the Field Director.
2. When the request for a change is granted, the Director will inform the student, the current Field Seminar Faculty, and the newly assigned Field Seminar Faculty of the change. The current and new Field Seminar faculty will consult with each other regarding the advisement that has occurred.
3. When the request for a change is denied, the Director will notify the student and Field Seminar Faculty explaining why the assignment should remain the same.
4. An appeal of the Director's decision must be made to the MSW Program Director in writing within five days of notification.

New Field Placements-Implications for Grades and Field Hours

Students withdraw from courses for many reasons, including educational considerations, serious illness or personal crisis and performance problems. Should a student need to withdraw from field education for any reason, the student should notify the Field Seminar Faculty and the Field Instructor to discuss the intent to withdraw. Together, the student, Field Seminar Faculty, and Field Instructor must develop a plan to terminate from the agency in a clinically and administratively appropriate manner. Should a student withdraw from a field course, the course will need to be successfully completed before moving on to subsequent field periods.

There are circumstances that may necessitate a change in the student's field placement. They include:

- A change of agency
- A change of job responsibilities
- A change of Field Instructor; or
- Loss of employment due to layoff or termination

In the event any of these conditions should arise, the student should immediately contact the Field Director to develop an alternative plan. The NU MSW Program retains the right to grant employment-based exceptions for students who change employment prior to the beginning of the MSW program. The new employment may not meet criteria for social work learning for the student. Students should not assume that the placement will be automatically approved. The employment date with an entirely new employer or the date of reassignment to new work responsibilities within the agency must be no more than 60 days from the first day the student is required to start placement.

Upon receipt and review of the change, the Field Seminar Faculty or the Field Director will notify the student to proceed with the development of a plan or outline a rationale why such a plan would be inappropriate.

A student changing placements prior to the mid-point of the field experience must have the Field Instructor evaluate their field performance. If the performance was satisfactory, the field hours earned in the placement will carry over to the new Field site. If the Field performance was marginal or unsatisfactory, the field hours will need to be repeated.

A student changing placements after the mid-term point of the field experience must have the former Field Instructor complete the evaluation based on the learning contract developed for that field period. An additional and supplementary learning contract and evaluation will be completed by the Field Instructor at the new field site and both documents will be submitted and utilized by the Field Seminar Faculty to determine the grade for that field period. If the field performance was satisfactory, the field hours earned will carry over to the new field site. If the field performance was marginal or unsatisfactory, the field hours will need to be repeated.



Request for an Incomplete

An “Incomplete” grade is appropriate only under the following circumstances:

- A student has been unable to meet the requirements of the field period due to compelling extenuating circumstances and there is agreement between the Field Instructor and Field Seminar Faculty that submission of a Request for Incomplete form is appropriate.
- 75% of the coursework and course requirements must be completed in order to request an incomplete (I grade).
- Students must comply with all conditions and dates specified in the Request for Incomplete form, as well as, the requirements of the Field Education period in order to receive a passing grade.
- Students will need to repeat the field period if the requirements are not fulfilled by the agreed-upon date.
- Field performance is of sufficient concern to warrant a Remediation Plan to provide additional evidence of at least satisfactory performance in the field placement before a grade can be assigned.
- The Field Instructor and/or Field Seminar Faculty may require that a student submit a Request for Incomplete form.
- The form must include a specific remediation plan with a non-negotiable due date for the completion of all requirements.
- The Field Instructor and Field Seminar Faculty must agree to the plan.
- Final approval of all remediation plans must be made by the Field Director.
- Students who have not satisfactorily completed at least three-quarters of their field hours prior to a Request for Incomplete may not be permitted to register for the subsequent field period.
- Evidence of completion of field work and all evaluative and remediation plans (where applicable) by the date documented in the Request for Incomplete form will allow a grade of Incomplete to be converted to a final grade required for students to proceed to the next field period.
- The NU MSW Program follows the NU Policy regarding the conversion of grades from “Incomplete” to a final grade.

Information for Site Supervisors

National University (NU)’s practicum program lasts approximately 48 weeks and consists of four courses that are taken successively. These courses are, in order, Generalist Practicum I (MSW-6009), Practicum II (MSW-6010), and Advanced Practicum I (MSW-6901) and II (MSW-6902). The four courses fill the 48 weeks. During these four courses, the student will accumulate a total of at least 900 hours and will receive a minimum of 48 hours of supervision.

NU requires that all MSW students have a Field Instructor and appropriate agencies for the practicum experience. Appropriate field experience agencies for social work students are those that serve social work populations and meet the standards of the program’s social work curriculum. Field Instructors will have the specified credentials and practice experience necessary to design practicum learning opportunities for students to demonstrate program competencies and outcomes. Field placements will have an agency staff member who supervises the student in the field. This individual is the Field Instructor and is employed by the agency. In addition, it is preferred that she or he holds an MSW degree from a CSWE-accredited social work program and has a minimum of two years of post-MSW experience. Practicums without a MSW on staff may be approved at the discretion of the Field Director.

For all legal and ethical purposes, the Field instructor will be the supervisor-of-record and is responsible to provide adequate supervision for students to practice ethically and legally within their assigned placement. The Field Instructor will provide supervision in sufficient volume to provide students ample opportunity to observe and engage in the agency’s services, answer questions, and grow as a professional.

Field Instructors will review all clinical or case notes and client/client group records as required by their local state and/or site policies. Field Instructors approve accurate student hours in the clinical placement software, and complete student evaluations in the clinical placement software when required.





NU Practicum Courses vs. Local On-site Supervisor

It is important to distinguish between the role of the NU practicum faculty (Field Seminar Faculty) and the field instructor. NU students attend weekly practicum sessions with NU practicum faculty. These practicum sessions are facilitated by MSW faculty who are both MSWs and hold a doctorate and students from a variety of field education sites process and integrate theoretical concepts taught in the classroom and students' experiences during on-site learning.

We expect that site supervisors will provide sufficient supervision to allow students ample time and access to review and discuss each of their practicum cases, in addition to reviewing and signing all case records as required by their local state and/or site policies. For all legal and ethical purposes, the Field Instructor is the supervisor-of-record and is responsible for providing adequate supervision for students to practice ethically and legally within their assigned placement.

Supervision

The student attends supervision meetings as scheduled and is prepared to discuss cases with colleagues to formally present their own cases. The student is respectful and positive about other students' cases and presentations, always aiming to be helpful and not demeaning about a fellow student's skills. The student makes use of supervision by accepting and using supervisory feedback. The student uses supervision and consultation to guide professional judgment and behavior.

Recognizing Ethical Issues

A social work student makes ethical decisions by applying the standards of the [NASW Code of Ethics](#), relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context. The student follows the supervisor's policies regarding reporting and consulting with the supervisor and/or other authorities; the student appropriately uses supervision and consultation regarding ethical issues. The student avoids potentially exploitative relationships with clients and other students. The student deals appropriately with his or her own issues as they affect their work as a practicum student and is willing to take responsibility for her or his own actions.

Students Are Ethically and Professionally Bound To:

- Adhere to the NASW Code of Ethics and Code of Practice and Professional Conduct for Social Work Licensure in your state;
- Appreciate the value of diversity by demonstrating effective and nonjudgmental relationships and working with others who are different than oneself; and
- Adhere to issues of confidentiality as they relate to human services, classroom activities, and field placement.



Paperwork

The student must maintain case files appropriately and follow agency procedures for paperwork in a timely manner. The student uses technology ethically and appropriately to facilitate practice outcomes.

Professional Image

The student dresses appropriately according to the standards of the setting. The student presents an aura of confidence without arrogance and presents themselves to other professionals in an appropriate manner.

The student is on time for practicum work and supervision and treats staff with respect. Field placement agency policies, including, but not limited to, dress, tattoos, and/or piercings, must be strictly adhered to by students.

Professional Conduct

The student must:

- Exhibit a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics.
 - Behavior judged to be in violation of the current NASW Code of Ethics, as well as the State Licensing Codes, may result in a consultative review and/or administrative action.
- Demonstrate commitment to the essential values of social work, which includes respect for the dignity and worth of every individual and social justice.

The student must have the ability to:

- Initiate and maintain appropriate contact with other professionals along with maintaining a personal professional image.
- Consult with professionals and others involved with cases appropriately, with appropriate signed releases, and in a professional manner, always keeping the client's welfare foremost.
- Handle unexpected and crisis situations with poise and skill, using consultation when appropriate.
- Be punctual with practice sessions and other professional meetings.
- Follow agency policies.
- Exhibit behaviors that are in compliance with program policies, institutional policies, professional ethics standards, and societal laws in the classroom, field, and community.
- Maintain appearance and personal demeanor and reflect a professional manner.
- Use sound judgment in decision-making.
- Show potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments, or making appropriate arrangements, and accepting supervision and criticisms in a positive manner.
- Demonstrate responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments, or making appropriate arrangements, and accepting supervision and criticisms in a positive manner.
- Work and communicate effectively with others, regardless of level of authority.
- Advocate for themselves in an appropriate and responsible manner and use proper channels for conflict resolution.
- Show a willingness to receive and accept classroom feedback and field supervision in a positive manner and use such feedback to enhance professional development.
- Exhibit appropriate professional and respectful interpersonal behavior towards colleagues, faculty, and staff in class and field.





Social Media Policies

Students are expected to understand and adhere to the social media policies of the field placement agency. The Standards for Technology in Social Work Practice addresses the need for social media policies to “inform clients regarding their social worker’s professional use of social networking sites, email, text messaging, electronic search engines, smartphone applications, blogs, business review sites and other forms of electronic communication” (2017). A carefully constructed social media policy that social workers and agencies share with clients can enhance protection of private information and maintain clear boundaries.

Students are expected to maintain professional boundaries at all times in field education. Personal contact with clients of field placement agencies on social media is prohibited by NU and most field placement agencies. Students are encouraged to seek direction from the Field Instructor and/or NU Field Seminar Faculty should they have questions regarding appropriate use of social media as it relates to the field placement setting or clients.

Nondiscrimination Statement

The NU MSW Program does not discriminate unlawfully on the basis of race, color, national origin, age, sex, sexual orientation, or disability in the selection, placement, support and evaluation of students, and all other activities related to its program.

Culturally Competent Practice

A major objective of field education is to prepare students to practice in a culturally competent manner and with cultural humility and self-reflection. The goal is to educate students to be attentive to the spectrum of human diversity, which includes race, ethnicity, culture, ability, age, gender, and sexual orientation. Field education is a key setting in which these skills are applied and mastered. Therefore, it is important that Field Instructors assign students a diverse array of clients/client groups and provide supervision that addresses the student’s progressive development of knowledge, skills, values, and cognitive and affective processes within this critical domain of practice.

Harassment

There will be zero tolerance for any form of harassment, which includes the following:

- Conduct that intimidates, threatens, or endangers the health or safety of any person.
- Behavior that intentionally or negligently causes physical, financial, or emotional harm to any person.
- Behavior that is construed as a nuisance, including prank phone calls or abusing or harassing another user through electronic means.



NU Sexual Harassment Policy

NU should be a place of work and study for students, faculty, and staff, free of all forms of sexual intimidation and exploitation. Therefore, NU policy prohibits sexual harassment between or among all members of the University community in all areas of NU work and educational environments. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance, and creating a hostile, abusive and offensive working or academic environment.

Sexual harassment of any faculty or staff member is a form of sex discrimination prohibited by Title VII of the Civil Rights Act of 1964. Sexual harassment of Students is a violation of Title IX of the Education Amendments of 1972. These laws apply both to NU and to individuals. Those who engage in sexual harassment may be subject to legal consequences, including civil and criminal penalties and monetary damages.

Violations of sexual harassment laws create a hostile and abusive work environment. When speech and/or conduct of a sexually discriminatory nature, neither welcomed nor encouraged, is committed, or permitted by a superior and found to be so offensive to a reasonable person as to create an abusive working or learning environment and/or impair his/her job or academic performance.

Responsibility to Report

Any student, faculty, staff member, or visitor to National University who has experienced or witnessed sexual harassment is strongly urged to report the incident. NU must know about incidents of sexual harassment in order to stop them, protect victims, and prevent future incidents. It is the responsibility of NU faculty and staff to report complaints of sexual harassment that they receive, as well as of possible sexual harassment of which they become aware, to a sexual harassment officer.

Reporting Procedure

Students, faculty, staff members or visitors to National may report allegations of sexual harassment to a NU harassment officer. They may discuss with the harassment officer any situation that they believe may constitute sexual harassment. Reports may be made by the person experiencing the harassment, or by a third party, such as a witness to the harassment, or someone who is told of the harassment. Sexual harassment should be reported immediately but must be reported within 180 days of the occurrence. However, under compelling circumstances, a delayed report of sexual harassment may be made, provided it is made within 180 days after a student has graduated from NU, or 180 days after an employee has left his or her current position at National. Willfully making a false report of sexual harassment is a violation of NU policy and a serious offense. Any person who willfully makes or participates in making a false or frivolous report of sexual harassment will be subject to disciplinary action.

Investigation of Complaints

A NU harassment officer will investigate every allegation of sexual harassment, including informal and third-party reports. Directors, Department Chairs and other administrators and supervisors who are responsible for personnel matters will participate with the harassment officer, as appropriate, in investigating charges of sexual harassment, and following procedures for the informal and formal resolution of sexual harassment complaints.



Resolution and Grievance Procedures

Individuals who make complaints of sexual harassment, and individuals who are accused of sexual harassment, are entitled to due process and a fair and prompt resolution of the complaint. Resolution may be attempted through direct informal action, through an informal resolution process, or through a formal grievance process. Both parties will be informed in writing of the resolution and grievance procedures and reminded of NU's policy. In some instances, it may not be possible to determine whether sexual harassment has occurred. Allegations of sexual harassment that are not eventually substantiated are not necessarily false allegations.

Prohibition of Retaliation

National University policy and federal law prohibit any form of retaliation against a person who makes a sexual harassment complaint, participates in an investigation of sexual harassment, or participates in formal grievance or disciplinary procedures. Retaliation against a complainant or witness is a violation of NU policy and of the law and is a serious separate offense. National University's harassment officer is Angie Walker (480) 253-3550.

Evaluation Skills

Engage with Clients

A practicum student learns how to effectively engage with clients through the generalist and advanced generalist models of social work. Students will present themselves as learners and engage clients and constituencies as experts of their own experiences. The student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in analyzing assessment data from clients and constituencies. Students use empathy, reflection, and interpersonal skills to effectively engage diverse client system(s). The student will develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within individuals, families, groups, organizations, and communities.

Self

The student uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations. The student applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. The student is open to feedback and able to integrate multiple perspectives and incorporate them into a plan for enhancing his or her development as a social worker.

Intervene with Clients

The student understands that engagement is an ongoing component of the dynamic and interactive process with, and on behalf of, diverse individuals, families, groups, organizations, and communities. The student critically chooses and implements interventions to achieve practice goals and enhance capacities of client system(s). The student uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes. Students negotiate, mediate, and advocate with, and on behalf of, diverse client system(s).





Graduation, Accreditation, and Licensure Requirements

Students are sometimes confused by what a licensing body or an accrediting body requires versus what NU requires. Though these two sets of requirements do not always mesh, here is the bottom line.

To graduate from National University with a MSW, the student must accumulate at least 900 practicum hours. Students must also spend 48 weeks (four 12-week courses) completing this requirement.

Accreditation

Accreditation is the process that relates to an oversight body determining that an educational program meets standards for high-quality instruction. The Council on Social Work Education (CSWE) is the oversight body for social work programs. It sets standards and closely reviews curriculum and instruction to ensure that program graduates have an education that will equip them to become successful professionals. The MSW program has demonstrated full compliance with these standards and is accredited by CSWE through 2029.

Licensure

Licensure is a legal process that is established by statute and is operationalized through state rules. Every state, the District of Columbia, various U.S. holdings, and all Canadian provinces (as well as many foreign countries) license the practice of social work in order to protect the public. In the U.S., this process stems from the Constitutional right that each state holds to protect the welfare of its citizenry; the fact that each state has this responsibility explains why licensing rules and processes differ from state to state.

To become licensed, an individual must meet educational and experiential requirements. Licensees pay a modest fee and are screened for a criminal record. The state (or jurisdiction) owns the license and can remove it if a licensee is found guilty of violating the licensing law or rules. The examinations, however, are national exams (Baccalaureate, Masters, Advanced Generalist, and Clinical) owned and maintained by the Association of Social Work Boards.

You should use your state license board requirements and the CSWE standards given here to guide how you complete the NU MSW graduation requirement.



Appendix A: CSWE EPAS Competencies and Practicum Learning Outcomes



Course Learning Outcomes	CSWE EPAS Competencies (Comp)
<p>1. Apply social work skills with diverse client populations.</p>	<p>Competency #1: Demonstrate Ethical & Professional Behavior Competency #2: Advance Human Rights & Social, Racial, Economic, and Environmental Justice Competency #4: Engage in Practice-Informed Research and Research-Informed Practice Competency #6: Engage with Individuals, Families, Groups, Organizations, & Communities Competency #7: Assess with Individuals, Families, Groups, Organizations, & Communities Competency #8: Intervene with Individuals, Families, Groups, Organizations, & Communities</p>
<p>2. Integrate social work theory with practice.</p>	<p>Competency #1: Demonstrate Ethical & Professional Behavior Competency #2: Advance Human Rights & Social, Racial, Economic, and Environmental Justice Competency #3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice Competency #5: Engage in Policy Practice Competency #6: Engage with Individuals, Families, Groups, Organizations, & Communities Competency #7: Assess with Individuals, Families, Groups, Organizations, & Communities Competency #8: Intervene with Individuals, Families, Groups, Organizations, & Communities</p>
<p>3. Evaluate client systems with an emphasis on the generalist model.</p>	<p>Competency #1: Demonstrate Ethical & Professional Behavior Competency #2: Advance Human Rights & Social, Racial, Economic, and Environmental Justice Competency #4: Engage in Practice-Informed Research and Research-Informed Practice Competency #6: Engage with Individuals, Families, Groups, Organizations, & Communities Competency #7: Assess with Individuals, Families, Groups, Organizations, & Communities Competency #8: Intervene with Individuals, Families, Groups, Organizations, & Communities</p>
<p>4. Examine service delivery systems in the context of vulnerable populations and social justice.</p>	<p>Competency #1: Demonstrate Ethical & Professional Behavior Competency #2: Advance Human Rights & Social, Racial, Economic, and Environmental Justice Competency #3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice Competency #5: Engage in Policy Practice Competency #6: Engage with Individuals, Families, Groups, Organizations, & Communities Competency #7: Assess with Individuals, Families, Groups, Organizations, & Communities Competency #9: Evaluation with Individuals, Families, Groups, Organizations, & Communities</p>
<p>5. Utilize social work supervision to meet social work competencies and professional growth.</p>	<p>Competency #1: Demonstrate Ethical & Professional Behavior Competency #6: Engage with Individuals, Families, Groups, Organizations, & Communities Competency #7: Assess with Individuals, Families, Groups, Organizations, & Communities Competency #8: Intervene with Individuals, Families, Groups, Organizations, & Communities Competency #9: Evaluation with Individuals, Families, Groups, Organizations, & Communities</p>

<p>6. Discern ethical concerns that emerge in the practicum and field seminar.</p>	<p>Competency #1: Demonstrate Ethical & Professional Behavior Competency #2: Advance Human Rights & Social, Racial, Economic, and Environmental Justice Competency #6: Engage with Individuals, Families, Groups, Organizations, & Communities Competency #7: Assess with Individuals, Families, Groups, Organizations, & Communities Competency #8: Intervene with Individuals, Families, Groups, Organizations, & Communities Competency #9: Evaluation with Individuals, Families, Groups, Organizations, & Communities</p>
<p>7. Apply professional skills in culturally competent practice with at-risk populations.</p>	<p>Competency #1: Demonstrate Ethical & Professional Behavior Competency #2: Advance Human Rights & Social, Racial, Economic, and Environmental Justice Competency #4: Engage in Practice-Informed Research and Research-Informed Practice Competency #6: Engage with Individuals, Families, Groups, Organizations, & Communities Competency #7: Assess with Individuals, Families, Groups, Organizations, & Communities Competency #8: Intervene with Individuals, Families, Groups, Organizations, & Communities Competency #9: Evaluation with Individuals, Families, Groups, Organizations, & Communities</p>
<p>8. Examine steps to engage in client interactions.</p>	<p>Competency #3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice Competency #6: Engage with Individuals, Families, Groups, Organizations, & Communities Competency #7: Assess with Individuals, Families, Groups, Organizations, & Communities Competency #8: Intervene with Individuals, Families, Groups, Organizations, & Communities Competency #9: Evaluation with Individuals, Families, Groups, Organizations, & Communities</p>
<p>9. Maximize agency supervision and consultation for professional practice.</p>	<p>Competency #1: Demonstrate Ethical & Professional Behavior Competency #2: Advance Human Rights & Social, Racial, Economic, and Environmental Justice Competency #3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice Competency #4: Engage in Practice-Informed Research and Research-Informed Practice Competency #9: Evaluation with Individuals, Families, Groups, Organizations, & Communities</p>
<p>10. Incorporate theory and research-based models in practice to address the needs of individuals, families, and communities.</p>	<p>Competency #1: Demonstrate Ethical & Professional Behavior Competency #2: Advance Human Rights & Social, Racial, Economic, and Environmental Justice Competency #3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice Competency #4: Engage in Practice-Informed Research and Research-Informed Practice Competency #5: Engage in Policy Practice Competency #8: Intervene with Individuals, Families, Groups, Organizations, & Communities Competency #9: Evaluation with Individuals, Families, Groups, Organizations, & Communities Competency #8: Intervene with Individuals, Families, Groups, Organizations, & Communities</p>

Appendix B: NU Ethics Protocol for MSW Students

NU's MSW program is committed to the highest standards of professional competence and excellence. We expect MSW faculty and students to abide by both the letter and the spirit of the NASW Code of Ethics (hereafter referred to as "the Code"), as well as applicable state and federal codes and statutes. This protocol is intended to provide guidance on implementing the Code. If you have any questions, you should always consult your local supervisor and/or your NU social work faculty.

Competence

During your course work, you have been introduced to the generalist and advanced generalist models of social work. You have also been introduced to articles that support best practices for certain kinds of presenting problems. While it is true that there is no such thing as a "one size fits all" intervention, you should select the intervention for your client that evidence suggests has the best chance of benefiting the client. Your supervisor can help you choose the best "fit" for you and your client until you gain the experience to make these choices alone. The point is, you chose based on the needs of the client, not based on what you happen to like best.

Professional Impairment

The NASW Code of Ethics, as well as all licensing codes, reflect that social workers seek assistance for any situation that could impair their professional judgment or ability to work for the good of the client or client group. Going to graduate school, and especially going to graduate school while working full time, is inherently stressful. You need to monitor yourself and the feedback you receive from others (spouse or significant other, friends, supervisors, co-workers, etc.) for any signs that the stress may be causing a degradation of your performance, in your practicum or in any other area of your life. Your supervisor can, if necessary, refer you to appropriate professional resources to help you with the situation. Remember, it is never a problem to have a problem. It is only a problem if you do not deal with the problem.

Informed Consent

Social workers must provide an informed consent process/form to the client. To be valid, an informed consent must be INFORMED (the client or client representative must know what the consent form is used for,) and it must be CONSENT (the client or client representative must agree to the use of the form). This is firmly rooted in the ethical principle of autonomy: clients have a right to the information they need to be able to make an informed choice about what happens to them. Since this principle is also found in numerous statutes, state and federal, it is highly probable that your site will have an informed consent that all clients receive. Follow your local supervisor's directions in providing and briefing the standard informed consent to your clients. You need to also provide information about your student status.

Client Confidentiality

Short of an intimate relationship with a client, there is little that will put your future career in greater jeopardy than violating client confidentiality. All states list violating client confidentiality as an unintentional tort and, therefore, grounds for a malpractice suit against the professional.

Mandated Reporting

Every state has statutory limits to confidentiality. Among these are the mandated reporting laws. You must be aware of these limits and brief them to clients as early in the practice environment as possible. Discuss your state's mandated reporting requirements and processes with your local supervisor. This is the other side of maintaining confidentiality. Failure to report something that should have been reported could be a very serious offense on your part.





Discussing Cases

Discussing cases with a supervisor is the norm in our profession, and all states require supervision of clinical work as part of their license requirements. You should remember that discussing cases with your supervisor is for the good of the client. However, discussing your cases outside of these tightly constricted exceptions is strictly prohibited. You should always be aware of the possibility of your conversations being intercepted or overheard. To guard client privacy and confidentiality, you should only use the minimum necessary identifying information (or use a code name) about your client so that even if the conversation should be intercepted, electronically or any other way, or overheard, the client's confidentiality is still protected. Outside of the secure location of your local supervisor's physical office, you should never use the first and last name of your client.

Using Email and Social Media

It is common to use email and social media that we often do not think of the confidentiality risks associated with them. Email and posts are never gone, even when we delete them. Cases involving charges of misbehavior on the part of social workers almost always involve evidence in the form of email or social media posts. Consider very carefully what you say in email—make it short and business-like with no personal assessments or comments. Do not post anything about clients—and certainly no photos—on social media.

Security of Client Records

Most states have requirements for how long client records must be maintained. Your site will most probably have procedures for secure, proper storage of client records. Follow your site's protocols for client records exactly. For any notes you make for your own use, follow those same security protocols.

Summary

This protocol is not intended to be exhaustive. Follow the NASW Code of Ethics, plus your state and federal laws. Where there appears to be a conflict, always follow the most restrictive or the most stringent guidelines or rules.



Appendix C: Generalist Learning Plan

Explanation of how program ensures students have generalist opportunities to practice with each systems level (individuals, families, groups, organizations, and communities) in their field settings:



Student's Name:		Field Instructor's Name:	
Student's Phone		Field Instructor's Phone Number:	
Student's Email:		Field Instructor's Email:	
Agency Name:		Agency Address:	
NCU Field Liaison/Faculty Instructor Name:		NCU Field Liaison/Faculty Liason Email:	
<p>INSTRUCTIONS: The learning objectives are based on the Council on Social Work Education 2015 Educational Policy and Accreditation Standards. Directions: In each category, choose two learning activities and create a student choice activity. Each activity must have an evaluation criteria and a target date (month & year).</p> <ol style="list-style-type: none"> 1. The student completes the top of this document. 2. The student and the field instructor then agree on one or more agency or placement-specific activities or products the student will complete that will demonstrate their competency for each practice behavior at every practice level and enter these into the space provided. 3. The student and the field instructor then print this document and sign and date in the space designated as "Learning Plan" on the final page of this document. 4. The student submits this to the Faculty Liaison for review, approval and signature/date if no changes are needed. 5. All parties should keep a copy of this document each time it is changed and/or signed and dated. 6. At the end of each course, field instructors will evaluate the student's level of competency demonstrated. Field instructors will enter their evaluation ratings for the student in the appropriate column on the far right using the numerical rating scale provided at the bottom of each page. 7. The student and the field instructor then print this document and sign and date. 8. The student submits this to the faculty liaison for review, signature and date. 9. All parties should keep a copy of this document each time it is changed and/or signed and dated. 			
<p>Competency 1: Demonstrate Ethical and Professional Behavior: Social workers develop skills in ethical practice by identifying complex ethical issues that arise at particular phases of social work practice and in particular settings.</p>			
Practice Behaviors		Activities or products: How will you demonstrate that you are competent in each practice behavior with individual, families, groups, organizations, and communities?	
Provides leadership and professionalism in social service practice settings.			
Provides knowledge and understanding of interdisciplinary ethical practice.			
Manages personal values and maintains professionalism in practice scenarios.			
Integrates supervision, feedback and consultation to guide professional judgment and behavior.			
<p>Competency 2: Engage Diversity and Difference in Practice: Social workers increase understanding of how diversity shapes human experience and identity. Demonstrate that understanding with respect to varying populations and issues. Explain how forms and mechanisms of oppression and discrimination may marginalize, alienate, or create privilege and power.</p>			
Practice Behaviors		Activities or products: How will you demonstrate that you are competent in each practice behavior with individual, families, groups, organizations, and communities?	
Advocates for the needs and services of diverse populations.			
Honors others as experts of their own experience.			
Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituents.			
<p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice: Social workers establish professional identity through leadership by applying and developing strategies that promote social and economic justice, eliminate barriers to services, and advance human rights.</p>			
Practice Behaviors		Activities or products: How will you demonstrate that you are competent in each practice behavior with individual, families, groups, organizations, and communities?	
Identifies global interconnections of oppression and human rights violations.			



Creates and applies strategies to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably.	
Demonstrates regard for every person, regardless of position in society, as having fundamental human rights.	
Competency 4: Engage In Practice-informed Research and Research-informed Practice: Social workers engage in critical thinking through the application and evaluation of research- informed practices	
Practice Behaviors	Activities or products: How will you demonstrate that you are competent in each practice behavior with individual, families, groups, organizations, and communities?
Honors the importance of evidence that informs practice and multiple ways of knowing.	
Produces, uses, and translates research evidence to inform and improve practice, policy, and service delivery.	
Uses the principles of logic, scientific inquiry, and culturally informed and ethical approaches in academic and professional work.	
Competency 5: Engage in Policy Practice: Social workers Contribute to the advancement and dissemination of knowledge of social policy at the local, state, and federal levels.	
Practice Behaviors	Activities or products: How will you demonstrate that you are competent in each practice behavior with individual, families, groups, organizations, and communities?
Recognizes the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy.	
Actively engages in policy practice and advocacy to improve client system outcomes for marginalized populations.	
Evaluates strategies to eliminate oppressive barriers for members of marginalized populations.	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities: Social workers communicate with clients and mobilize resources appropriate to unique practice settings to implement relevant services, programs, advocacy, and/or policies.	
Practice Behaviors	Activities or products: How will you demonstrate that you are competent in each practice behavior with individual, families, groups, organizations, and communities?
Uses helpful, ethical, evidence-based, and effective skills to engage with client systems to include marginalized populations.	
Examine implications of personal values for working effectively with vulnerable populations.	



<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities: Social workers assume differential roles appropriate to the practice situations at the micro, mezzo and macro levels.</p>	
<p>Practice Behaviors</p>	<p>Activities or products: How will you demonstrate that you are competent in each practice behavior with individual, families, groups, organizations, and communities?</p>
<p>Identifies ways to develop mutually agreed upon intervention goals and objectives based on the critical assessment of strengths, needs, and challenges with clients and constituencies.</p>	
<p>Uses appropriate interventions that are based on assessment, research knowledge, values, and preferences of clients and constituencies that enhance client capacities to resolve problems.</p>	
<p>Demonstrates knowledge and skill in applying a wide range of assessment and intervention models relevant to marginalized populations.</p>	
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities: Social workers demonstrate the ability to use inter-professional collaboration to achieve beneficial outcomes for relevant services, programs, advocacy, and/or policies at the micro, mezzo or macro level to achieve client and constituency goals.</p>	
<p>Practice Behaviors</p>	<p>Activities or products: How will you demonstrate that you are competent in each practice behavior with individual, families, groups, organizations, and communities?</p>
<p>Effectively identifies and employs best/evidence-based interventions to meet client system needs</p>	
<p>Demonstrates knowledge and understanding of a wide range of theoretical and practice intervention frameworks relevant to diverse client systems that include vulnerable populations.</p>	
<p>Effectively facilitates transitions and endings when goals have been met.</p>	



Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities: Social workers demonstrate the ability to evaluate processes and outcomes to advance practice, policy, and service delivery effectiveness.	
Practice Behaviors	Activities or products: How will you demonstrate that you are competent in each practice behavior with individual, families, groups, organizations, and communities?
Develops and implements a vision for leadership regarding the promotion of best/evidence-based practice and projects that promote the well-being of marginalized populations.	
Demonstrates the ability to evaluate integration of social work knowledge, values, and practice skills in the professional role as a generalist social worker.	
Demonstrates understanding of multiple methods of assessment processes for various practice settings.	
Contributes to the social work knowledge base by publishing ethically collected intervention research.	

Field Instructor: _____

 Print name Signature

MSW Student: _____

 Print name Signature

NCU Faculty Instructor: _____

 Print name Signature

NCU Field Director: _____

 Print name Signature

Appendix D: Generalist Learning Plan Example Activities

Example: Generalist Practice at Counseling Services Agency. Below are examples of how a student's Learning Plan might address generalist skills for individuals, families, groups, organizations, and communities.

Explanation of how program ensures students have generalist opportunities to practice with each systems level (individuals, families, groups, organizations, and communities) in their field settings:



Student's Name:	Generalist Student	Field Instructor's Name:	Generalist Field Instructor
Student's Phone Number:	555-555-5555	Field Instructor's Phone number	555-555-5555
Student's Email:	MSWStudent@NU.edu	Field Instructor's Email:	Fieldinstructor@NU.edu
Agency Name:	Counseling Services Agency	Agency Address:	South Jordan, UT 84009
NU Field Seminar Faculty Name:	Dr. Smith	NU Field Seminar Faculty Email:	drsmith@nu.edu

<p>INSTRUCTIONS: The learning objectives are based on the Council on Social Work Education 2015 Educational Policy and Accreditation Standards (EPAS). Directions: In each category, choose two learning activities and create a student choice activity. Each activity must have an evaluation criterion and a target date (month & year).</p>	
<p>10. The student completes the top of this document. 11. The student and the field instructor then agree on one or more agency or placement-specific activities or products the student will complete that will demonstrate their competency for each practice behavior at each practice level and enter these into the space provided. 12. The student and the field instructor then print this document and sign and date in the space designated as "Learning Plan" on the final page of this document. 13. The student submits this to the Faculty Liaison/Instructor for review, approval, and signature/date if no changes are needed. 14. All parties should keep a copy of this document each time it is changed and/or signed and dated. 15. At the end of each course, field instructors will evaluate the student's level of competency demonstrated. Field instructors will enter their evaluation ratings for the student in the appropriate column on the far right using the numerical rating scale provided at the bottom of each page. 16. The student and the field instructor then print this document and sign and date. 17. The student submits this to the faculty liaison for review, signature, and date. 18. All parties should keep a copy of this document each time it is changed and/or signed and dated</p>	
<p>Competency 1: Demonstrate Ethical and Professional Behavior: Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas.</p>	
<p>Practice Behaviors</p>	<p>Activities or products: How will you demonstrate that you are competent in each practice behavior with individual, families, groups, organizations, and communities?</p>
<p>Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</p>	<ul style="list-style-type: none"> • Demonstrate the ability to advocate for a client system(s) as part of the intervention process in staffing with supervisor and agency personnel. • Engage with client system(s) and agency staff following ethical standard set forth in the Code of Ethics.
<p>Use reflection and self- regulation to manage personal values and maintain professionalism in practice situations.</p>	<ul style="list-style-type: none"> • Discuss transference and countertransference issues or concerns with at least two client system(s). • Be aware of self-disclosure and use only when appropriate. • Use self-reflection about cases and identify areas of improvement to field instructor and during weekly field seminar.
<p>Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.</p>	<ul style="list-style-type: none"> • Demonstrate professional behavior with client system(s) and within the agency and articulate the importance of being professional to outside organizations. • Demonstrate professional demeanor and appearance at all times while in placement.
<p>Use technology ethically and appropriately to facilitate practice outcomes.</p>	<ul style="list-style-type: none"> • Review agency technology policies and (select one or more) reflect on it in a summary of learning(s), process it during a supervisory session and/or apply it to a case.
<p>Use supervision and consultation to guide professional judgment and behavior.</p>	<ul style="list-style-type: none"> • Consult with seminar faculty, agency supervisor or other agency staff before, during and/or after client contacts/ agency activities and follow up with recommendations. • Participate in the required 1 hour per week structured supervisory session to process experiences, review summary of learning, and plan for future activities. • Attend professional development activities and write a summary to share with agency instructor as it relates to classroom teachings and/or agency activities.



<p>Competency 2: Engage Diversity and Difference in Practice: Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.</p>	
<p>Practice Behaviors</p>	<p>Activities or products: How will you demonstrate that you are competent in each practice behavior?</p>
<p>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</p>	<ul style="list-style-type: none"> • Provide an example of assessment, planning, and intervention as it relates to diversity issues at the micro, mezzo and/or macro levels. • Apply using the lens diversity to assessment, planning and intervention to a case/example.
<p>Present themselves as learners and engage clients and constituencies as experts of their own experiences.</p>	<ul style="list-style-type: none"> • Present knowledge of a diverse population to agency. • Participate in professional development activity to learn about equity issues and write a summary to share with agency instructor(s) as it relates to classroom teachings and/or agency activities. • Work with clients demonstrating cultural humility.
<p>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<ul style="list-style-type: none"> • Participate in professional development activity to learn about diversity issues and write a summary to share with agency instructor(s) as it relates to classroom teachings and/or agency activities. • Recognize when personal biases may impact/influence ability to serve client and (select one or more) reflect on it in a summary of learning(s), process it during a supervisory session and/or apply it to a case/example.
<p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice: Social workers understand that every person regardless of position in society, has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights.</p>	
<p>Practice Behaviors</p>	<p>Activities or products: How will you demonstrate that you are competent in each practice behavior with individual, families, groups, organizations, and communities??</p>
<p>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</p>	<ul style="list-style-type: none"> • Understand agency, local, state, and federal guidelines for addressing oppression and discrimination and apply it to a case/example. • Actively participate in meetings/task force(s) specifically aimed at addressing client, agency and/or community needs. • Understand entitlement programs and apply them to a case/example. • Interview a community leader on human rights and social justice issues their agency addresses.
<p>Engage in practices that advance social, economic, and environmental justice.</p>	<ul style="list-style-type: none"> • Build a network between agency and community by creating a community resource manual. • Engage in lobbying activities (face to face, letters, emails, phone) to address elimination of oppression and injustices evident in the community and (select one or more) reflect on it in a summary of learning(s), process it during a supervisory session and/or apply it to a case/example. • Education and support client systems(s) through an application and/or appeal procedure at the local or state level.
<p>Competency 4: Engage In Practice-informed Research and Research-informed Practice: Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge.</p>	
<p>Practice Behaviors</p>	<p>Activities or products: How will you demonstrate that you are competent in each practice behavior with individual, families, groups, organizations, and communities??</p>
<p>Use practice experience and theory to inform scientific inquiry and research.</p>	<ul style="list-style-type: none"> • Analyze agency data relevant to a client system(s) and present during a supervisory session. • Use client system(s) data to engage and assess progress towards mutually agreed upon goals.
<p>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</p>	<ul style="list-style-type: none"> • Conduct a literature review (at least 5 articles in peer-reviewed journals) that relates to practice(s) and/or intervention(s) the agency uses and present to field instructor and/or in weekly seminar. • Conduct a literature review (at least 5 articles in peer-reviewed journals) on an issue/social problem that relates to the client(s) base and ascertain how best to address that issue/problem and present to field instructor and/or weekly seminar.
<p>Use and translate research evidence to inform and improve practice, policy, and service delivery.</p>	<ul style="list-style-type: none"> • Present to agency staff/community partners evidence-informed practice(s)/intervention(s)/program(s) as it relates to their client(s) base. • Present emerging theories and practices to agency personnel as part of agency professional development and modeling of lifelong learning.
<p>Competency 5: Engage in Policy Practice: Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development.</p>	
<p>Practice Behaviors</p>	<p>Activities or products: How will you demonstrate that you are competent in each practice behavior with individual, families, groups, organizations, and communities??</p>



Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	<ul style="list-style-type: none"> Review federal, state and/or local policies that impact agency services/activities and (select one or more) reflect on it in a summary of learning(s), process it during a supervisory session and/or apply it to a case/example.
Assess how social welfare and economic policies impact the delivery of and access to social services.	<ul style="list-style-type: none"> Analyze practices of agency in the context of access to services for client system(s). Analyze or track a bill related to agency or community services. Attend NASW Lobby Day at their state capital.
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	<ul style="list-style-type: none"> Participate on multi-disciplinary teams. Use supervisor sessions to engage in discussions about improving services and/or service delivery to address and address human rights.
<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities: Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships.</p>	
Practice Behaviors	Activities or products: How will you demonstrate that you are competent in each practice behavior with individual, families, groups, organizations, and communities??
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	<ul style="list-style-type: none"> Apply ecological system theory to a case/agency example by creating an eco-map at the micro, mezzo and/or macro level. Create a genogram with client. Develop engagement activities at the micro, mezzo and/or macro levels and reflect on it in a summary of learning(s), process it during a supervisory session and/or apply it to a case/example. Apply beginning phase skills during engage activities at the micro, mezzo and/or macro levels and (select one or more) reflect on it in a summary of learning(s), process it during a supervisory session and/or apply it to a case/example.
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	<ul style="list-style-type: none"> Assess self against a self-awareness tool, share results with field instructor and/or during weekly field seminar and discuss any findings/implications. Participate in professional development activity to learn about diversity issues and write a summary to share with agency instructor as it relates to classroom teachings and/or agency activities. Observe and eventually actively participate in/lead intake activities with client base. Receive feedback from agency instructor during supervisory sessions regarding engagement skills (attend, seek, clarify, reflect) and follow through with recommendations.
<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities: Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities.</p>	
Practice Behaviors	Activities or products: How will you demonstrate that you are competent in each practice behavior with individual, families, groups, organizations, and communities??
Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.	<ul style="list-style-type: none"> Apply knowledge and appropriate use of agency assessment tools at the micro, mezzo and/or macro level by presenting a case/example in supervision and/or weekly seminar. Interpret data from assessment tools and present for feedback during supervisory meetings and reflections on summary of learning(s).
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	<ul style="list-style-type: none"> Apply exploring phase skills during assessment activities at the micro, mezzo and/or macro levels and reflect on it during a supervisory session and/or apply it to a case/example. Apply assessing phase skills during assessment activities at the micro, mezzo and/or macro levels and reflect on it during a supervisory session and/or apply it to a case/example.
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	<ul style="list-style-type: none"> Engage appropriately with client system(s) to reach consensus on goal(s). Work effectively with client system(s) on the micro, mezzo, and macro levels to identify mutual goals and develop treatment plans.
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	<ul style="list-style-type: none"> Align results of assessment data to appropriate interventions and/or referrals. Create a hypothesis based on assessment results at the micro, mezzo and/or macro level and share summary of learning(s) in supervision.



<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities: Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities.</p>	
<p>Practice Behaviors</p>	<p>Activities or products: How will you demonstrate that you are competent in each practice behavior with individual, families, groups, organizations, and communities??</p>
<p>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</p>	<ul style="list-style-type: none"> • Apply knowledge of the 6 criteria of a well-defined SMART goal. • Apply SMART goal to achieve practice goals and enhance capacities of client system(s).
<p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</p>	<ul style="list-style-type: none"> • Implement intervention plans at the micro, mezzo and/or macro level. • Apply contracting phase skills during intervention activities at the micro, mezzo and/or macro levels and reflect on it during a supervisory session and/or apply it to a case/example.
<p>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</p>	<ul style="list-style-type: none"> • Participate in agency staffing and present cases in supervision and/or weekly field seminars. • Participate in case consultations with agency staff and other referral resources.
<p>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</p>	<ul style="list-style-type: none"> • Provide crisis management services. • Create an agreed-upon safety plan for client system(s).
<p>Facilitate effective transitions and endings that advance mutually agreed-upon goals.</p>	<ul style="list-style-type: none"> • Participate in progress reviews of interventions at the micro, mezzo and/or macro levels. • Modify goals and interventions as needed. • Participate in termination of services when appropriate.
<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities: Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness.</p>	
<p>Practice Behaviors</p>	<p>Activities or products: How will you demonstrate that you are competent in each practice behavior with Individuals, Families, Groups, Organizations, and Communities?</p>
<p>Select and use appropriate methods for evaluation of outcomes.</p>	<ul style="list-style-type: none"> • Apply knowledge and the correct use of agency evaluation tools at the micro, mezzo and/or macro levels. • Identify specific measurements for evaluating progress for each activity on intervention plans at micro, mezzo and/or macro levels.
<p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</p>	<ul style="list-style-type: none"> • Analyze and summarize how the agency utilizes data at the micro, mezzo and/or macro level. • Apply evaluating and ending phase skills during evaluation and/or termination activities at with client system(s) and process it during a supervisory session applying it to a case/example.
<p>Critically analyze, monitor, and evaluate intervention and program processes and outcomes.</p>	<ul style="list-style-type: none"> • Critically interpret data gathered from assessment tools as evidenced by discussions during supervisory meetings and/or weekly seminars.
<p>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>	<ul style="list-style-type: none"> • Apply data results to improve practice effectiveness at the agency at the micro, mezzo and/or macro levels.



Appendix E: MSW Advanced Generalist Learning Plan

Student's Name:		Field Instructor's Name:	
Student's Phone		Field Instructor's Phone Number:	
Student's Email:		Field Instructor's Email:	
Course:		Agency Address:	
Agency Name:		NCU Field Liaison/ Faculty Liason Email:	
NCU Field Liaison/Faculty Instructor Name:			
Weekly Face-to-Face Supervision Date and Time:			
Describe the plan for what to do if there are any issues in field, including conflict resolution.			
<p>INSTRUCTIONS: The learning objectives are based on the Council on Social Work Education 2022 Educational Policy and Accreditation Standards. Directions: In each category, choose two learning activities and create a student choice activity. Each activity must have evaluation criteria and a target date (month & year).</p> <ol style="list-style-type: none"> The student completes the top of this document. The student and the field instructor then agree on one or more agency or placement-specific activities or products the student will complete that will demonstrate their competency for each practice behavior and enter these into the space provided. The student and the field instructor then print this document and sign and date it in the space designated as "Learning Contract" on the final page of this document. The student submits this to the Faculty Liaison for review, approval, and signature/date if no changes are needed. All parties should keep a copy of this document each time it is changed and/or signed and dated. At the end of each course, field instructors will evaluate the student's level of competency demonstrated. Field instructors will enter their evaluation ratings for the student in the appropriate column on the far right using the numerical rating scale provided at the bottom of each page. The student and the field instructor then print this document and sign and date. The student submits this to the faculty liaison for review, signature and date. All parties should keep a copy of this document each time it is changed and/or signed and dated. Refer to the Full 2022 EPAS standards found in the course modules or at https://www.cswe.org/accreditation/standards/2022-epas/ 			
<p>Competency 1: Demonstrate Ethical and Professional Behavior: Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas.</p>			
Practice Behaviors	Activities or products: How will you demonstrate that you are competent in each practice behavior?	Date Added	Date Completed
Provides leadership and professionalism in social service practice settings.			
Provides knowledge and understanding of interdisciplinary ethical practice.			
Manages personal values and maintains professionalism in practice scenarios.			
Integrates supervision, feedback and consultation to guide professional judgment and behavior.			
Student's Comments:			
Field Instructor's Comments:			



Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice: Social workers understand that every person, regardless of position in society, has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history, 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 knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights.

Practice Behaviors	Activities or products: How will you demonstrate that you are competent in each practice behavior?	Date Added	Date Completed
Identifies global interconnections of oppression and human rights violations			
Creates and applies strategies to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities, are distributed equitably.			
Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituents.			
Demonstrates regard for every person regardless of position in society as having fundamental human rights.			

Student's Comments:

Field Instructor's Comments:

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.

Practice Behaviors	Activities or products: How will you demonstrate that you are competent in each practice behavior?	Date Added	Date Completed
Identify how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion in the practicum setting.			
Recognize the extent to which a client's cultural structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.			
Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy level.			
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.			

Student's Comments:

Field Instructor's Comments:

<p>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 can articulate and share research findings in ways that are usable to a variety of clients and constituencies..</p>			
Practice Behaviors	Activities or products: How will you demonstrate that you are competent in each practice behavior?	Date Added	Date Completed
Honors the importance of evidence that informs practice and multiple ways of knowing.			
Produces, uses, and translates research evidence to inform and improve practice, policy, and service delivery.			
Produces, uses, and translates research evidence to inform and improve practice, policy, and service delivery.			
Student's Comments:			
Field Instructor's Comments:			
<p>Competency 5: Engage in Policy Practice: Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development.</p>			
Practice Behaviors	Activities or products: How will you demonstrate that you are competent in each practice behavior?	Date Added	Date Completed
Recognizes the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy			
Actively engages in policy practice and advocacy to improve client system outcomes for marginalized populations.			
Evaluates strategies to eliminate oppressive barriers for members of marginalized populations.			
Student's Comments:			
Field Instructor's Comments:			
<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities: Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities.</p>			
Practice Behaviors	Activities or products: How will you demonstrate that you are competent in each practice behavior?	Date Added	Date Completed
Uses helpful, ethical, evidence-based, and effective skills to engage with client systems to include marginalized population			
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.			
Examine implications of personal values for working effectively with vulnerable populations.			
Student's Comments:			
Field Instructor's Comments:			



<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities: Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities.</p>			
Practice Behaviors	Activities or products: How will you demonstrate that you are competent in each practice behavior?	Date Added	Date Completed
Uses helpful, ethical, evidence-based, and effective skills to engage with client systems to include marginalized population			
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.			
Examine implications of personal values for working effectively with vulnerable populations.			
Student's Comments:			
Field Instructor's Comments:			
<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities: Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities.</p>			
Practice Behaviors	Activities or products: How will you demonstrate that you are competent in each practice behavior?	Date Added	Date Completed
Identifies ways to develop mutually agreed upon intervention goals and objectives based on the critical assessment of strengths, needs, and challenges with clients and constituencies.			
Uses appropriate interventions that are based on assessment, research knowledge, values, and preferences of clients and constituencies that enhance client capacities to resolve problems.			
Demonstrates knowledge and skill in applying a wide range of assessment and intervention models relevant to marginalized populations.			
Student's Comments:			
Field Instructor's Comments:			
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities: Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities.</p>			
Practice Behaviors	Activities or products: How will you demonstrate that you are competent in each practice behavior?	Date Added	Date Completed
Effectively identifies and employs best/evidence-based interventions to meet client system needs			
Demonstrates knowledge and understanding of a wide range of theoretical and practice intervention frameworks relevant to diverse client systems that include vulnerable populations.			




Facilitate effective transitions and endings that advance mutually agreed-on goals.			
Student's Comments:			
Field Instructor's Comments:			
<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities: Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and 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.</p>			
Practice Behaviors	Activities or products: How will you demonstrate that you are competent in each practice behavior?	Date Added	Date Completed
Develops and implements a vision for leadership regarding the promotion of best/evidence-based practice and projects that promote the well-being of marginalized populations.			
Demonstrates the ability to evaluate integration of social work knowledge, values, and practice skills in the professional role as an advanced generalist social worker.			
Demonstrates understanding of multiple methods of assessment processes for various practice settings.			
Contributes to the social work knowledge base by publishing ethically collected intervention research.			
Student's Comments:			
Field Instructor's Comments:			
Role	Signatures	Date	
Student			
Primary Field Instructor			
Task Supervisor (if applicable)			
NCU Field Liaison			



Appendix F: Advanced Generalist Learning Plan Example Activities

Below are examples of how a student's Learning Plan might address generalist skills for individuals, families, groups, organizations, and communities. It includes tasks specific to that agency.

Student's Name:	Advanced Generalist Student	Field Instructor's Name:	Advanced Generalist Field Instructor
Student's Phone Number:	555-555-5555	Field Instructor's Phone number	555-555-5555
Student's Email:	MSWstudent@NU.edu	Field Instructor's Email:	Fieldinstructor@NU.edu 
Agency Name:	Judicial Supervision Services	Agency Address:	Murray, UT 84123
NU Field Seminar Faculty Name:	Sally Brocksen	NU Field Seminar Faculty Email:	sbrocksen@NU.edu

INSTRUCTIONS: The learning objectives are based on the Council on Social Work Education 2015 Educational Policy and Accreditation Standards. Directions: In each category choose two learning activities and create a student choice activity. Each activity must have an evaluation criteria and a target date (month & year).

1. The student completes the top of this document.
2. The student and the field instructor then agree on one or more agency or placement-specific activities or products the student will complete that will demonstrate their competency for each practice behavior at every practice level and enter these into the space provided.
3. The student and the field instructor then print this document and sign and date in the space designated as "Learning Plan" on the final page of this document.
4. The student submits this to the Faculty Liaison for review, approval and signature/date if no changes are needed.
5. All parties should keep a copy of this document each time it is changed and/or signed and dated.
6. At the end of each course, field instructors will evaluate the student's level of competency demonstrated. Field instructors will enter their evaluation ratings for the student in the appropriate column on the far right using the numerical rating scale provided at the bottom of each page.
7. The student and the field instructor then print this document and sign and date.
8. The student submits this to the faculty liaison for review, signature and date.
9. All parties should keep a copy of this document each time it is changed and/or signed and dated.

Competency 1: Demonstrate Ethical and Professional Behavior: Social workers develop skills in ethical practice by identifying complex ethical issues that arise at particular phases of social work practice and in particular settings.

Practice Behaviors	Activities or products: How will you demonstrate that you are competent in each practice behavior with individual, families, groups, organizations, and communities?
Provides leadership and professionalism in social service practice settings.	<ul style="list-style-type: none"> • Meet with field instructor and identify strengths and areas for further development for an advanced practice level. • Solicit feedback from field instructor and other relevant professionals. • Identify and manage one's own personal reactions to client system(s) as reflected in interactions and supervisory sessions.
Provides knowledge and understanding of interdisciplinary ethical practice.	<ul style="list-style-type: none"> • Follow agency policies regarding technology and appropriate ethical use. • Identify uses of technology to practice effectiveness that includes ethical use.
Manages personal values and maintains professionalism in practice scenarios.	<ul style="list-style-type: none"> • Present self in professional manner and demeanor and seek consultation and supervision relevant to advanced practice. • Review confidentiality policies/forms to maintain the confidentiality of agency client and client system(s). • Identify real or potential ethical dilemmas and apply ethical problem solving in consultation with field instructor and/or in weekly seminars. • Identify examples of ethical practice in supervisory sessions
Integrates supervision, feedback and consultation to guide professional judgment and behavior.	<ul style="list-style-type: none"> • Meet with field instructor regularly and make constructive use of supervision to ensure advanced level of practice. • Consult with field instructor regarding questions, concerns, and to obtain feedback relevant to an advanced level of practice.



<p>Competency 2: Engage Diversity and Difference in Practice: Social workers increase understanding of how diversity shapes human experience and identity. Demonstrate that understanding with respect to varying populations and issues. Explain how forms and mechanisms of oppression and discrimination may marginalize, alienate, or create privilege and power.</p>	
<p>Practice Behaviors</p>	<p>Activities or products: How will you demonstrate that you are competent in each practice behavior with individual, families, groups, organizations, and communities?</p>
<p>Advocates for the needs and services of diverse populations.</p>	<ul style="list-style-type: none"> Identify ways that clients are diverse and how approaches to working with individuals and communities vary based on diversity and difference in advanced practice. Process with field instructor how you believe your client system(s)' experiences have shaped behaviors. Conduct an assessment appropriate for advanced practice by identifying how elements of human diversity have shaped life experiences for that client system(s).
<p>Honors others as experts of their own experience.</p>	<ul style="list-style-type: none"> Present to agency personnel information relevant to client populations that respects diversity and difference. Learn from clients about their stories and identify ways they may have experienced oppression/ marginalization/alienation. Process with field instructor power and privilege as it relates to client system(s) and populations served.
<p>Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituents.</p>	<ul style="list-style-type: none"> Identify personal biases in advanced practice and ways to manage these in discussion with field instructor and/or in weekly seminars. Attend trainings or read relevant materials to manage influence of personal biases and values as it relates to advanced practice. Process with field instructor how intern's own experiences with diversity have shaped life experiences and contributed of understanding of empathy.
<p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice: Social workers establish professional identity through leadership by applying and developing strategies that promote social and economic justice, eliminate barriers to services, and advance human rights.</p>	
<p>Practice Behaviors</p>	<p>Activities or products: How will you demonstrate that you are competent in each practice behavior with individual, families, groups, organizations, and communities?</p>
<p>Identifies global interconnections of oppression and human rights violations.</p>	<ul style="list-style-type: none"> Review local, state, and federal policies to assess their impact on a global level. Describe human rights violations that exist as part of global interconnectedness and how it impacts client system(s).
<p>Creates and applies strategies to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities, are distributed equitably.</p>	<ul style="list-style-type: none"> Review agency policies and practices to identify how they advance social and economic justice and/or how they might be enhanced to promote advanced social work practice. Review state or national NASW or other organizations' political action statements and legislative priorities and participate in at least one activity toward influencing policy.
<p>Demonstrates regard for every person regardless of position in society as having fundamental human rights.</p>	<ul style="list-style-type: none"> Honor clients' rights as listed by NASW Code of Ethics and agency policy. Explain rights to client system(s). Advocate for client access to services as part of ensuring fundamental human rights.
<p>Competency 4: Engage In Practice-informed Research and Research-informed Practice: Social workers engage in critical thinking through the application and evaluation of research-informed practices</p>	
<p>Practice Behaviors</p>	<p>Activities or products: How will you demonstrate that you are competent in each practice behavior with individual, families, groups, organizations, and communities?</p>
<p>Honors the importance of evidence that informs practice and multiple ways of knowing.</p>	<ul style="list-style-type: none"> Present data on emerging effective practices for client system(s) to agency personnel and other stakeholders. Analyze client and community data from the agency to direct advanced practice interventions. Develop research question(s) related to practice with individuals, families, groups, organizations, and communities and propose research methodologies to answer the question(s).



<p>Produces, uses, and translates research evidence to inform and improve practice, policy, and service delivery.</p>	<ul style="list-style-type: none"> • Demonstrate commitment to lifelong learning by presenting peer reviewed literature relevant to advanced practice to agency personnel and stakeholders. • Intern will review research related to agency interventions and practices. • Review and develop evaluation processes and procedures within the agency. • Review and translate research related to assessment, prevention, and intervention with client system(s). • Intern will discuss/present research at agency meeting or to stakeholder groups.
<p>Uses the principles of logic, scientific inquiry, and culturally informed and ethical approaches in academic and professional work.</p>	<ul style="list-style-type: none"> • Evaluate research related to effective advanced practice with diverse groups. • Review agency outcome data and translate results to be used in the improvement of practice/policy/delivery.
<p>Competency 5: Engage in Policy Practice: Social workers Contribute to the advancement and dissemination of knowledge of social policy at the local, state, and federal level.</p>	
<p>Practice Behaviors</p>	<p>Activities or products: How will you demonstrate that you are competent in each practice behavior with individual, families, groups, organizations, and communities?</p>
<p>Recognizes the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy.</p>	<ul style="list-style-type: none"> • Proposed policy changes that will have an impact on service delivery and/or access to social services. • Draft policy language to impact client system(s) and present to policymakers.
<p>Actively engages in policy practice and advocacy to improve client system outcomes for marginalized populations.</p>	<ul style="list-style-type: none"> • Evaluate agency policies that have an impact on the client system(s) and the impact on service provision. • Analyze impact of policies and proposed policy changes with field instructor and/or in weekly seminar. • Participate in NASW Lobby Day within their state. • Review recent changes in agency or legislative policy evaluate impact on client system(s).
<p>Evaluates strategies to eliminate oppressive barriers for members of marginalized populations.</p>	<ul style="list-style-type: none"> • Draft support or opposition to proposed legislation impacts marginalized and underserved populations. • Analyze policy barriers to equity among client system(s) and advocate for change.
<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities: Social workers communicate with clients and mobilize resources appropriate to unique practice settings to implement relevant services, programs, advocacy, and/or policies.</p>	
<p>Practice Behaviors</p>	<p>Activities or products: How will you demonstrate that you are competent in each practice behavior with individual, families, groups, organizations, and communities?</p>
<p>Uses helpful, ethical, evidence-based, and effective skills to engage with client systems to include marginalized populations.</p>	<ul style="list-style-type: none"> • Apply theories to advanced practice to increase understanding of client system(s). • Build effective and ethical practice relationship with clients, constituencies, and communities. • Evaluate the appropriateness of a selected theory to a marginalized client population, or community. • Evaluate advanced practice strategies with diverse clients and how approaches to working with individuals, families, groups, organizations, and communities vary based on diversity.
<p>Examine implications of personal values for working effectively with vulnerable populations.</p>	<ul style="list-style-type: none"> • Use reflective responses, encouragement, and empathic responses to demonstrate advanced practice engagement skills. • Demonstrate appropriate non-verbal communication appropriate to advanced practice. • Analyze examples of empathy in other workers' interactions with client systems(s) and discuss with field instructor.
<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities: Social workers assume differential roles appropriate to the practice situations at the micro, mezzo and macro levels.</p>	
<p>Practice Behaviors</p>	<p>Activities or products: How will you demonstrate that you are competent in each practice behavior with individual, families, groups, organizations, and communities?</p>

Identifies ways to develop mutually agreed upon intervention goals and objectives based on the critical assessment of strengths, needs, and challenges with clients and constituencies.	<ul style="list-style-type: none"> • Complete intake or other client interview(s) and ask appropriate questions related to desired outcomes. • Collaborate with client system(s) to identify and prioritize strengths and needs. • Lead a group (treatment, committee, community, etc.) and participate in discussion of purpose and desired outcomes with group members. • Collaborate with client system(s) to create mutually agreed upon goals.
Uses appropriate interventions that are based on assessment, research knowledge, values, and preferences of clients and constituencies that enhance client capacities to resolve problems.	<ul style="list-style-type: none"> • Consult with field instructor to determine advanced practice intervention strategies and implement them with client system(s). • Evaluate different evidence practices to determine interventions appropriate to the client system(s). • Examine assessment data to enhance mutually agreed upon client goals.
Demonstrates knowledge and skill, in applying a wide range of assessment and intervention models relevant to marginalized populations.	<ul style="list-style-type: none"> • Conduct an assessment appropriate to advanced practice and create intervention options in collaboration with client system(s). • Evaluate and build on client system(s) strengths at an advanced practice level • Collaborate with client system(s) to identify areas for growth and development.
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities: Social workers demonstrate the ability to use inter-professional collaboration to achieve beneficial outcomes for relevant services, programs, advocacy, and/or policies at the micro, mezzo or macro level to achieve client and constituency goals.	
Practice Behaviors	Activities or products: How will you demonstrate that you are competent in each practice behavior with individual, families, groups, organizations, and communities?
Effectively identifies and employs best/evidence-based interventions to meet client system needs	<ul style="list-style-type: none"> • Identify and employ evidence-based practice with client system(s). • Evaluate goals with client system(s) and determine appropriate advanced practice strategies to meet goals. • Identify intervention options for a client system(s) to meet assessed and agreed upon goals.
Demonstrates knowledge and understanding of a wide range of theoretical and practice intervention frameworks relevant to diverse client systems that include vulnerable populations.	<ul style="list-style-type: none"> • Identify barriers to effective implementation of evidence based advanced practice interventions. • Analyze theoretical basis of interventions appropriate to advanced practice. • Evaluate multidisciplinary frameworks to identify intervention strategies appropriate to advanced practice. • Identify targets for change at the individual, family, group, organizational, and/or community level and implement appropriate advanced practice strategies.
Effectively facilitates transitions and endings when goals have been met.	<ul style="list-style-type: none"> • Inform client system(s) of the time limitations of the practicum and potential impact on treatment. • Prepare clients for termination of services, explore client feelings about termination and address for appropriate transition. • Explore with field instructor feelings relative to termination with client system(s).
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities: Social workers demonstrate the ability to evaluate processes and outcomes to advance practice, policy, and service delivery effectiveness.	
Practice Behaviors	Activities or products: How will you demonstrate that you are competent in each practice behavior with individual, families, groups, organizations, and communities?
Develops and implements a vision for leadership regarding the promotion of best/evidence-based practice and projects that promote the well-being of marginalized populations.	<ul style="list-style-type: none"> • Evaluate agency procedures and methods of evaluating outcomes and discuss with field instructor. • Select methods of evaluating outcomes for client system(s) with support of field instructor and/or in weekly seminars.
Demonstrates the ability to evaluate integration of social work knowledge, values, and practice skills in the professional role as a generalist social worker.	<ul style="list-style-type: none"> • Create appropriate advanced practice measures of effectiveness and apply to client system(s). • Provide theoretical basis for evaluation procedures and practices with client system(s).
Demonstrates understanding of multiple methods of assessment processes for various practice settings.	<ul style="list-style-type: none"> • Evaluate agency, client, and program outcome data to identify gaps in service provision. • Create systems to evaluate practice effectiveness at the micro, mezzo, and/or macro levels.
Contributes to the social work knowledge base by publishing ethically collected intervention research.	<ul style="list-style-type: none"> • Explain how program evaluation could be used to improve effectiveness and implement necessary changes in advanced practice. • Interpret and present evaluation findings to constituent groups as appropriate.

Appendix G: Generalist Midterm Field Evaluation

Midterm Field Evaluation— Foundation/Generalist

Student: _____

Seminar Instructor: _____

Agency: _____

Field instructor: _____

Dates of placement: _____

Summary of Student's Primary Responsibilities: _____



Please rate students on each of the following competencies using the following scale:

- 5** Mastered -- Student exhibits a superior mastery of core competencies, resulting in practice behaviors and field tasks consistent with generalist social work standards and skills.
- 4** Advanced -- Student excels at demonstrating the mastery of core competencies, resulting practice behaviors and field tasks and recognizes and applies generalist social work skills.
- 3** Competent -- Student demonstrates the mastery of core competencies, resulting practice behaviors and field tasks and recognizes and applies generalist social work skills.
- 2** Beginning Level Skill -- Student needs more time for skills development and demonstration of the core competencies, resulting practice behaviors and field tasks.
- 1** Unsatisfactory -- Student fails to demonstrate mastery of the core competencies, resulting practice behaviors and field tasks.

EPAS 2.1.1 - Demonstrate Ethical and Professional Behavior

a. Make ethical decisions by applying the standard of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;	1	2	3	4	5	N/A
b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	1	2	3	4	5	N/A
c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	1	2	3	4	5	N/A
d. Use technology ethically and appropriately to facilitate practice outcomes;	1	2	3	4	5	N/A
e. Use supervision and consultation to guide professional judgement and behavior.	1	2	3	4	5	N/A
Corresponding Field Tasks/Activities						
Field Supervisor Comments						
Student Comments						



EPAS 2.1.2 - Engage Diversity and Difference in Practice



a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels;	1	2	3	4	5	N/A
b. Present themselves as learners and engage clients and constituencies as experts of their own experiences;						
c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.						
Corresponding Field Tasks/Activities						
Field Supervisor Comments						
Student Comments						

EPAS 2.1.3 - Advance Human Rights and Social, Economic, and Environmental Justice

a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;	1	2	3	4	5	N/A
b. Engage in practices that advance social, economic, and environmental justice.						
Corresponding Field Tasks/Activities						
Field Supervisor Comments						
Student Comments						

EPAS 2.1.4 - Engage In Practice-informed Research and Research-informed Practice

a. Use practice experience and theory to inform scientific inquiry and research;	1	2	3	4	5	N/A
b. Engage in critical analysis of quantitative and qualitative research methods and research findings;						
c. Use and translate research findings to inform and improve practice, policy, and service delivery.						
Corresponding Field Tasks/Activities						
Field Supervisor Comments						
Student Comments						



EPAS 2.1.5 - Engage in Policy Practice



a. Assess how social welfare and economic policies impact the delivery of and access to social services;	1	2	3	4	5	N/A
b. Critically analyze and promote policies that advance human rights and social, economic, and environmental justice.						
Corresponding Field Tasks/Activities						
Field Supervisor Comments						
Student Comments						

EPAS 2.1.6 - Engage with Individuals, Families, Groups, Organizations, and Communities

a. Apply knowledge of human behavior and the social environment and practice context to engage with clients and constituencies;	1	2	3	4	5	N/A
b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.						
Corresponding Field Tasks/Activities						
Field Supervisor Comments						
Student Comments						

EPAS 2.1.7 - Assess Individuals, Families, Groups, Organizations, and Communities

a. Collect, organize, and critically analyze and interpret information from clients and constituencies;	1	2	3	4	5	N/A
b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;						
c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;						
d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.						
Corresponding Field Tasks/Activities						
Field Supervisor Comments						
Student Comments						



EPAS 2.1.8 - Intervene with Individuals, Families, Groups, Organizations, and Communities



a. Implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	1	2	3	4	5	N/A
b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;						
c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;						
d. Negotiate, mediate, and advocate with and on behalf of clients and constituencies;						
e. Facilitate effective transitions and endings that advance mutually agreed-on goals.						
Corresponding Field Tasks/Activities						
Field Supervisor Comments						
Student Comments						

EPAS 2.1.9 - Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

a. Select and use appropriate methods for evaluation of outcomes;	1	2	3	4	5	N/A
b. Critically analyze, monitor, and evaluate intervention and program processes and outcomes;						
c. Apply evaluation findings to improve practice effectiveness at the micro and macro levels.						
Corresponding Field Tasks/Activities						
Field Supervisor Comments						
Student Comments						

Field Supervisor Comments Regarding Overall Performance:

Please indicate your recommended letter grade below/Field Supervisor's recommended grade:

Appendix H: Generalist Final Field Evaluation



Student: _____

Seminar Instructor: _____

Agency: _____

Field instructor: _____

Dates of placement: _____

Summary of Student’s Primary Responsibilities: _____

Please rate students on each of the following competencies using the following scale:

5 Mastered -- Student exhibits a superior mastery of core competencies, resulting in practice behaviors and field tasks consistent with generalist social work standards and skills.

4 Advanced -- Student excels at demonstrating the mastery of core competencies, resulting practice behaviors and field tasks and recognizes and applies generalist social work skills.

3 Competent -- Student demonstrates the mastery of core competencies, resulting practice behaviors and field tasks and recognizes and applies generalist social work skills.

2 Beginning Level Skill -- Student needs more time for skills development and demonstration of the core competencies, resulting practice behaviors and field tasks.

1 Unsatisfactory -- Student fails to demonstrate mastery of the core competencies, resulting practice behaviors and field tasks.

EPAS 2.1.1 - Demonstrate Ethical and Professional Behavior

a. Make ethical decisions by applying the standard of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;	1	2	3	4	5	N/A
b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	1	2	3	4	5	N/A
c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	1	2	3	4	5	N/A
d. Use technology ethically and appropriately to facilitate practice outcomes;	1	2	3	4	5	N/A
e. Use supervision and consultation to guide professional judgement and behavior.	1	2	3	4	5	N/A
Corresponding Field Tasks/Activities						
Field Supervisor Comments						
Student Comments						



EPAS 2.1.2 - Engage Diversity and Difference in Practice



a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels;	1	2	3	4	5	N/A
b. Present themselves as learners and engage clients and constituencies as experts of their own experiences;						
c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.						
Corresponding Field Tasks/Activities						
Field Supervisor Comments						
Student Comments						

EPAS 2.1.3 - Advance Human Rights and Social, Economic, and Environmental Justice

a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;	1	2	3	4	5	N/A
b. Engage in practices that advance social, economic, and environmental justice.						
Corresponding Field Tasks/Activities						
Field Supervisor Comments						
Student Comments						

EPAS 2.1.4 - Engage In Practice-informed Research and Research-informed Practice

a. Use practice experience and theory to inform scientific inquiry and research;	1	2	3	4	5	N/A
b. Engage in critical analysis of quantitative and qualitative research methods and research findings;						
c. Use and translate research findings to inform and improve practice, policy, and service delivery.						
Corresponding Field Tasks/Activities						
Field Supervisor Comments						
Student Comments						



EPAS 2.1.5 - Engage in Policy Practice



a. Assess how social welfare and economic policies impact the delivery of and access to social services;	1	2	3	4	5	N/A
b. Critically analyze and promote policies that advance human rights and social, economic, and environmental justice.						
Corresponding Field Tasks/Activities						
Field Supervisor Comments						
Student Comments						

EPAS 2.1.6 - Engage with Individuals, Families, Groups, Organizations, and Communities

a. Apply knowledge of human behavior and the social environment and practice context to engage with clients and constituencies;	1	2	3	4	5	N/A
b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.						
Corresponding Field Tasks/Activities						
Field Supervisor Comments						
Student Comments						

EPAS 2.1.7 - Assess Individuals, Families, Groups, Organizations, and Communities

a. Collect, organize, and critically analyze and interpret information from clients and constituencies;	1	2	3	4	5	N/A
b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;						
c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;						
d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.						
Corresponding Field Tasks/Activities						
Field Supervisor Comments						
Student Comments						



EPAS 2.1.8 - Intervene with Individuals, Families, Groups, Organizations, and Communities



a. Implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	1	2	3	4	5	N/A
b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;						
c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;						
d. Negotiate, mediate, and advocate with and on behalf of clients and constituencies;						
e. Facilitate effective transitions and endings that advance mutually agreed-on goals.						
Corresponding Field Tasks/Activities						
Field Supervisor Comments						
Student Comments						

EPAS 2.1.9 - Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

a. Select and use appropriate methods for evaluation of outcomes;	1	2	3	4	5	N/A
b. Critically analyze, monitor, and evaluate intervention and program processes and outcomes;						
c. Apply evaluation findings to improve practice effectiveness at the micro and macro levels.						
Corresponding Field Tasks/Activities						
Field Supervisor Comments						
Student Comments						

Field Supervisor Comments Regarding Overall Performance:

Please indicate your recommended letter grade below/Field Supervisor's recommended grade:

Appendix I: Advanced Generalist Midterm Field Evaluation

Student: _____

Seminar Instructor: _____

Agency: _____

Field instructor: _____

Dates of placement: _____

Summary of Student's Primary Responsibilities: _____



Please rate students on each of the following competencies using the following scale:

5 Mastered -- Student exhibits a superior mastery of core competencies, resulting in practice behaviors and field tasks consistent with generalist social work standards and skills.

4 Advanced -- Student excels at demonstrating the mastery of core competencies, resulting practice behaviors and field tasks and recognizes and applies generalist social work skills.

3 Competent -- Student demonstrates the mastery of core competencies, resulting practice behaviors and field tasks and recognizes and applies generalist social work skills.

2 Beginning Level Skill -- Student needs more time for skills development and demonstration of the core competencies, resulting practice behaviors and field tasks.

1 Unsatisfactory -- Student fails to demonstrate mastery of the core competencies, resulting practice behaviors and field tasks.

EPAS 2.1.1 - Demonstrate Ethical and Professional Behavior

a. Provides leadership and professionalism in social service practice settings	1	2	3	4	5	N/A
b. Provides knowledge and understanding of interdisciplinary ethical practice	1	2	3	4	5	N/A
c. Manages personal values and maintains professionalism in practice scenarios	1	2	3	4	5	N/A
d. Integrates supervision, feedback and consultation to guide professional judgment and behavior	1	2	3	4	5	N/A
Corresponding Field Tasks/Activities						
Field Supervisor Comments						
Student Comments						

EPAS 2.1.2 - Advance Human Rights and Social, Economic, and Environmental Justice

a. Identifies global interconnections of oppression and human rights violations;	1	2	3	4	5	N/A
b. Creates and applies strategies to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities, are distributed equitably;						
c. Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituents;						
d. Demonstrates regard for every person regardless of position in society as having fundamental human rights.						
Corresponding Field Tasks/Activities						
Field Supervisor Comments						
Student Comments						

EPAS 2.1.3 - Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

a. Identifies how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion in the practicum setting;	1	2	3	4	5	N/A
b. Recognizes the extent to which a client's cultural structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression;						
c. Demonstrates anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy level;						
d. Demonstrates 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.						
Corresponding Field Tasks/Activities						
Field Supervisor Comments						
Student Comments						

EPAS 2.1.4 - Engage In Practice-informed Research and Research-informed Practice

a. Honors the importance of evidence that informs practice and multiple ways of knowing ;	1	2	3	4	5	N/A
b. Produces, uses, and translates research evidence to inform and improve practice, policy, and service delivery;						
c. Uses the principles of logic, scientific inquiry, and culturally informed and ethical approaches in academic and professional work.						
Corresponding Field Tasks/Activities						
Field Supervisor Comments						
Student Comments						





EPAS 2.1.5 - Engage in Policy Practice



a. Recognizes the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy;	1	2	3	4	5	N/A
b. Actively engages in policy practice and advocacy to improve client system outcomes for marginalized populations;						
c. Evaluates strategies to eliminate oppressive barriers for members of marginalized populations.						
Corresponding Field Tasks/Activities						
Field Supervisor Comments						
Student Comments						

EPAS 2.1.6 - Engage with Individuals, Families, Groups, Organizations, and Communities

a. Uses helpful, ethical, evidence-based, and effective skills to engage with client systems to include marginalized populations ;	1	2	3	4	5	N/A
b. Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies;						
c. Examines implications of personal values for working effectively with vulnerable populations.						
Corresponding Field Tasks/Activities						
Field Supervisor Comments						
Student Comments						

EPAS 2.1.7 - Assess Individuals, Families, Groups, Organizations, and Communities

a. Identifies ways to develop mutually agreed upon intervention goals and objectives based on the critical assessment of strengths, needs, and challenges with clients and constituencies;	1	2	3	4	5	N/A
b. Uses appropriate interventions that are based on assessment, research knowledge, values, and preferences of clients and constituencies that enhance client capacities to resolve problems;						
c. Demonstrates knowledge and skill, in applying a wide range of assessment and intervention models relevant to marginalized populations.						
Corresponding Field Tasks/Activities						
Field Supervisor Comments						
Student Comments						

EPAS 2.1.8 - Intervene with Individuals, Families, Groups, Organizations, and Communities



a. Effectively identifies and employs best/evidence-based interventions to meet client system needs;	1	2	3	4	5	N/A
b. Demonstrates knowledge and understanding of a wide range of theoretical and practice intervention frameworks relevant to diverse client systems that include vulnerable populations;						
c. Effectively facilitates transitions and endings when goals have been met;						
d. Facilitates effective transitions and endings that advance mutually agreed-on goals.						
Corresponding Field Tasks/Activities						
Field Supervisor Comments						
Student Comments						

EPAS 2.1.9 - Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

a. Develops and implements a vision for leadership regarding the promotion of best/evidence-based practice and projects that promote the well-being of marginalized populations;	1	2	3	4	5	N/A
b. Demonstrates the ability to evaluate integration of social work knowledge, values, and practice skills in the professional role as a generalist social worker;						
c. Demonstrates understanding of multiple methods of assessment processes for various practice settings;						
d. Contributes to the social work knowledge base by publishing ethically collected intervention research.						
Corresponding Field Tasks/Activities						
Field Supervisor Comments						
Student Comments						

Field Supervisor Comments Regarding Overall Performance:

Please indicate your recommended letter grade below/Field Supervisor's recommended grade:

Role	Signatures	Date
Student		
Primary Field Instructor		
Task Supervisor (if applicable)		
NCU Field Liaison		

Appendix J: Advanced Generalist Final Field Evaluation

Student: _____

Seminar Instructor: _____

Agency: _____

Field instructor: _____

Dates of placement: _____

Summary of Student's Primary Responsibilities: _____

Please rate students on each of the following competencies using the following scale:

5 Mastered -- Student exhibits a superior mastery of core competencies, resulting in practice behaviors and field tasks consistent with generalist social work standards and skills.

4 Advanced -- Student excels at demonstrating the mastery of core competencies, resulting practice behaviors and field tasks and recognizes and applies generalist social work skills.

3 Competent -- Student demonstrates the mastery of core competencies, resulting practice behaviors and field tasks and recognizes and applies generalist social work skills.

2 Beginning Level Skill -- Student needs more time for skills development and demonstration of the core competencies, resulting practice behaviors and field tasks.

1 Unsatisfactory -- Student fails to demonstrate mastery of the core competencies, resulting practice behaviors and field tasks.

EPAS 2.1.1 - Demonstrate Ethical and Professional Behavior

a. Provides leadership and professionalism in social service practice settings;	1	2	3	4	5	N/A
b. Provides knowledge and understanding of interdisciplinary ethical practice;						
c. Manages personal values and maintains professionalism in practice scenarios;						
d. Integrates supervision, feedback and consultation to guide professional judgment and behavior.						
Corresponding Field Tasks/Activities						
Field Supervisor Comments						
Student Comments						

EPAS 2.1.2 - Advance Human Rights and Social, Economic, and Environmental Justice

a. Identifies global interconnections of oppression and human rights violations;	1	2	3	4	5	N/A
b. Creates and applies strategies to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities, are distributed equitably;						
c. Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituents;						
d. Demonstrates regard for every person regardless of position in society as having fundamental human rights.						
Corresponding Field Tasks/Activities						
Field Supervisor Comments						
Student Comments						

EPAS 2.1.3 - Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

a. Identifies how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion in the practicum setting;	1	2	3	4	5	N/A
b. Recognizes the extent to which a client's cultural structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression;						
c. Demonstrates anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy level;						
d. Demonstrates 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.						
Corresponding Field Tasks/Activities						
Field Supervisor Comments						
Student Comments						

EPAS 2.1.4 - Engage In Practice-informed Research and Research-informed Practice

a. Honors the importance of evidence that informs practice and multiple ways of knowing;	1	2	3	4	5	N/A
b. Produces, uses, and translates research evidence to inform and improve practice, policy, and service delivery;						
c. Uses the principles of logic, scientific inquiry, and culturally informed and ethical approaches in academic and professional work.						
Corresponding Field Tasks/Activities						
Field Supervisor Comments						
Student Comments						

EPAS 2.1.5 - Engage in Policy Practice

a. Recognizes the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy;	1	2	3	4	5	N/A
b. Actively engages in policy practice and advocacy to improve client system outcomes for marginalized populations;						
c. Evaluates strategies to eliminate oppressive barriers for members of marginalized populations.						
Corresponding Field Tasks/Activities						
Field Supervisor Comments						
Student Comments						

EPAS 2.1.6 - Engage with Individuals, Families, Groups, Organizations, and Communities

a. Uses helpful, ethical, evidence-based, and effective skills to engage with client systems to include marginalized populations;	1	2	3	4	5	N/A
b. Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies;						
c. Examines implications of personal values for working effectively with vulnerable populations.						
Corresponding Field Tasks/Activities						
Field Supervisor Comments						
Student Comments						

EPAS 2.1.7 - Assess Individuals, Families, Groups, Organizations, and Communities

a. Identifies ways to develop mutually agreed upon intervention goals and objectives based on the critical assessment of strengths, needs, and challenges with clients and constituencies;	1	2	3	4	5	N/A
b. Uses appropriate interventions that are based on assessment, research knowledge, values, and preferences of clients and constituencies that enhance client capacities to resolve problems;						
c. Demonstrates knowledge and skill, in applying a wide range of assessment and intervention models relevant to marginalized populations.						
Corresponding Field Tasks/Activities						
Field Supervisor Comments						
Student Comments						

EPAS 2.1.8 - Intervene with Individuals, Families, Groups, Organizations, and Communities

a. Effectively identifies and employs best/evidence-based interventions to meet client system needs;	1	2	3	4	5	N/A
b. Demonstrates knowledge and understanding of a wide range of theoretical and practice intervention frameworks relevant to diverse client systems that include vulnerable populations;						
c. Effectively facilitates transitions and endings when goals have been met;						
d. Facilitates effective transitions and endings that advance mutually agreed-on goals.						
Corresponding Field Tasks/Activities						
Field Supervisor Comments						
Student Comments						

EPAS 2.1.9 - Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

a. Develops and implements a vision for leadership regarding the promotion of best/evidence-based practice and projects that promote the well-being of marginalized populations;	1	2	3	4	5	N/A
b. Demonstrates the ability to evaluate integration of social work knowledge, values, and practice skills in the professional role as a generalist social worker;						
c. Demonstrates understanding of multiple methods of assessment processes for various practice settings;						
d. Contributes to the social work knowledge base by publishing ethically collected intervention research.						
Corresponding Field Tasks/Activities						
Field Supervisor Comments						
Student Comments						

Field Supervisor Comments Regarding Overall Performance:

Please indicate your recommended letter grade below/Field Supervisor's recommended grade:



Role	Signatures	Date
Student		
Primary Field Instructor		
Task Supervisor (if applicable)		
NCU Field Liaison		

Appendix K: Supervision/Agency/Student/University Four-Way Agreement.

National University Master of Social Work (MSW) Agreement:

Please complete and sign this agreement by checking that you “agree” to your role and responsibilities. By checking “acknowledge” you understand the roles and expectations of National University (NU), the Field Instructor and/or Task Supervisor, Site/Agency Director, and the NU Student. If you have any questions, please contact the MSW Field Education Director.

* Please provide the name of the agency where the NU student will be completing her/his practicum experience.

I. Involved Parties

The parties named below agree to the objectives, scope of work, supervisory arrangements, evaluation method, and practicum and/or internship periods developed under this agreement.

National University Representative Name

MSW Field Director

Agency Director Name:

Field Instructor Name:

NU Student Name:

*II. Agency/Organization and Supervision

Appropriate Field Experience agencies for social work students are those that serve social work populations and meet the standards of the program’s social work curriculum. Field Instructor will have the specified credentials and practice experience necessary to design practicum learning opportunities for students to demonstrate program competencies and outcomes with individuals, families, groups, organizations and communities. Field placements will have an agency staff member who supervises the student in the field, this can be either the Field Instructor or a Task Supervisor. It is preferred that the same person holds both positions. The Field Instructor must hold an MSW degree from a CSWE- accredited social work program and have a minimum of two years of post-MSW experience. If a Field Instructor is not available to supervise the day-to-day duties of the student, a Task Instructor should be appointed. The Task Instructor and Field Instructor will work together to provide the student the necessary learning opportunities. The Field Instructor will meet weekly with the student and is responsible for evaluating the performance of the student, with consultation from the Task Supervisor, through field evaluations and site visits.

* Please indicate the type of supervision the National University (NU) student will receive:

- Supervision by an employee of the agency holding a MSW degree with two years post-degree experience who will also instruct the NU student in the expected conduct at the agency and the relevant policies and procedures. This person will serve as both the Task Supervisor and Field Instructor.
- The agency will provide a Task Supervisors who can supervise the student on the day-to-day activities at the practicum agency. A second person will serve as a MSW Field Instructor to supervise the student but is not serving as the Task Instructor.



III. Responsibilities of the Parties

A. National University, Master of Social Work (MSW) Program

By clicking "acknowledged" at the bottom of this section, you are confirming that you understand the responsibilities of NU in the practicum process.

1. Shall approve the placement of each student at the supervised practicum site.
2. Shall have this written agreement with the supervised practicum setting, Field Instructor, and student that details each party's responsibilities, including the methods by which supervision will be provided.
3. Shall provide forms for regular evaluations of the student's performance.
4. Shall coordinate the terms of this agreement with each of the named parties.
5. Shall evaluate the appropriateness of the supervised practicum experience for each student in terms of the educational objectives/competencies.
6. Shall require that each student gaining practicum hours in a supervised practicum setting procure his/her own individual professional malpractice liability insurance coverage.
7. Shall have a designated faculty member serve as the primary contact to the practicum setting and Field Instructor called the Field Seminar Faculty, who shall assume major responsibility for the coordination of this arrangement between students and practicum sites.
8. Shall be responsible for submitting the student's grade to the appropriate university office in a timely fashion.
9. Shall provide a practicum experience tracking system for students to document and allow local practicum supervisors to verify practicum hours and supervision hours accumulated during practicum and supervision.
10. Shall abide by the WASC Senior College and University Commission accreditation nondiscrimination policy that states programs will not discriminate on the basis of race, color, gender, age, creed, ethnic or national origin, disability, political, or sexual orientation.
11. Shall protect the confidentiality of any data collected from students or Field Instructors for the purpose of program improvement or research. In both instances, all personally identifiable information will be removed and identities will not be revealed without expressed written consent from the parties.
12. Shall provide the local practicum supervisor with orientation and training materials.

Indicate by clicking the box below that you have read, understand, and acknowledge the responsibilities of NU.

Acknowledged

B. The Site/Agency Director

By clicking "Acknowledged" below, you are confirming that you understand and agree to the responsibilities of the Site/Agency Director for the NU practicum and internship process.

1. Shall provide the student, when required by state regulation, documentation necessary to verify that the placement is legally authorized and/or named in law as appropriate for a MSW student.
2. Shall evaluate the qualifications and credentials of any employee or contractor who provides supervision (Field Instructor and/or Task Supervisor) to MSW Students.
3. Shall provide adequate resources to the student and the Field Instructor and Task Supervisor in order that they may provide appropriate services to clients.
4. Shall ensure students are oriented to the policies and practices of the agency.
5. Shall review the relevant sections of the NU MSW Practicum Handbook.
6. Shall notify the Field Director in a timely manner of any difficulties in the work performance of the student.
7. Shall provide the student and the Field Instructor with an emergency response plan which assures the personal safety and security of student, Field Instructor and student's clients in the event of a fire or other emergency, including protocols for safety during home visits and approved activities outside of the agency building.



8. Shall provide the student with experience within the scope of practice for a MSW.
9. Shall assure that the student completes the necessary hours for each practicum course.
10. Shall assure that the student receives minimum of one hour a week of supervision with the Field Instructor during the practicum experience.
11. Shall be familiar with the laws and regulations that govern the practice of MSW in the state/location where practice occurs, and in particular, those that directly affect the MSW student.
12. Shall provide the NU MSW program with a copy of the professional liability insurance certificate of coverage for each supervisor who will be supervising the student.
13. Shall abide by the WASC Senior College and University Commission accreditation nondiscrimination policy that states programs will not discriminate on the basis of race, color, gender, age, creed, ethnic, or national origin, handicap, or political or sexual orientation.

Indicate by clicking the box below that you have read, understand, and agree to the responsibilities of the Site/Agency Director.

Acknowledged

C. The Field Instructor

By clicking "acknowledged" you are confirming that you understand the responsibilities of local Site Supervisor in the practicum process.

1. Shall be responsible for the student's legal practice during practicum and abide by all state/local regulations for the supervision of students.
2. Shall be responsible for assuring that all practicum experience gained by the student at all levels of practice and is within the parameters of social work.
3. Shall have the requisite training and experience to provide competent systemic supervision to MSW students.
4. Shall provide NU with a current copy of his/her current license and resume.
5. Shall review the NU MSW Practicum Handbook.
6. Shall provide a minimum of 1 hour of weekly supervision. Supervision that utilizes digital technology, in which participants are not in the same location, may be provided only as long as appropriate mechanisms/precautions are in place to ensure the confidentiality and security of the means of technology delivery.
7. Shall participate in an initial orientation and review training materials with the Field Education Director.
8. Shall complete an evaluation of the student's practicum performance at this practicum site based on observation of the student's social work skills.
9. Shall monitor the student's professional activities and verify his/her participation in the specified practicum requirements by attesting to such via the NU-approved online practicum tracking system.
10. Shall be familiar with the laws and regulations that govern the practice of social work, and in particular, those that directly affect the MSW student.
11. Shall review, abide by, and hold the student to the standards of NASW Code of Ethics and any state specific Code of Ethics and laws that applies to the practice of social work.
12. Shall provide the practicum student with a policy and procedure for crisis intervention and other client/ clinical emergencies, in particular those that are mandated by law (e.g., child abuse, danger to self, others).
13. Shall, if providing supervision on a contractual basis, attach the original written agreement between the Field Instructor and the student's practicum site.
14. Shall bring any concerns that arise about the student and/or the practicum experience to the attention of the Field Education Director.
15. Shall complete all the required student online evaluation forms by the prescribed time.
16. Shall be permitted to participate in the student's final evaluation at the end of their practicum.
17. Shall abide by the WASC Senior College and University Commission accreditation nondiscrimination policy that states programs will not discriminate on the basis of race, color, gender, age, creed, ethnic or national origin, disability, political or sexual orientation.



18. Shall participate in course-required meetings with NU practicum faculty.
19. Participate in NU's MSW Practicum Field Instructor Orientation that focuses on learning MSW supervision methods through online training.

Indicate by clicking the box below that you have read, understand, and acknowledge the responsibilities of the Local Clinical Supervisor.

Acknowledged

D. NU MSW Student

By clicking "acknowledged" below you are confirming that you understand the responsibilities of the NU Student in the practicum and internship process.

1. Shall review and follow the requirements of the NU MSW Practicum Handbook.
2. Shall conduct her/his practicum experience at the agency and with the Field Instructor listed above in fulfillment of the practicum experience requirements of the student's degree program.
3. Shall complete practicum at the agency and complete the required hours for each practicum.
4. Shall receive minimum of 1 hour of weekly supervision from the Field Instructor. Any supplemental supervision that utilizes digital technology, in which participants are not in the same location, may be provided only as long as appropriate mechanisms/precautions are in place to ensure the confidentiality and security of the means of technology delivery.
5. Shall be aware that the practicum process is a series of courses, and to receive a passing grade for each course, the following criteria must be met: 1) the student must attend the weekly practicum seminars, 2) complete any required assignments, and 3) gain hours at an approved placement concurrently.
6. Shall receive supervision of her/his work and be provided assistance in the development of skills regarding working with individuals, families, groups, organizations, and communities.
7. Shall maintain a current record of all hours of practicum experience and supervision gained during practicum utilizing the NU-approved online hour tracking system.
8. Shall follow the agency's regular work hours and will be entitled to any holiday occurring during the practicum period.
9. Shall learn and comply with the policies of the supervised practicum setting that govern the conduct of regular employees and students.
10. Shall abide by all policies of the facility, including absolute strict confidentiality of all client information of which he/she may become aware.
11. Shall abide by the NASW Code of Ethics and all applicable laws and regulations.
12. Shall have completed all of the necessary prerequisites prior to beginning the practicum experience.
13. Shall be responsible for participating in the periodic evaluation of his or her supervised practicum experience.
14. Shall have obtained individual professional liability insurance.
15. Shall be responsible for notifying their Field Seminar Faculty and/or Field Instructor in a timely manner of any professional or personal difficulties that may affect the performance of his or her professional duties and responsibilities.

Indicate by clicking the box below that you have read, understand, and acknowledge the responsibilities of the NU student.

Acknowledged



IV. Training Period

* Practicum Start Date

Contracted date that the NU student will start the field practicum or internship with the Agency:

* **Practicum Completion Date**

Contracted date that the NU student will complete the practicum with the Agency.

* V. Scope of Practicum Training

Briefly describe the practicum activities in which the student will engage during the practicum with the designated Agency.

* It is the intention of the parties hereto that the student will engage in the activities stipulated above as an independent graduate student and shall not be deemed an employee of the practicum/internship Site/Agency or the University by this agreement. The Site/Agency may elect to employ the student at their discretion, but this agreement does not constitute an employment agreement, actual or implied.

Indemnification

NU requires that each student procure individual professional liability malpractice insurance coverage before working in a supervised practicum setting. The above-named Agency hereby assumes all risk and liability for, and hereby indemnifies, protects and saves harmless, and hereby releases NU and each and every one of its officers, agents, faculty and employees of, from and against all liability, losses, injuries, damages, claims, suits, fees, including attorney's fees, costs or judgments which may arise from the student's performance of services while at the Agency. The assumption of risk, liability and indemnification under this paragraph shall survive the termination of this agreement. This agreement supersedes all agreements, understandings and communications between NU, the above-named agency and student. This agreement may be modified or amended in writing.

The undersigned have read and agreed to the terms and conditions set forth in this agreement.

Termination

The expectation of all parties is that this agreement will be honored mutually. Termination of this agreement with cause shall be in accordance with the academic policies of NU or the employment or volunteer policies of the supervised practicum setting. Any party may terminate this agreement without cause by giving all other parties 45 days' notice of the intention to terminate. Termination of the student's placement or supervisor's employment under the terms of this agreement must take into account the clinical necessity of an appropriate termination or transfer of clients, if applicable. In any case, it is assumed that if there is an early termination of this agreement on the part of the student, the supervised fieldwork setting or the Field Instructor, such a decision must include prior consultation with the Field Director.

VIII. Electronic Signature

I, the undersigned, have read and agree to the above statements and arrangements.

* **By typing your name and date you are digitally signing this agreement**

Name

Date





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