



*Grand View University
Master of Social Work Field Education Handbook*

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Administrative Approval

The Master of Social Work Student Handbook contains information about expectations for students in the MSW program. This Handbook has been approved through appropriate channels and procedures and by the Associate Provost for Graduate and Professional Studies, Provost and Vice President for Academic Affairs, and President. Although departments may occasionally wish to publish additional or revised guidelines for certain events and procedures, such guidelines are not effective and may not be implemented until written and through approval by the parties included below.



8/23/2024

MSW Field Education Director

Date



8/26/2024

Academic Dean

Date



8/26/2024

Associate Provost

Date



8/26/2024

Provost and Vice President for Academic Affairs

Date



08/27/2024

President

Date

Grand View University

Grand View is private, not-for-profit liberal arts institution affiliated with the Evangelical Lutheran Church in America that offers bachelor's and master's degrees. Founded in 1896 by Danish immigrants, Grand View has more than a century of focus on lifelong learning and emphasis on the "whole person," a perspective that dates from the principles of the Danish Folk School. Grand View has a diverse student body in a career-oriented, liberal arts-grounded curriculum.

The mission of Grand View is to engage, equip, and empower learners to fulfill their potential and serve the world. Grand View is committed to the development of the whole person – mind, body, and spirit – and to preparing students for successful careers and responsible citizenship both in their communities and in a diverse and changing world. Grand View offers a liberal arts education with goals that reflect the values and purpose of the social work profession.

The core values at Grand View University provide a foundation for faculty, staff, and students to fulfill the mission and achieve the vision of the institution.

- **Excellence:** Consistently surpassing expectations
- **Inclusive Community:** A campus community that values all members and appreciates our differences
- **Adaptability:** Adjusting to our changing world through resilience, flexibility and openness
- **Faith:** An individual's experience of, or a belief in, a power apart from the self
- **Global Curiosity:** An open-minded interest in cultural understanding that fosters discovery and growth
- **Agility:** Proactive intelligent improvement and innovation
- **Positivity:** A constructive and optimistic mindset

As a liberal arts institution enriched by the *School for Life* Danish concept representing a community bound together by a love of lifelong learning, Grand View provides a supportive context for social work values-based education.

The Social Work Profession

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's dual focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
 - Social justice
 - Dignity and worth of the person
 - Importance of human relationships
 - Integrity
 - Competence
- From *NASW Code of Ethics (2021)*

Licensing

The State of Iowa licenses social workers at three levels: LBSW (Licensed Bachelor of Social Work, LMSW (Licensed Master of Social Work), and LISW (Licensed Independent Social Worker). To obtain a license at the master's level, students apply to the Association of Social Work Boards for the examination either in the last term of their graduate education or after completion of a Master of Social Work degree.

Students are responsible for understanding licensure requirements for the state and setting in which they intend to practice. The State of Iowa code regarding master's level social work practice and required licensure is provided [here](#). All state boards have unique licensing requirements and students should consult with the rules and regulations for the state in which they intend to seek licensure after graduation.

Code of Ethics

The National Association of Social Workers (NASW) [Code of Ethics](#) serves as a guide to the professional conduct to be displayed by social workers. The Code of Ethics provides information on the social work core values that inform practice and consists of a summary of the profession's mission and core values and information on dealing with ethical issues and dilemmas in social work. Social workers are expected to understand and uphold the profession's code of ethics. Students are provided a link to the NASW Code of Ethics in each of their Blackboard courses and reference and apply aspects of the code throughout the curriculum.

Social Work at Grand View University

Mission of Social Work Program

The mission of the Grand View MSW program is to prepare students to be highly competent professionals who integrate interdisciplinary knowledge, skills, and social work values to provide effective service and leadership. Functioning as a model for social work practice, the Grand View MSW program emphasizes social justice within its curriculum, specifically preparing students to challenge social, economic, and environmental injustice. Graduates are dually prepared to contribute to the field at the specialist practice level and/or continue with doctoral education.

The Grand View MSW program is shaped by the knowledge, values, and skills central to the social work profession. Grand View social work students gain:

- Theoretical and historical *knowledge* through classroom and experiential learning opportunities, and generation of research.
- A deep understanding of the social work *values* that guide the profession.
- *Skills* via classroom activities and field education as a means of developing practice wisdom.
- *Cognitive and affective processes* that enable the student to apply learning to professional practice.

The Grand View social work program and faculty are committed to contributing to the professional field by way of teaching, scholarship and service. Faculty mentor students in developing an ethical professional social work identity dedicated to constant learning in an ever-changing field. Graduates are prepared to think critically, respect diversity, and use multiple resources from scholarship and practice to empower clients to meet their goals.

The Grand View Social Work Program goals are reflective of the program's mission for its students and graduates:

Goal 1: Understand the components of effective advanced professional social work practice.

Goal 2: Understand and use the goals of values clarification, code of ethics and research based of the profession, to develop a critical framework for making practice decisions.

Goal 3: Demonstrate the ability to select and use assessment, intervention, and evaluation methods to work effectively in changing contexts with diverse populations.

Student Responsibility

It is the student's responsibility to read and adhere to the expectations described in the *MSW Student Handbook*. All policies and practices discussed in this handbook supersede those of previous handbooks. The student is also expected to read and adhere to the expectations described in the *MSW Field Education Handbook*.

Faculty

The Grand View social work program ensures its faculty members meet accreditation requirements identified by the Council on Social Work Education. Faculty assigned to the Master of Social Work program are:

- Cathy Beck-Cross, Ed.D. Education Leadership (Drake University), MSW (University of Iowa), Associate Professor, MSW Program Director
- Alyssa Caldbeck, ABD (PhD anticipated Fall 2024, Drake University), MSW (University of Iowa), Assistant Professor, MSW Field Education Director
- Gerd'Anice Noel, MSW (Troy University), Professor of Practice
- Kris Owens, Ed.D. (University of Northern Iowa), Ed.S.-Adult Education (Drake University), MSW (University of Iowa), MA-Human Services Agency Administration (University of Northern Iowa), Associate Professor

Equal Opportunity and Non-Discrimination

The Grand View social work program does not unlawfully discriminate based on race, religion, creed, color, sex, sexual orientation, gender identity, marital status, age, national origin, ancestry, disability, military status, or other classification protected by local, state, or federal law in applications for admission.

Grand View University is committed to providing for the needs of students who have disabilities under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA) and Amendments Act of 2008. It is the policy of Grand View that reasonable and appropriate services and support be made available for any student who, through a recent assessment, can document a disability.

Field Education

Master's level social workers are qualified to practice as a specialist in a variety of settings, including public child welfare; behavioral, health, and mental health services; school settings; aging resources; juvenile justice; developmental disabilities; and substance abuse treatment. A student with a master's degree in social work will have opportunities to practice with individuals of all ages, families, and community engagement activities. Field education is the signature pedagogy of social work and allows the student to connect the knowledge, skills, and values learned throughout the academic experience with practice in a professional setting.

Connecting Theories and Concepts Between Classroom and Field

Field education provides students the opportunity to apply theoretical knowledge and practice skills learned in the classroom within a real world setting as a specialist professional social worker. In preparation for field education, students practice applying theory to case studies and other problem-based learning activities.

Field education for the MSW program centers around the nine core competencies and 31 behaviors identified in the 2015 Educational Policy and Accreditation Statements (EPAS). To ensure successful completion of field experiences, students are introduced throughout the curriculum to ensure understanding of the knowledge and values of the competencies and behaviors. Students are also given opportunities throughout the curriculum to practice the necessary skills associated with each competency.

During the first weeks of the field education experience, students complete a learning plan highlighting each behavior. Students must identify specific field placement activities that will allow them to show proficiency in each of the 31 behaviors. Field instructors are also instructed in how to use the learning plan in identifying experiences in the field setting.

The Field Education Director (FED) has access to syllabi for every course in the MSW curriculum. The FED is also involved in any discussions about curricular changes in the MSW program. This ensures FED is knowledgeable about theoretical and conceptual contributions present in the classroom.

In addition, emerging trends and issues in the field are communicated to Field Education Instructors overseeing student placements. For example, if a Field Education Instructor identifies a gap in skills in a student during their placement, the FED will identify where in the overall curriculum the gap can be addressed.

Goals of the Field Education Experience

The goal of Grand View Social Work Program field education is to provide the student with opportunity to apply academic learning to practice in a setting where supervision and guidance are provided to prepare the student for professional practice upon graduation. The goals of the field education experience reflect the *core competencies* and related *behaviors* from the Council on Social Work Education (2015). Each of the core competencies and related behaviors is included within the student's field Learning Plan (see section on *Evaluation of Student Learning and Field Setting Effectiveness*) and are assessed at the completion of the field education experience. The goals of field education are as follows:

Core Competencies and Related Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

Behaviors:

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

Competency 2: Engage Diversity and Difference in Practice

Behaviors:

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

- Present themselves as learners and engage clients and constituencies as experts of their own experiences.
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

Behaviors:

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

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

Behaviors:

- Use practice experience and theory to inform scientific inquiry and research.
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

Competency 5: Engage in Policy Practice

Behaviors:

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

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

Behaviors:

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

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

Behaviors:

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

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

Behaviors:

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

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

Behaviors:

- Select and use appropriate methods for evaluation of outcomes.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary

theoretical frameworks in the evaluation of outcomes.

- Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Within this document, the *Field Education Director* is the Grand View faculty member who is responsible for assisting the student in selecting the placement site and providing oversight during the student's placement. The *Field Education Instructor* is a social work professional who provides supervision to the student during the field placement. If the field site does not have a suitable employee for the Field Education Instructor role, the Field Education Director will appoint a social worker outside of the agency to fill this role.

Admission to Field Education

Students must be accepted into the MSW program before they are admitted into Foundation (generalist) Field Education, which must be completed prior to enrolling in Advanced Field Education I and II. To be admitted into Advanced (specialist) field educations, students must either complete Foundational Field Education or have a Bachelor of Social Work (or equivalent degree) from a CSWE-accredited program. The advanced (specialist) field education placement occurs during a student's final year in the program. Students must be in good academic standing to complete either of the field education placements. The Field Education Director will verify eligibility, based on the above criteria, for field education before the start of the semester in which it will occur.

Philosophy of Field Education

The philosophy of field education at the MSW level emphasizes student initiative, professional communication, and independence, reflecting higher educational and community expectations. Both levels aim to develop essential skills and competencies through guided support and increasing responsibility.

Role of Field Education Director

The role of the Field Education Director (FED) in practicum placements is collaborative, involving close coordination with students to ensure suitable and effective placements. Students are expected to actively communicate and respond promptly to the FED, who helps identify potential opportunities, provides guidance, and facilitates introductions. This partnership ensures that students gain practical experience tailored to their educational needs and professional development goals. The FED's expertise in placement availability, timelines, and agency capacities is crucial for a successful practicum experience. In addition to working with students through placement coordination and support during the practicum experience, the Field Education Director leverages their professional network to facilitate placement connections and build new ones, enhancing student learning opportunities.

General Process and Support

The support process for student practicum placements follows a structured approach and may differ due to community placement expectations. The process begins with the Field Education Director (FED) gauging the student's interests and having a detailed discussion to identify potential placements. The FED then facilitates identifying appropriate practicum opportunities.

MSW students are expected to demonstrate initiative and professionalism in seeking their placement. While the FED assists by identifying contact information and may provide introductions, MSW students manage subsequent communications independently. If the student requests assistance or the FED identifies a need for additional support, the approach may be adjusted to better meet the student's educational and professional needs. This ensures each student receives the appropriate level of guidance and support for their development.

In situations at the MSW level where there is no established relationship with a placement, the student and FED collaborate to determine the best approach for either the FED or the student to reach out to the potential placement. Despite encouraging students to seek out opportunities independently, coordination with the FED remains crucial. This is because the FED is knowledgeable about placement availability, timelines, and agency capacities to accept students. This practice allows students to develop flexibility and be prepared for advanced practice through increased responsibility and professional communication. While the Field Education Director and all faculty work to support students, it is important to recognize that time is finite, and each student has an opportunity to receive support from the Field Education Director. As such, the Field Education Director will work to identify mutually agreed placements with students by providing up to three (3) options that reflect the interests and learning goals of the student. If students are unable to secure a placement from those options, then they are responsible for finding their own placement.

The Field Education Director (FED) collaborates with students to accommodate employment-based options, schedule needs such as evening and weekend availability, and address location-specific requirements. While the FED strives to meet these needs, narrowing schedule availability and geographic location may limit practicum placement options due to community availability. This collaborative approach balances students' circumstances with the practicalities of available placements to provide a supportive and feasible practicum experience.

If initial placement options are unsuccessful, the FED will communicate with the student and explore alternatives. If a student is not able to consider other expanded options and is unable to obtain a practicum placement, the student will be held to the placement timelines outlined below (see *Placement Timelines and Priority Deadlines*) which may result in not completing a practicum at the desired progression in their program and delaying placement until the next time it is offered in course rotation.

Placement Timelines and Priority Deadlines

Planning for foundation practicums typically occurs 6-9 months in advance and reflects community organizations' timelines for interviewing and accepting students for placements. Students will work with the MSW Field Education Director to discuss placement options, plan accordingly, and establish a timeframe for securing a placement.

Advanced practicums are planned more than a year in advance because community organizations prepare and interview students for these types of placements well in advance. Students should be prepared to discuss placement options, for a start date in August, by the end of the spring semester or early summer at the latest. The application and interview process ensures ample opportunities and the ability to seek preferred placements.

Should the process take longer than expected, students ideally need to secure an advanced practicum placement by the end of the first week of class. If a placement is not secured by the date identified in Grand View schedule as the last day to withdraw from a course with a "W", students will need to withdraw from the field placement course and reenroll in the next available term. This may cause students to be unable to complete a placement in the subsequent semester. Certain courses are expected to be completed concurrently with field education. For example, students who drop the course associated with first part of the advanced placement (SWGR 598) may also need to also drop the concurrently enrolled course, SWGR 580-Research-informed Practice and take it at the time of the next enrollment SWGR 598 due to the co-requisite requirement. Students who withdraw from advanced field experience at the "W" date may continue in SWGR 580 and onto the subsequent SWGR 585 the next semester (with successful completion of SWGR 580).

For both practicums, early preparation and discussion are crucial for securing desirable practicum placements. Continuous collaboration with the Field Education Director is essential throughout the planning and placement process. Meeting the deadlines is critical to ensure participation in practicum seminars and related coursework as well as practicum site responsibilities.

Selection of Field Education Settings

The student is responsible for following the field education setting process for initiating a placement including sending resume for review, interviewing, and any other requirements outlined by the placement. If during this process the student has two (2) unsuccessful practicum interviews where the placement site declines to accept them for placement, a meeting with the Field Education Director (FED) will be arranged to discuss the potential there may not be viable practicum options for the student. An alternative plan will be identified, which could include completing the practicum later in the program. Additionally, a plan to implement field readiness skills may be developed to help the student succeed in obtaining a practicum. Suggestions may include working with the career center on resume revisions, interviewing techniques, professional presence, or other identified measures.

Accepting a Practicum Placement

Students who are offered a practicum placement and wish to accept it must notify the Field Education Director (FED). The FED will then collaborate with the student and the placement to complete the agreement. The student and the placement are responsible for outlining the practicum schedule and addressing any necessary training or onboarding requirements. If the placement has been student-initiated, the student should email the FED the placement site information, including the expected practicum instructor's name and contact information, position/title, and email. The FED will discuss with the student the proposed work at the field education setting work and seek to approve the site based on the information gathered. If more information is needed the student will need to work with the FED. If the site has not been used before, the FED will need to complete the approval process to ensure it meets the necessary standards.

If a site visit by the Field Education Director cannot be completed, other means of visual contact (e.g., Zoom) will be used to ensure the agency can address the expectations of field placement setting. The Field Education Director will work with the student to identify a Field Education Instructor who can provide oversight at the agency where the placement hours are completed.

Field education hours completed at an organization where the student works must offer a *new educational experience* for the student. The Field Education Director will negotiate arrangements for field instruction at the agency where the student completes their placement. The agency where the student is to complete the field education hours must provide:

- A professional level of social work services that reflects adherence to the NASW Code of Ethics.

- Programming that reflects MSW-level social work practice.
- The ability to carry out the organization's services without the support of the student.
- The ability to offer adequate hours to allow the student to complete the field education within the assigned term.
- Adequate working space for the student and access to necessary resources during the placement to carry out the assigned field work.
- An onsite Field Education Instructor with an MSW from a program accredited by the Council on Social Work Education (CSWE). In the case of an agency that does not have a Field Education Instructor who meets these requirements, the Grand View Field Education Director or designee serves as the Field Education Instructor, and an agency representative (Task Supervisor) must still be available to serve as a supervisor of the tasks in which the student will be engaged during the field placement.

Required Learning Experiences

To ensure equity in the variety of opportunities offered by placement sites, students need to minimally engage in the following during their field experience. The emphasis on each area will differ for each student as the agency settings differ. Best practice dictates that experiences are to be graduated from simple to complex, from concrete to abstract, and from team functioning to (where appropriate) independent functioning.

- Orientation to agency - including introductions to all staff, tour of facilities, explanation of office procedures, place of the agency in the social service network, etc.
- Experience in engagement and assessment (Examples: intakes, family/organizational/community needs assessment, social history, etc.).
- Experiences in using the problem-solving process with a client or client system (Examples: case management services, treatment delivery, crisis management planning/services, evaluating progress, discharge planning, client termination activities/case closure)
- Experience with groups (Examples: staff meetings, client groups organized for various purposes, large community groups)
- Experience in community activities (Examples: understanding agency's role in community, network with other agencies, participate in planning public education display or program, outreach activities)
- Experience in understanding administrative processes (Examples: staff meetings, funding, budget planning, board meetings)
- Experience with written work (Examples: summaries, letters, psychosocial histories and assessments, treatment notes)
- Experience in advocating for human rights at the individual and systemic level (Examples: lobbying, assessing agency policies for inclusivity)
- Experiences in evaluating evidence of effectiveness of interventions and/or policies (Examples: review best practices of a particular evidence-based intervention, complete an analysis of proposed legislation or a currently existing policy)

The agency Field Education Instructor will also be required to provide a resume or vitae reflective of professional experience and educational attainment to demonstrate completion of an MSW from a CSWE-accredited educational institution.

Roles and Responsibilities

Director of Field Education

The Field Education Director has oversight of the field program. The person in this role is responsible for the administration of the field program which includes planning the program, development of placement processes, advising students, maintaining the field manual and field forms, and placing students in appropriate agencies. The responsibilities of the Field Education Director include:

- Secure agencies which meet the criteria for the placement of Grand View MSW students.
- Evaluate the appropriateness and adequacy of supervision of students offered by the agency and provide field instructor orientation sessions.

- Ensure students are enrolled in the appropriate field placement course and hold orientation meetings prior to placement.
- Meet with students who have met the department criteria for field, and work closely with them until a placement is secured.
- Monitor student progress in placement and oversee adjustments in learning plans, assignments, etc., where appropriate.
- Interpret the department's program and policies to the agency Field Education Instructor and relate these to the student's objectives when the need arises.
- Notify appropriate persons of changes in supervision and/or addresses as well as the emergence of any problems.
- Constructs a syllabus for the seminar and identifies appropriate academic reading materials (content) as part of the student learning experience.
- Teach seminar during the term in which the field placement is completed.
- Assist in securing an alternative placement if appropriate to do so when a placement disruption occurs (see *Field Placement Disruption*).
- To determine the final grade (credit/no credit) for the student based upon seminar participation, field assignments, and field evaluations.
- Administer field program evaluations and student self-efficacy evaluations at the end of the field experience.

Field Education Instructor

The Field Education Instructor is the individual at the agency who meets criteria for supervising an undergraduate social work student and agrees to provide supervision throughout the field experience. Responsibilities of the Field Education Instructor include:

- View/attend field instructor orientation sessions prior to taking a Grand View MSW student for their field experience.
- Give the student an understanding of the agency; orient the student to the agency's functions, purpose, and structure; and give the student an idea of how the agency fits into delivery of service pattern for the community.
- Be aware of the "emotional impact of field instruction" and to prepare the student to cope with it; help the student identify and understand their role, introduce them to staff members and assist them in feeling part of the agency; arrange for the student to attend staff meetings; introduce students to other staff personnel, etc.
- Develop, in consultation with the student, a Learning Plan that includes the required field learning experiences for graduate students.
- Provide appropriate assignments which give students exposure to all facets of the agency. As the student shows growth in learning and development of self-awareness, assignments should increase and reflect recognition of this growth. In agencies where multi-problems are addressed, students should have a balanced load.
- Provide time for attendance at seminar sessions with university faculty.
- Provide ongoing evaluation of the student. If at any time that student's level of performance is questionable, inform the student and the Field Education Director.
- Hold regular instructional sessions with the student, preferably no less than once per week.

Faculty Liaison

When the student begins the placement, a Faculty Liaison may be assigned to oversee the field experience and maintain close contact with the student and Field Education Instructor throughout the placement. Field Liaisons and MSW faculty consult on how best to divide students. (In the absence of a Faculty Liaison, these responsibilities will be carried out by the Field Education Director.) The responsibilities of the Faculty Liaison include:

- Contact the student and agency instructor to inform them of roles and answer questions or concerns.
- Inform the Field Education Instructor and student of the Learning Plan, its importance, and the due date for completion.
- Monitor student progress in placement and oversee adjustments in Learning Plans, assignments, etc., where appropriate.

- Interpret the Grand View MSW department's program and policies to the Field Education Instructor and relate these to the student's objectives when the need arises.
- Notify the appropriate person(s) of changes in supervision and/or addresses as well as the emergence of any problems.
- Hold evaluation conferences at least twice during the school year, typically at the end of fall semester and a final conference, with the student and agency instructor (Field Education Instructor).
- If the agency Field Education Instructor (FEI) possesses a degree in a field that is related to social work, the Faculty Liaison will make an additional agency contact to the FEI within the first three (3) weeks of the field placement to promote a positive start. The Faculty Liaison will also assist with developing the Learning Plan as needed along with the student and FEI to ensure that the social work perspective is evident in terms of social justice, policy, and advocacy work as to relates to the student's field experience.

Student

The responsibilities of the student include:

- Attend a field orientation session as arranged by the Field Education Director and complete all preplacement activities by the deadline provided.
- Practice high standards of professional behavior.
- Report for field instruction agency work as required and be prepared to complete responsibly a day's work.
- Report directly to the agency instructor in the agency if unable to report for work. To arrange with the agency instructor the rescheduling of hours missed to fulfill the required hours of Field Instruction. Agency holidays, not Grand View University holidays, apply.
- Notify the Faculty Liaison/Field Education Director if unable to be present at the agency as planned. If a student is absent from the agency for a significant period (including illness), it may be necessary to terminate the agency placement.
- Refrain from any conduct that would endanger the health, welfare or safety of their site's client systems.
- Comply with the rules, regulations, procedures, policies, standards of conduct and orders of their placement sites.
- Adhere to all agency regulations and requirements including policies pertaining to sexual harassment.
- Take initiative and responsibility for learning activities which includes discussing with agency instructor areas of learning in which student would like to engage.
- Maintain agency records as required.
- Engage fully and in all activities planned (i.e., visits, conferences, evaluations).
- Review continually, internalize, and adhere to the NASW Code of Ethics, with reference to such principles as confidentiality and the client's right to self-determination.
- Assess continually the appropriateness of the placement based upon the Learning Plan, interaction with staff, etc.
- Attend field placement seminar as arranged.
- Make their own living arrangements. Meals and transportation to and from the agency are also the student's responsibility.

Placement and Monitoring of Students

Site Visits

The Field Education Director is responsible for the monitoring of students during their field placement. The Field Education Director will conduct at least two site visits to each agency where a student is placed, with more site visits scheduled as needed. The first site visit will occur during the first three (3) weeks of the semester. The second visit will occur near the end of the placement.

During the first visit, the student, Field Education Instructor, and Field Education Director will review the types of activities the student will complete during the placement, review the learning plan, complete required paperwork, and address any concerns or

questions that have arisen. On the final visit the student, Field Education Instructor, and Field Education Director will review the student's progress toward the nine competencies and 31 behaviors. Midway through the field experience, the student will complete a self-assessment on their competency of the 31 behaviors. This document will be reviewed by the student, Field Education Instructor, and Field Education Director for assessment of areas of strength and growth. In the case of areas of growth, strategies will be developed to help the student make improvements throughout the balance of the field placement. The Field Education Director also teaches the seminar associated with each field placement, providing another tool to monitor student progress.

Unless located outside the Central Iowa area, prior to the student's placement at the agency, the Field Education Director will conduct a site visit to confirm the organization's ability to address the criteria discussed in the section above, *Selection of Field Education Settings*.

If the student's placement is to be completed outside the Central Iowa area, the Field Education Director will work with the student to identify a field education supervisor. If a site visit by the Field Education Director cannot be completed, other means of visual contact (e.g., Zoom) will be used to ensure the agency is able to address the expectations of field placement setting. The Field Education Director will work with the student to identify a Field Education Instructor who is able to provide oversight at the agency where the placement hours are completed.

Within the first three (3) weeks of the student's placement, a Learning Plan will be developed by the student, the Field Education instructor, and Field Education Director. The Learning Plan (see Appendices B-E) provides assurance for both the student and the agency that the activities occurring within the field placement are ones that will help the student demonstrate the core competencies and behaviors of the profession. A Guide for Development of the Learning Plan (see Appendix A) may be used to generate ideas for potential learning activities.

Employer Based Practicums

The Grand View social work program makes available the option of practicums where students are employed, with particular attention paid to the student's learning opportunities. For maximum educational growth, it is important students be exposed to a range and diversity of practice experiences to support their professional development process. Proposals for placements in a student's place of employment will be considered on a case-by-case basis. The agency and student must be able to create and support an educationally based practicum experience as defined below.

Students will indicate their interest in exploring an employer-based placement as part of the planning discussion with the Field Education Director. After discussing with the Field Education Director, students will work with their employer to develop an Employer-Based Proposal that outlines how the student will meet the social work competencies and supervision requirements in their work setting. When this proposal is completed and approved by the student, employment supervisor, Field Education Instructor, and a Field Education Director, it is kept as part of the student's placement documentation.

The following policies regarding employer-based field placements are in accordance with the Council on Social Work Education (CSWE) Accreditation Standards and are designed to help recognize the role transition that is expected of employees who are engaging in employer-based field experiences in these circumstances.

1. The proposed practicum must be appropriate to the level of education that the student is pursuing and meet curriculum requirements.
2. The agency employs qualified social work staff, meets the established criteria for affiliated agencies in the program, completes the site approval process, and has, or agrees to enter into, an Affiliation Agreement with the University.
3. An individual who meets the criteria to be an approved Field Education Instructor is available to supervise the placement activities. If possible, this person is not to be the student's current employment supervisor. In cases where the field instructor is also the employment supervisor, supervision for practicum learning must be separate from supervision time for employment. If off-site or from another program within the placement agency, the proposed placement Field Instructor must be approved by all parties involved in the placement. All personnel who will be supervising the student's placement activities are strongly encouraged to complete field instructor orientation. This is designed to help recognize the role transition that is expected of employees who are participating under these arrangements. When engaged in instructional assignments this includes a change from a worker-supervisor relationship to a learner-teacher relationship. It also implies a sincere effort to avoid jeopardizing the student's opportunity to utilize work experience for the purpose of learning.
4. Student practicum assignments and employment tasks may be the same and counted toward required field hours if the tasks have clear links to the social work competencies, including any competencies added by the program, and their related behaviors.
5. The agency must provide written endorsement of the rationale of the student's proposal, and agreement with the goal of

providing a professional, educationally based, learning experience, rather than performing needed tasks for the agency. The student, their employer supervisor, the Field Instructor, and Field Education Director must all agree to the proposed arrangement and provide their signatures before the proposal is accepted. See Appendices B-E for applicable field education assessments.

Excluded Employer-based Practicums

- Agencies owned and/or operated by student's relatives, either by birth or marriage.
- Agencies whose sole purpose is for the employment and coordination of independent contractors for time-limited services.
- Student's privately-owned businesses and/or consulting practices.
- Agencies that are under investigation or have been sanctioned for fraudulent or unethical activities by their accrediting bodies.

The following examples illustrate employer-based field education settings that would need close consideration and discussion:

- The agency and agency staff are very small making it difficult to distinguish employee and student roles.
- The student has worked for the agency for a considerable period with no experience elsewhere.
- Conflicts of interest would exist between the student and the proposed supervisor.
- Potential conflicts of interest or dual relationships exist (e.g. more than one student in the Social Work program works at the agency, requests an employer-based placement, and is in a supervisor/supervisee relationship with the other student.)

Special Site Requirements

Increasingly, hospitals and medical centers require student interns provide proof of liability/malpractice insurance before a placement can begin. In addition, they usually need a completed background check, proof of certain immunizations and specialized training to be completed. During the field placement interview, students need to inquire about required liability coverage, background checks and specialized training (e.g., airborne pathogens, universal precautions). Students who accept internship positions at agencies that require liability/malpractice insurance coverage, immunizations, specialized training, background checks and/or proof of health insurance are financially responsible for obtaining those required documents, unless the agency is willing to do so.

Liability/Malpractice Insurance Coverage

Grand View University does not provide students with liability coverage during the social work field placement. Social work undergraduate students are strongly urged to have a liability/malpractice insurance policy purchased before they begin their field placement experience. Students can purchase liability coverage for their field experience through companies recommended by the National Association of Social Workers (NASW). Students need to be members of NASW before they can purchase its liability insurance for field placement. This process can take weeks and should therefore be pursued immediately.

Immunizations

The social work department does not give immunizations nor keep any records of student immunization history. It is the student's responsibility to inquire about which immunizations are required for the field placement and to secure any needed.

Specialized Training

Hospitals often want students to have specialized training in medical related matters (for example, occupational exposure to blood borne pathogens and basic cardiac life support skills). The social work department does not provide training or orientation on medical specialized training, nor does it keep records on any medical training students may have completed outside the department. Ask the field agency what is required of you.

Background Checks

If required, the agency needs to do this or may require the student to gather this information. Ask the agency what system they use to conduct background checks.

Student Health Insurance

Hospitals may want proof of student health insurance to cover emergency health care for illnesses or injuries resulting from the field experience.

Evaluation of Student Learning and Field Setting Effectiveness

The student's progress will be assessed using the appropriate *Field Education Instructor Assessment of Student Competency* (see Appendices B-E). The Field Education Director will conduct a minimum of two meetings with the student and agency where each student is placed to discuss progress, with additional site visits scheduled as needed. The first site visit will occur during the first three weeks of the semester, and the second visit will occur near the end of the placement.

During the first visit, the student, Field Education Instructor and Field Education Director will review the types of activities the student will complete during the placement, complete required paperwork, and address any concerns or questions that have arisen. On the final visit, the student, Field Education Instructor, and Field Education Director will conduct a review of the student's progress toward the 9 competencies and 31 behaviors, using the *Field Education Instructor Assessment of Student Competency*. Prior to the final visit, the student will complete a self-evaluation of progress during the field placement, which will be used to facilitate the conversation between the student, Field Education Instructor, and Field Education Director.

Midway through the field experience, the student will complete the *Mid-semester Self-assessment of Student Competency* (see Appendix G). This document will be reviewed by the student, Field education Instructor, and Field Education Director for assessment of areas of strength and growth. In the case of areas of growth, strategies will be developed to help the student make improvements throughout the balance of the field placement. The self-assessment will be reviewed again at the end of the field placement.

The student will have the opportunity to complete an evaluation of the field education setting and the Field Education Instructor. The student will be given the option of whether to provide the Field Education Instructor with a copy of the assessment. If the student indicates concerns with the field placement setting, the Field Education Director will address the issues with the Field Education Instructor prior to placement of additional students at the agency.

The Field Education Instructor may also complete an evaluation of the field education experience. This evaluation will be provided directly to the Field Education Director, who will follow up with any identified concerns prior to placement of additional students at the agency.

Changes in Field Placement

In rare occasions, there may be the need to relocate a student to a different site to complete their field education hours. The decision to re-place a student will be taken on a case-by-case basis and only after other strategies to maintain the current placement have been attempted. The situation will be assessed to determine whether the precipitating factors of the change request are indicators of the site's capacity to host students or the student's capacity for the social work profession. Before transferring to a new site, the student must have their field instructor complete a Field Instructor Assessment and sign off on hours completed. Identification of the replacement site will follow the same procedures as identified initial placement process. In the event of a change, the Field Education Director will determine whether the precipitating factors of the change request are indicators of the site's capacity to host students or the student's capacity for the social work profession.

A student's field placement assignment can only be changed with the Field Education Director's approval, provided extreme extenuating circumstances that impact the educational experience. Dissatisfaction with the agency, the assigned internship duties, or the direct supervisor(s) typically does not constitute a valid reason to change a placement. Students who desire a field placement change must contact the Field Education Director, discuss the situation, and make a formal request to change their placement. If it is determined that the educational environment at their current placement is not appropriate, that placement may be terminated, and the student will be reassigned. Overall, students are rarely changed from their field placement unless the agency requests termination of the placement or other unique circumstances exist. Even if the reasons for a placement change are valid, students must complete the minimum required field hours by the end of that year.

Field Placement Disruption

Field placement is an integral component of graduate social work education, and a disruption for any reason may interfere with a student's professional development and jeopardize their status in the program. Therefore, it is essential that if a field placement is at risk of disruption for any reason including, but not limited to, the student's dismissal, harassment of any kind, agency instability, and/or unethical behavior on the part of the agency staff or the student, this must be immediately reported to the Field Education Director. If a disruption is considered due to substantial performance difficulties on the part of the students, a meeting between the student, Field Education Director, and MSW Program Director will be called to review the concerns.

If termination from the placement is considered due to a serious ethical or professional issue on the part of the student, this should be communicated in writing to the Field Education Director prior to dismissal. The agency should submit a brief description of the serious ethical professional issue and why an immediate dismissal is requested (i.e., without implementing a Performance Improvement Plan). If a student is terminated from a field placement due to a serious ethical or professional issue, they may also be

subject to dismissal from the MSW program. Exceptions will be made in extenuating circumstances only. In the unlikely event a student is dismissed from their field placement for reasons other than professional performance (e.g., agency closure, supervisor-related difficulties that are not related to the student, etc.), attempts will be made to match the student with an alternative field placement. If the program is unable to rematch into a new placement, the student will be given an opportunity to repeat the field placement and the associated practice courses and field seminars in the subsequent academic year.

Interruption of Field Placement Due to National or Local Events

Grand View University has developed a plan to address temporary disruption to students' social work field placements due to national or local events that have a direct impact on the student's ability to complete their field placement activities as discussed in the Learning Plan.

If students are advised by their agency, supervisor, and/or government to not attend their field placement, or if safety concerns warrant a temporary disruption in field placement, students should **immediately** consult with **BOTH** the Field Education Director and their Field Instructor. Field placements are closely monitored by the Council on Social Work Education, which accredits the Grand View social work program, and thus prompt attention to disruption of placement helps ensure compliance with our accrediting body.

In efforts to fulfill the hour requirements and educational competencies during temporary field placement stoppages, **alternative field learning activities** that can be completed off site will be provided.

This policy is meant to address short-term field placement disruptions, with a maximum of 30 days. If the field placement disruption continues beyond a 30-day period, a review will be conducted by the Field Education Director to determine the most appropriate response to support students in completing their field placement requirements.

Alternate Learning Activities

Field Instructors and Task Supervisors should assign students off-site alternative field learning activities that the student may complete in the event of a temporary field disruption. A list of potential alternative field learning activities follows. Field Instructors and Task Supervisors may come up with other activities or training materials in addition to the ones listed. However, activities not listed must be approved in advance by the Field Education Director.

- Supervision: Weekly supervision using Zoom or other teleconferencing applications.
- Meetings with individuals, families, and groups: Utilizing teleconferencing applications that can be accessed via computer, tablet, and/or telephone; provided teleconferencing applications meet any agency requirements regarding HIPPA and/or confidentiality.
- Training for agency: Develop trainings that will benefit the agency (ex- self-care, ethics, etc.)
- Groups/workshops for clients: Develop curriculum for future implementation with clients (ex- life skills, grief, trauma, domestic violence, etc.)
- Written materials for clients or community: Develop handouts/flyers/brochures (ex- explain voting rights, informed consent policies, etc.)
- Organizational policy review: Review agency policies with suggestions/recommendations where appropriate (ex- safety policies, diversity policies, use of social media, utilization of technology, etc.)
- Legislative policy review: Review relevant laws and policies impacting the population students work with (ex- Indian Child Welfare Act, Emergency Mental Health Holds, Homeless Camping Ban, etc.) and provide a synopsis of key takeaways or prepare advocacy materials (letter to editor, develop key talking points, etc.)
- Literature review: Conduct a literature review on a specific topic relevant to field placement (ex- effectiveness of an intervention, how interruption of services impacts mental health or economic stability, etc.)
- Grants: Research potential grant opportunities and/or prepare aspects of the grant writing.
- Community networking/resource development: Teleconference with various service providers, participating in resource mapping, and developing a list of resources for clients with services offered, referral process, etc.
- Complete online trainings: Complete assigned trainings and provide a certification of completion and/or a short, written reflection and/or prepare a presentation to disseminate knowledge gained. Examples may include topics such as:

- Suicide risk factors and warning signs (Free, 1 hour): www.co.train.org (Course ID: 1080982)
- Webinars from the Community Violence and Trauma: Supporting Youth and Building Resilience website. Multiple recorded webinars available at this [link](#).

All activities need to be pre-approved by the student's agency supervisor.

Student Behavior or Field Education Setting Concerns

Either a student or Field Education Instructor/and or Task Supervisor may bring a concern forward to the Field Education Director. The Field Education Director will work with the student and/or the placement setting to explore concerns and find a resolution. In this process, the Field Education Director may utilize the Student Improvement Plan as outlined in the student handbook as follows:

Field Education Concern Resolution Process

Challenges in field education placements gradually emerge, indicating underlying issues that require attention. Early identification and resolution are crucial for direct intervention. Practicum challenges encompass a spectrum and termination should be a last resort after exhausting all attempts to complete the placement. Early termination may be initiated by the student, Instructor, or Director due to compelling circumstances, such as conflicts, ethical breaches, unsatisfactory performance, loss of a qualified instructor, agency closure, climate issues, safety concerns, or student withdrawal for personal or medical reasons. Examples include, but are not limited to:

Violation of Conduct Standards

A violation of conduct standards includes instances where students fail to adhere to accepted standards of conduct and personal integrity, and/or exhibiting behavior inconsistent with the NASW Code of Ethics and the guidelines set by the Iowa Board of Social Work.

Unsatisfactory Practice Performance

Challenges associated with unsatisfactory practice performance, marked by a consistent inability to demonstrate the skills necessary for cultivating professional and supportive relationships.

Disagreements and Personality Conflicts

Occurrences of disagreements and personality conflicts within the practicum setting, encompassing inappropriate or disruptive behavior directed towards peers, colleagues, staff, or practicum faculty. Such disruptions can hinder a conducive learning environment.

Agency-Related Challenges

Problems stemming from the agency itself negatively impacting the overall practicum experience. This includes situations such as agency personnel going on strike, staff reductions, and other circumstances that disrupt the student's learning environment and professional development.

The following are the sequential steps of the field education concern resolution process:

1. Identification of Practicum Problems: Recognize and acknowledge practicum problems, typically emerging gradually and rarely as isolated incidents. Such issues include breaches of professional standards, unsatisfactory practice performance, interpersonal conflicts, and challenges related to the agency.
2. Initiate Collaborative Resolution: Upon identification of a problem, the student or Field Education Instructor is responsible for bringing it to the attention of the practicum instructor. Both parties collaborate to resolve the issue in a professional manner, drawing on their joint efforts to find a satisfactory resolution.
3. Escalation to Field Education Director: If resolution remains elusive between the student and Field Education Instructor, the matter is escalated to the Field Education Director. This involves consultation, potential three-way meetings, and the development of a comprehensive follow-up plan.
5. Establishment of Student Improvement Plan (SIP): If the problem persists, a written Student Improvement Plan (SIP) will be established. This plan includes a clear definition of the problem, tasks for resolution, behavioral indicators of progress, a specified timeline for task completion, and a plan for outcome evaluation.
6. Notification to MSW Field Education Director: If satisfactory resolution remains unattainable, the MSW Field Education Director is immediately notified in writing. The Director then assesses the situation and determines potential solutions,

including practicum reassignment if deemed necessary.

7. Director Involvement: If resolution proves impossible through previous steps, the MSW Field Education Director notifies the MSW Program Director. Disputes over practicum grades follow university guidelines, and concerns about Field Education Director are directed to the MSW Program Director.
8. Committee Review and Recommendations: In cases where a student is dismissed from an agency, the faculty education committee (Field Education Director, Program Director, and student's advisor) may recommend termination from field education.

Removal from Field Education

Students are expected to uphold a high standard of ethics in academic and practice settings. This includes, but is not limited to, upholding the academic code of conduct for the university, meeting the academic standards set by Grand View University maintaining expectations of professional behavior, and adhering to the NASW Code of Ethics.

A student may be temporarily or permanently dismissed from field education in the case of:

1. Academic probation or suspension (see policy statement in the University Student Handbook).
2. Academic dishonesty per Grand View policy (see policy statement in the University Student Handbook).
3. Suspension for disciplinary reasons per Grand View policy (see policy statement in the University Student Handbook).
4. Behavior not reflective of the National Association of Social Worker Code of Ethics.

In situations where the action or behavior is severe, dismissal may be warranted without progressing through the full concern resolution process. The Field Education Director will report the matter to the Program Director. Following this, the student, Field Education Director, Program Director, and the student's advisor will meet to discuss the matter. If the Program Director is the student's advisor, then another faculty representative will attend the meeting. Social work faculty will review whether there have been prior concerns, including Student Improvement Plan (SIP), and develop a plan for moving forward which may include removal from the program. Depending on the severity of the situation, the student may be dismissed without a prior SIP.

Students who are dismissed from the program will receive the decision in writing from the MSW Program Director, as well as the opportunity to have an exit interview with the Program Director and Field Education Director. Students who wish to appeal the decision may follow the appeal process described in the appeals section of this handbook.

Student Information

Advising During the Field Placement

Grand View University social work students are expected to meet with their academic advisor each semester and will maintain their previously assigned advisor during the period of the field placement to address matters related to course selection, graduation expectations, and other requirements related to completion of the degree. However, the student should refer questions and concerns about the field placement to the Field Education Director, who will be most familiar with the expectations of the placement experience and the agency where the student is completing their hours.

Student Rights and Responsibilities

Students have the right to free inquiry, expression and association. However, Grand View University insists that all such expressions be peaceful and orderly and conducted in a manner so as not to infringe upon the rights of others. Moreover, students must clearly indicate that they are speaking as individuals and not for Grand View University community. Students should be free from discrimination and harassment based on race, sex, sexual orientation, gender identity, age, color, national origin, religion, disability, marital status or family status. Students should be secure in their persons, living quarters, papers and effects. Students are protected against improper disclosure as provided for in the Family Education Rights and Privacy Act of 1974 (FERPA).

Grand View Student Responsibilities

Students are responsible for:

- Practicing high standards of academic and professional honesty and integrity.
- Respecting the rights, privileges and property of other members of the academic community and visitors to the campus.
- Refraining from any conduct that would interfere with University functions or endanger the health, welfare or safety of other

persons.

- Following the reasonable directions of University personnel and maintaining an appropriate educational atmosphere in classes and laboratories.
- Complying with the rules, regulations, procedures, policies, standards of conduct and orders of Grand View University and its divisions and departments.
- Students must inform the site supervisor (Field Education Instructor and or Task Supervisor) and Field Education Director of absences. Frequent absences from a field education site may negatively affect the student and result in a site asking a student to terminate early. Students who are asked to leave due to inconsistent attendance will not be placed at a new site in that same semester and may be required to participate in the remediation process.

Social Work Student Professional Responsibilities

In addition to the Grand View University student responsibilities, social work students are responsible for mastering professional competencies related to specialist social work practice. The nine core competencies are listed on pages 5-6.

Accumulation of Hours

The table below indicates the number of hours required for each field education course.

Foundational Field Education	Total of 300 hours in one semester-long course (SWGR 589)
Advanced Field Education I & II	Total of 600 hours 300 hours each in the two semester-long courses (SWGR 598 & 599)

Students begin their field placements no earlier than the first week of the semester and continue through the last week of the Semester. Students who want exceptions, such as beginning placement prior to the start of the semester, ending a placement early, or extending placement beyond the end of the semester, can do so only with the full knowledge and consent of the MSW Field Education Director and the student's Field Instructor. Students who begin prior to the first day of classes may not have direct client or student contact and may only engage in shadowing activities. Students may complete and count to ten (10) hours of agency orientation activities prior to the start of their field experience. Any more time required over ten (10) hours needs to be cleared with the Field Education Director. Students may complete training opportunities as part of their learning activities. Students may not complete more than 200 hours of training across both semesters. If a student needs to complete training hours up front due to extenuating circumstances, then this must be approved with a plan outlined by the Field Education Director. The subsequent remaining hours must be shadowing and then direct service-related learning opportunities.

Students often travel to meetings, clients' homes, and other agencies during their field experience. Students may count the time used for this type of travel during the days in which they are completing field education hours at the agency. However, students may not count the time they travel to and from the agency from their place of residence that starts and concludes the days in which they are completing hours at the agency.

The student may count time spent in seminars (e.g., trainings, workshops, or conferences) offered by the placement agency towards their field experience. If the seminar is scheduled during the workday, the student may count the time spent traveling to and from the seminar. If the seminar is at the onset of the workday or at the end of the workday, the student cannot count that travel time to the seminar from home or from the seminar to home.

During their time of their field experience, students often are provided opportunities to attend professional development training outside of their field agency. Students may count the time spent at these training experiences, provided that the Field Education Instructor has approved the training, and if it is of a professional nature related to social work and likely to enhance student development as a professional. Students may not count any time involved in overnight stays or other time associated with training other than the actual training hours and travel time of one hour or more, to and from the event. Travel time is defined as the time spent in a vehicle traveling to or from the event. This does not include time waiting in an airport, bus station, etc.

Student Safety

When safety concerns arise, the student will meet with the MSW Field Education Director to discuss the situation. The student will have the option of addressing the concern directly with their field instructor before further involvement of the Field Education Director. Safety concerns which are isolated incidents will be reported to the student's Field Instructor and the field sites' protocols will be followed. If the student's safety is at on-going risk, other responses may include moving the student to a different placement. Future students will not be placed at that agency until the safety risks have been addressed.

Confidentiality and the Use of Technology

All students must comply with relevant laws, regulations, ethical standards, and organizational policies to ensure the confidentiality of clients. Students and agencies are encouraged to utilize the standards listed in NASW's [Technology in Social Work Practice](#) to inform their use of technology. While each agency should develop their own protocols around the use of technology and confidentiality, the following best practices should be followed by all students:

- Take reasonable steps to maintain appropriate boundaries when using personal phones or other electronic communication. For example, consider temporarily hiding caller ID when making outgoing calls, through your phone's settings.
- Position web cameras so that others can only see the student's face. All visible confidential data should be removed from camera view.
- Conduct all sensitive conversations in a private space. Be mindful of the potential for family members or bystanders to overhear any portion of discussions.

Appendix A

Guide for Development of Learning Plan

To complete the Learning Plan for students at the Foundation and Advanced Placement levels, the student, Field Education Instructor, and Field Education Instructor will identify the types of activities the student will complete during the placement. This general guide may be used as a guide for development of the activities to be assessed at the Foundation or Advanced Placement level.

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

Competency 2: Engage Diversity and Difference in Practice		
Behavior Related to Competency		Field Placement Activities
6	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	
7	Present themselves as learners and engage clients and constituencies as experts of their own experiences.	
8	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice		
Behavior Related to Competency		Field Placement Activities
9	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	
10	Engage in practices that advance social, economic, and environmental justice.	

Competency 4: Engage In Practice-informed Research and Research-informed Practice		
Behavior Related to Competency		Field Placement Activities
11	Use practice experience and theory to inform scientific inquiry and research.	
12	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	
13	Use and translate research evidence to inform and improve practice, policy, and service delivery.	

Competency 5: Engage in Policy Practice		
Behavior Related to Competency		Field Placement Activities
14	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	
15	Assess how social welfare and economic policies impact the delivery of and access to social services.	
16	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities		
Behavior Related to Competency		Field Placement Activities
17	Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	
18	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities		
Behavior Related to Competency		Field Placement Activities
19	Collect and organize data and apply critical thinking to interpret information from clients and constituencies.	
20	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	
21	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	
22	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities		
Behavior Related to Competency		Field Placement Activities
23	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	
24	Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	
25	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	
26	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	
27	Facilitate effective transitions and endings that advance mutually agreed-on goals.	

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities		
Behavior Related to Competency		Field Placement Activities
28	Select and use appropriate methods for evaluation of outcomes.	
29	Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	
30	Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	
31	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	

Appendix B

Field Education Instructor Assessment of Student Competency

Foundation Field Education Placements

Using the activities identified in the student's Learning Plan as a guide, please complete the following assessment of student competency on each of the behaviors. Each of the student's behaviors is rated on the following scale. At the end of each section, please leave comments to expound upon ratings. This feedback will not be used in the grading of the student. However, it will help identify areas the student would benefit from strengthening. **NOTE:** Field Education Instructors are to assess the student's behaviors based on expectations of how an MSW *student* would perform.

5-Above average performance standards met, with no errors

4-Above average performance standards met, with few errors

3-Average performance standards met, with some errors

2-Does not meet average performance standards, with some errors

1-Does not meet average performance standards, with multiple errors

NA-No opportunity to display skill/NA (areas marked with 0/NA will not be used in calculating student score)

Competency 1: Demonstrate Ethical and Professional Behavior						
NA	1	2	3	4	5	Behavior Related to Competency
						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/or additional codes of ethics as appropriate to context.
						Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
						Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
						Use technology ethically and appropriately to facilitate practice outcomes.
						Use supervision and consultation to guide professional judgment and behavior.

Field Education Instructor comments: _____

Competency 2: Engage Diversity and Difference in Practice						
NA	1	2	3	4	5	Behavior Related to Competency
						Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
						Present themselves as learners and engage clients and constituencies as experts of their own experiences.
						Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Field Education Instructor comments: _____

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice						
NA	1	2	3	4	5	Behavior Related to Competency
						Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
						Engage in practices that advance social, economic, and environmental justice.

Field Education Instructor comments: _____

Competency 4: Engage In Practice-informed Research and Research-informed Practice						
NA	1	2	3	4	5	Behavior Related to Competency
						Use practice experience and theory to inform scientific inquiry and research.
						Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
						Use and translate research evidence to inform and improve practice, policy, and service delivery.

Field Education Instructor comments: _____

Competency 5: Engage in Policy Practice						
NA	1	2	3	4	5	Behavior Related to Competency
						Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
						Assess how social welfare and economic policies impact the delivery of and access to social services.
						Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Field Education Instructor comments: _____

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities						
NA	1	2	3	4	5	Behavior Related to Competency
						Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
						Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Field Education Instructor comments: _____

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities						
NA	1	2	3	4	5	Behavior Related to Competency
						Collect and organize data and apply critical thinking to interpret information from clients and constituencies.
						Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
						Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
						Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Field Education Instructor comments: _____

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities						
NA	1	2	3	4	5	Behavior Related to Competency
						Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
						Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
						Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
						Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
						Facilitate effective transitions and endings that advance mutually agreed-on goals.

Field Education Instructor comments: _____

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

NA	1	2	3	4	5	Behavior Related to Competency
						Select and use appropriate methods for evaluation of outcomes.
						Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
						Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
						Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Field Education Instructor comments: _____

Student Signature

Date

Field Education Instructor Signature

Date

Faculty Signature

Date

Appendix C

Field Education Instructor Assessment of Student Competency

Advanced Competencies for the Administration and Leadership Specialty

Using the activities identified in the student's Learning Plan as a guide, please complete the following assessment of student competency on each of the behaviors. Each of the student's behaviors is rated on the following scale. At the end of each section, please leave comments to expound upon ratings. This feedback will not be used in the grading of the student. However, it will help identify areas the student would benefit from strengthening. **NOTE:** Field Education Instructors are to assess the student's behaviors based on expectations of how an MSW student would perform.

5-Above average performance standards met, with no errors

4-Above average performance standards met, with few errors

3-Average performance standards met, with some errors

2-Does not meet average performance standards, with some errors

1-Does not meet average performance standards, with multiple errors

NA -No opportunity to display skill/NA (areas marked with 0/NA will not be used in calculating student score)

Competency 1: Demonstrate Ethical and Professional Behavior						
NA	1	2	3	4	5	Behavior Related to Competency
						Demonstrate professional demeanor in behavior, use of self-reflection, and self-regulation in macro practice with awareness of differential norms across communities.
						Develop and critique management functions and service delivery to uphold ethical standards and social work values.
						Engage in professionalism and respect for stakeholders, including clients, client systems, colleagues, partners, communities, and organizations, and apply professional use of self as reflected in the NASW Code of Ethics.
						Identify potential sources of ethical dilemmas in organizational life and strategies for confronting the dilemmas.
						Effectively negotiate ethical, political, and other contextual issues embedded in the design, implementation, and evaluation of management processes, programs, organizations, and/or social services.

Field Education Instructor comments: _____

Competency 2: Engage Diversity and Difference in Practice						
NA	1	2	3	4	5	Behavior Related to Competency
						Consider and address organizational and management practices derived from social and structural inequities using a respectful, inclusive perspective.
						Apply culturally appropriate, evidence-based practice and analytical approaches across multiple organizational systems.
						Respect and include diverse individuals and communities in the development and ongoing work of social service programs and organizations committed to social justice.

Field Education Instructor comments: _____

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice						
NA	1	2	3	4	5	Behavior Related to Competency
						Analyze, design, implement, and/or evaluate programs to advance human rights, social, economic, and environmental justice including promoting just policy.
						Identify and negotiate multiple sources of power including statutory, informational, economic, and political power, and work to make organizational systems more equitable and fair with respect to human rights and social, economic, and environmental justice.

Field Education Instructor comments: _____

Competency 4: Engage In Practice-informed Research and Research-informed Practice						
NA	1	2	3	4	5	Behavior Related to Competency
						Utilize research methodology from multi-disciplinary sources to evaluate the effectiveness of planning and implementing change strategies in communities and organizations.
						Evaluate research-based practice models as well as clients' lived experience to guide development of innovative leadership and management for socially just practice.
						Partner fully with communities served and with members who serve as leaders in research endeavors to inform practice.

Field Education Instructor comments: _____

Competency 5: Engage in Policy Practice						
NA	1	2	3	4	5	Behavior Related to Competency
						Identify and critically analyze the relationships of social policies, organizational structures, stakeholders' interests, and their impact on organizations and social program implementation.
						Attend to and incorporate all constituent voices and ideas during policy formulation, while remaining mindful of the impact of their own personal experiences and affective reactions.
						Assess, critically analyze, and advocate for policies at all levels to serve the needs of underrepresented and marginalized populations.

Field Education Instructor comments: _____

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities						
NA	1	2	3	4	5	Behavior Related to Competency
						Discuss legal, policy, and ethical factors to ensure that all potentially relevant factors are covered as critical elements in the development of authentic working relationships.
						Demonstrate the ability to engage in a variety of relationships and interactions in all areas of practice and across all system levels (individual, social, and environmental) in a respectful and professional aware manner.

Field Education Instructor comments: _____

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities						
NA	1	2	3	4	5	Behavior Related to Competency
						Assess individual and organizational behavior, adopting social justice standards as their basis for assessment.
						Identify and critically analyze how their personal experiences and affective reactions may impact their assessment and decision-making.
						Identify assets, resources, and needs of the constituents, community or organization.
						Formulate an understanding of the environment including precipitants to the issues being addressed, interpersonal dynamics, historically relevant events, and cultural influences.

Field Education Instructor comments: _____

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities						
NA	1	2	3	4	5	Behavior Related to Competency
						Design and implement social programs that respond to the social and economic needs of stakeholders through diverse and innovative methods utilizing an entrepreneurial, social justice lens.
						Adopt social justice approaches to coalition formation to resolve organizational and community problems and achieve positive system change.
						Advance the role of organizations in developing sustainable solutions to social welfare needs to enhance the wellbeing of clients and constituencies.
						Plan, design, and/or manage social service agencies and enterprises at the individual program level, the organizational level, and the systems level to achieve staff, organizational, and community goals.
						Collaborate with individuals, communities and organizations to identify desired process and outcomes objectives with an organization or community's problems and goals.

Field Education Instructor comments: _____

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities						
NA	1	2	3	4	5	Behavior Related to Competency
						Utilize a variety of methods/tools to evaluate and document change strategies' outcomes and effectiveness (e.g., program evaluation, consumer satisfaction survey, external review).
						Create and apply evaluative designs that are relevant to the community served.
						Evaluate one's work with clients and organizations to arrive at a realistic assessment of one's cognitive and affective processes and practice strengths and weaknesses, and their impact on both knowledge and skills.
						Demonstrate and analyze how evaluation results inform and/or improve future change strategies.

Field Education Instructor comments: _____

Student Signature

Date

Field Education Instructor Signature

Date

Faculty Signature

Date

Appendix D

Field Education Instructor Assessment of Student Competency

Advanced Competencies for the Clinical Social Work Specialty

Using the activities identified in the student's Learning Plan as a guide, please complete the following assessment of student competency on each of the behaviors. Each of the student's behaviors is rated on the following scale. At the end of each section, please leave comments to expound upon ratings. This feedback will not be used in the grading of the student. However, it will help identify areas the student would benefit from strengthening. **NOTE:** Field Education Instructors are to assess the student's behaviors based on expectations of how an MSW *student* would perform.

5-Above average performance standards met, with no errors

4-Above average performance standards met, with few errors

3-Average performance standards met, with some errors

2-Does not meet average performance standards, with some errors

1-Does not meet average performance standards, with multiple errors

NA-No opportunity to display skill/NA (areas marked with 0/NA will not be used in calculating student score)

Competency 1: Demonstrate Ethical and Professional Behavior						
NA	1	2	3	4	5	Behavior Related to Competency
						Integrate clinical and community practices by applying ethical reasoning and decision-making strategies including identifying and addressing ethical dilemmas typically encountered in advanced clinical practice.
						Engage in professional use of self in forming and maintaining helping relationships with clients in an integrated clinical and community practice context.
						Critically examine how personal values, beliefs, and expectations intersect with community values, beliefs, and expectations during the helping process.
						Demonstrate competency in managing value differences in integrated clinical and community practice in accordance with the values and ethical principles of social work.
						Identify and understand professional strengths, limitations, and challenges; engage in reflective practice, appropriate use of supervision, and ongoing professional development to guide and develop clinical practice skills to establish lifelong learning.

Field Education Instructor comments: _____

Competency 2: Engage Diversity and Difference in Practice						
NA	1	2	3	4	5	Behavior Related to Competency
						Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
						Present themselves as learners and engage clients and constituencies as experts of their own experiences and under how their use of professional and personal power might perpetuate or challenge existing power inequalities.
						Utilize self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Field Education Instructor comments: _____

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice						
NA	1	2	3	4	5	Behavior Related to Competency
						Use knowledge of the multiple effects of structural and interpersonal oppression, discrimination, and historical trauma on client and client systems to guide planning and culturally responsive interventions.
						Engage in advanced clinical skills and practices that promote social, economic, and environmental justice client systems.

Field Education Instructor comments: _____

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

NA	1	2	3	4	5	Behavior Related to Competency
						Use various research methodologies to evaluate clinical practice effectiveness and/or outcomes.
						Evaluate, select, and implement appropriate multidimensional assessments, interventions, and practice evaluation tools.
						Discern the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to diverse client situations.

Field Education Instructor comments: _____

Competency 5: Engage in Policy Practice						
NA	1	2	3	4	5	Behavior Related to Competency
						Utilize evidence-based practice and practice-based evidence to advocate for policies that benefit the health and well-being of clients and improve the effectiveness of services.
						Demonstrate policy practice skills to facilitate institutional or structural changes that advance the well-being of vulnerable groups and individuals.
						Assess and communicate the impact of legislative or administrative policies on individual clients and communities by applying critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Field Education Instructor comments: _____

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities						
NA	1	2	3	4	5	Behavior Related to Competency
						Utilize appropriate approaches that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.
						Engage in relationship skills to engage diverse clients and/or collaborators in integrated clinical and community practice.

Field Education Instructor comments: _____

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities						
NA	1	2	3	4	5	Behavior Related to Competency
						Integrate relationship and information gathering to conduct clinical-community assessments and to modify assessments as new information becomes available.
						Assess clients' interpersonal and environmental strengths and vulnerabilities and how these contribute to individual and community well-being and/or dysfunction.
						Collaboratively work with and include clients throughout the iterative process of assessment.
						Select and use multi-dimensional bio-psycho-social-spiritual assessment approaches that are appropriate for the cultural experience of the client in light of changing needs, capacities and outcomes.

Field Education Instructor comments: _____

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities						
NA	1	2	3	4	5	Behavior Related to Competency
						Identify, critically evaluate, and apply interventions informed by theory, research evidence, and clinical-community assessment for integrated clinical and community practice
						Collaborate with clients, systems, and other professionals to coordinate integrated clinical and community interventions.
						Demonstrate the use of appropriate clinical and relational techniques for a range of unique presenting concerns identified in the assessment, including trauma-informed care.
						Engage in reflective practice to select, and apply best practices and evidence-based approaches, that demonstrate an understanding of power dynamics, target the unique concerns of client systems and address prevention.
						Acquire expertise in specific practice approaches, while recognizing the value that techniques from other approaches might bring to their work; collaborate with other professionals to coordinate treatment interventions.

Field Education Instructor comments: _____

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities						
NA	1	2	3	4	5	Behavior Related to Competency
						Develop intervention plans based on integrated clinical and community assessment that specify measurable objectives and outcomes.
						Identify and integrate appropriate, ethical, evaluation strategies that can be used to assess progress, barriers, and outcomes in integrated clinical and community practice.
						Select and evaluate data analysis approaches for various types of evaluation to improve practice effectiveness.
						Demonstrate the use of a flexible range of evaluative tools and depending on the level of analyses (e.g., individual, family, group, community, organization) to improve the overall functioning of client systems.

Field Education Instructor comments: _____

Student Signature

Date

Field Education Instructor Signature

Date

Faculty Signature

Date

Appendix E

Field Education Instructor Assessment of Student Competency

Advanced Competencies for the School Social Work Specialty

Using the activities identified in the student's Learning Plan as a guide, please complete the following assessment of student competency on each of the behaviors. Each of the student's behaviors is rated on the following scale. At the end of each section, please leave comments to expound upon ratings. This feedback will not be used in the grading of the student. However, it will help identify areas the student would benefit from strengthening. **NOTE:** Field Education Instructors are to assess the student's behaviors based on expectations of how an MSW *student* would perform.

5-Above average performance standards met, with no errors

4-Above average performance standards met, with few errors

3-Average performance standards met, with some errors

2-Does not meet average performance standards, with some errors

1-Does not meet average performance standards, with multiple errors

NA-No opportunity to display skill/NA (areas marked with 0/NA will not be used in calculating student score)

Competency 1: Demonstrate Ethical and Professional Behavior						
NA	1	2	3	4	5	Behavior Related to Competency
						Adheres to board policies, AEA or district procedures, federal and state rules, contractual obligations, NASW Code of Ethics, FERPA, and informed consent.
						Apply ethical decision-making skills in communication with multidisciplinary teams, parents/guardians, PK-12th grade students, and community organizations including in identifying when to maintain confidentiality and situations where one cannot maintain confidentiality
						Demonstrate knowledge of the limits and boundaries of the professional role and the necessity of maintaining an awareness of personal attitudes, perspectives, strengths, and needs as they relate to professional practice and service delivery with PK-12th grade students, parents/guardians, teachers/staff, support personnel team, and outside organizations.
						Identify and discuss personal biases and encourage/ respect self-determination, dignity, and self-worth among PK-12th grade students and their families.
						Apply knowledge of methods of inquiry, frameworks for self-assessment and self-improvement, and the use of supervision, consultation, and collaboration to identify areas for continuing education and ongoing professional development.

Field Education Instructor comments: _____

Competency 2: Engage Diversity and Difference in Practice						
NA	1	2	3	4	5	Behavior Related to Competency
						Demonstrate knowledge of evidence-informed engagement and intervention strategies appropriate to students' developmental stage, learning style, strengths, needs, and diverse characteristics (e.g., culture, race, ethnicity, gender, gender identity, gender expression, sexual orientation, age, language, religion, socioeconomic background, disability, prior learning, immigration status).
						Apply knowledge of strategies for developing services that promote multicultural sensitivity and social justice to decrease the adverse effects of cultural barriers on education and engage in principles, practices, processes, and strategies to initiate, develop, and implement consultative relationships with parents/guardians, teachers, administrators, other school personnel, and community agencies regarding students' needs.
						Identify and discuss with the practicum supervisor factors that impact students' well-being and barriers that impact students' safety and educational functioning of PK-12th grade students and collaborate with school team and student's families to create strategies to assist in eliminating these barriers.

Field Education Instructor comments: _____

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice						
NA	1	2	3	4	5	Behavior Related to Competency
						Recognize the impact of oppression, discrimination, poverty, marginalization, and alienation on a student's behavior and academics and promote racial equity.
						Demonstrate knowledge of effects of diversity (e.g., culture, race, ethnicity, gender, gender identity, gender expression, sexual orientation, age, language, religion, socioeconomic background, disability, prior learning, immigration status) in the educational environment and environmental factors (e.g., poverty, abuse/neglect, trauma, homelessness, transiency) when planning interventions to create an effective bridge between students' experiences and goals and ways to integrate students' life experiences and future career goals.
						Demonstrate knowledge of issues of second-language acquisition, ways in which similar behaviors may have different meanings in different cultures, the nature of the immigrant experience, and the need to develop strategies to support children/students and families for whom English is not a primary language.
						Engage in self-reflection, increase self-awareness, and manage influence on service delivery as it relates to their power and privilege as a school social worker.

Field Education Instructor comments: _____

Competency 4: Engage In Practice-informed Research and Research-informed Practice						
NA	1	2	3	4	5	Behavior Related to Competency
						Demonstrate knowledge of measurement theory; concepts of validity, reliability, and bias; scoring and interpretation of assessment results; and various types of research and have knowledge and understanding of survey data available to schools/districts, i.e., Iowa Youth Survey.
						Apply knowledge of methods for gathering and interpreting information to document and assess environmental, emotional, cultural, psychosocial, socioeconomic, educational, biological, medical, and legal factors that affect students' learning and for presenting assessment results in an easily understandable manner with strategies for designing, implementing, and evaluating programs that enhance a student's social participation in school, family, and community.
						Apply practice-informed research and research-informed practice in evaluating services and program outcomes by examining how their practice experience informs research and evaluation decisions.

Field Education Instructor comments: _____

Competency 5: Engage in Policy Practice						
NA	1	2	3	4	5	Behavior Related to Competency
						Demonstrate knowledge of legal issues in education (e.g., persons with disabilities and special needs, child welfare, mental health, juvenile justice, children's, and adolescents' rights), current federal and state laws and regulations, and the importance of promoting the rights of students, parents, and the family.
						Engage in methods of advocacy and facilitation at all levels of the system and of ways to develop advocacy skills through advocacy activities such as attending a board meeting or Legislative Day.
						Explain understanding of and adhere to IDEA. (including summarizing parents' rights), Section 504 of the Rehabilitation Act, how funding impacts the services and policies provided to PK-12th grade students and families, and how school social work positions are funded in Iowa. (Students residing out of Iowa will develop competency related to practices in their state of residency.)

Field Education Instructor comments: _____

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities						
NA	1	2	3	4	5	Behavior Related to Competency
						Apply knowledge of learning theories, behavioral theories, and human development as they apply to the content and curriculum of educational planning and intervention.
						Conduct a parent interview for an initial and re-evaluation and conduct a PK-12th grade student interview for an initial and reevaluation for a social developmental study/social history.

						Meet with school support personnel to learn about their roles (i.e., nurses, psychologists, speech pathologists, occupational therapists, physical therapists, hearing itinerants, counselors, etc.); consult and collaborate with principals and teachers/staff.
						Demonstrate knowledge of the social and emotional competencies and 21st Century Skills when developing social/emotional goals, interventions, and/or lesson plans and engage in knowledge of principles, practices, processes, and strategies for initiating, developing, and implementing consultative relationships with parents/guardians, teachers, administrators, other school personnel, and community agencies about students' needs.

Field Education Instructor comments: _____

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities						
NA	1	2	3	4	5	Behavior Related to Competency
						Demonstrate knowledge of social developmental studies that focus on a student's functioning within the educational environment and understand how assessment and evaluation results can be used to develop student interventions, including recommendations for eligibility and placement, knowledge of development theories in early childhood, middle childhood, adolescence, and early adulthood and their application to all students knowledge of the effects of biological, psychological, family, social, health, and cultural factors on human development and functioning, including various disabilities, giftedness, and special needs, and their implications for learning.
						Understand and utilize assessment tools used by other professionals in the school, strategies for collaborating with other professionals and parents/guardians regarding the assessment process, and techniques for involving students in self-assessment activities to help them become aware of their strengths and needs and to establish goals. Additionally, have knowledge of diagnostic assessments, the relationship between assessment, eligibility, and placement decisions, and eligibility conferences for special education and other programmatic options (e.g., Individualized Education Program [IEP], Functional Behavior Assessment [FBA], Behavior Intervention Plan [BIP], educational and transition planning).
						Apply knowledge of strategies used to collect, analyze, interpret, and maintain relevant data to assist in planning, managing, and evaluating school social work services and evaluating and modifying interventions when necessary, including Interpret and utilize research to guide the development of interventions.
						Identify knowledge of the pre-referral process, strategies, and intervention techniques to enhance student success, procedures for initiating referrals and linkages to community agencies, methods for following up on services on behalf of identified students and their families as appropriate, and limitations of the role of school systems involvement and recommendations related to external services.
						Formulate evaluations that use <u>RIOT/SCIL Matrix</u> , conduct an FBA, and utilize/demonstrate knowledge from Iowa's resources for SEBH assessment, including, for example (parallel resources will be used in placements outside Iowa): <ul style="list-style-type: none"> ○ <u>Iowa's Intervention System</u> ○ <u>Iowa's Specially Designed Instruction (SDI) Framework</u> ○ <u>SEBH Diagnostic Evaluation</u> ○ <u>Diagnostic Assessment Tools</u>

Field Education Instructor comments: _____

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities						
NA	1	2	3	4	5	Behavior Related to Competency
						Actively participate in a special education eligibility and reevaluation meeting, Disability Suspect meeting, Transition Planning meeting. (from building to building or senior exit meeting,) Multi-Tiered Systems of Support meeting, and participate in Positive Behavioral Intervention and Support Team meetings.
						Demonstrate knowledge of methods for analyzing educational environments, strategies for effective behavior and social management within the school environment and working effectively to create or enhance a supportive learning climate and complete and/or analyze data from universal screeners.

						Apply knowledge of methods for developing and implementing multi-tiered systems of support that enable children/students to benefit from their educational experiences and engage in knowledge of strategies for leading and participating in interdisciplinary teams and ways to facilitate a collaborative relationship between general and special education systems to promote a unified education system.
						Create or co-create social-emotional behavioral and adaptive behavioral health goals for general education and/or special education students and discuss PK-12th grade students' strengths, limitations, and progress with the practicum supervisor, student support team/crisis team, and teachers.
						Collaborate with and apply knowledge of strategies for leading and participating in interdisciplinary teams and ways to facilitate a collaborative relationship between general and special education systems to promote a unified education system.

Field Education Instructor comments: _____

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities						
NA	1	2	3	4	5	Behavior Related to Competency
						Apply knowledge of how to evaluate patterns of achievement and adjustment at critical points in a student's growth and development and patterns of interpersonal relationships in all spheres of the student's environment.
						Demonstrate knowledge of various nondiscriminatory formal and informal tools and techniques (e.g., observation, interview, archival records, performance-based assessments, standardized instruments) to evaluate the progress and performance of students in the school environment.
						Evaluate Tier 1 & Tier 2 interventions
						Apply knowledge of methods for conducting formal and informal assessments of adaptive and maladaptive behavior, self-esteem, social skills, attitudes, interest, and emotional/mental health and methods for identify mental health diagnosis based on the most current version of the Diagnostic and Statistical Manual of Mental Disorders (DSM)

Field Education Instructor comments: _____

Student Signature

Date

Field Education Instructor Signature

Date

Faculty Signature

Date

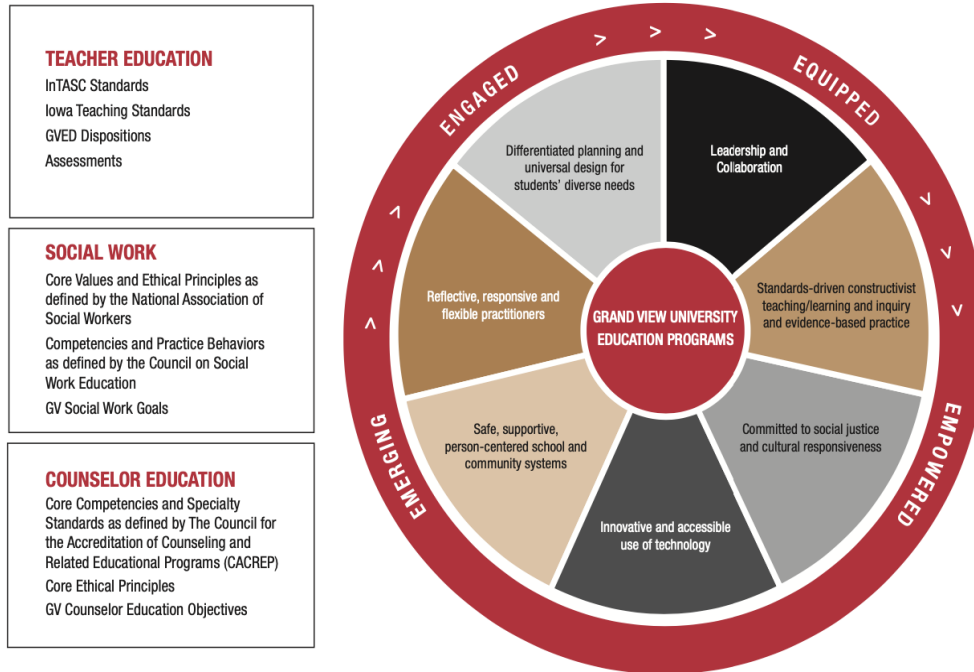
Appendix F

School Social Work Specialty in Conjunction with Graduate Education Program

This specialty prepares the graduate for work with students from birth to age 21 in a school setting or Area Education Agency. Coursework prepares the student with skills, knowledge, and competencies in individual, family, and group counseling assessment and intervention; and understanding of general, special, and gifted and talented education principles. The student will complete the field education experience in a school or Area Education Agency setting. Coursework in this specialty fulfills requirements of the Iowa Department of Education for educational endorsement #240-School Social Worker and is completed through a collaboration with the GVV Master of Education program.

Grand View Education Programs Conceptual Framework

Grand View's Education Programs equip practitioners through vibrant learning communities and self-reflection, to be innovative, culturally responsive, and resourceful leaders who are empowered to respond to the dynamic needs of learners for a global society.



<p>TEACHER EDUCATION</p> <p>InTASC Standards Iowa Teaching Standards GVED Dispositions Assessments</p>
<p>SOCIAL WORK</p> <p>Core Values and Ethical Principles as defined by the National Association of Social Workers Competencies and Practice Behaviors as defined by the Council on Social Work Education GV Social Work Goals</p>
<p>COUNSELOR EDUCATION</p> <p>Core Competencies and Specialty Standards as defined by The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Core Ethical Principles GV Counselor Education Objectives</p>

SOCIAL WORK	COUNSELOR EDUCATION	TEACHER EDUCATION PROGRAM																																												
<p>Core Values and Ethical Principles</p> <ul style="list-style-type: none"> - Service to Humanity - Social Justice - Dignity and Worth of the Person - Importance of Human Relationships - Integrity - Competence <p>Competencies</p> <ol style="list-style-type: none"> 1. Demonstrate Ethical and Professional Behavior 2. Engage Diversity and Difference in Practice 3. Advance Human Rights and Social, Economic, and Environmental Justice 4. Engage in Practice-informed Research and Research-informed Practice 5. Engage in Policy Practice 6. Engage with Individuals, Families, Groups, Organizations, and Communities 7. Assess Individuals, Families, Groups, Organizations, and Communities 8. Intervene with Individuals, Families, Groups, Organizations, and Communities 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities <p>Practice Behaviors as defined by the Council on Social Work Education</p> <p>GV Social Work Goals</p> <ol style="list-style-type: none"> 1. The program will graduate candidates who understand the components of effective advanced professional social work practice. 2. The program will prepare graduates to understand and use the tools of values clarification, code of ethics, and research base of the profession, develop a critical framework for making practice decisions. 3. The program will graduate candidates who demonstrate the ability to select and use assessment, intervention, and evaluation methods to work effectively in changing contexts with diverse populations. 	<p>Core Competencies and Specialty Standards as defined by The Council for the Accreditation of Counseling and Related Educational Programs (CACREP)</p> <p>Core Ethical Principles</p> <ul style="list-style-type: none"> - Autonomy - Beneficence - Non-maleficence - Veracity - Fidelity <p>GV Counselor Education Objectives</p> <ol style="list-style-type: none"> 1. Deliver a high-quality education that meets the Iowa Board of Educational Examiners requirements by enhancing knowledge of counseling and counseling concepts. 2. Provide practicum and internship experiences that prepare students to become professional counselors to meet the demands of their students and apply their knowledge and skills in an unpredictable society. 3. Provide education to train counselors to uphold ethical standards in their practice and community 4. Develop practitioners who will become lifelong learners by providing a curriculum that educates about the research process, proper use of assessment, and the importance of continuous objective re-evaluation 	<p>InTASC Standards</p> <table border="0"> <tr> <td>Learner Development</td> <td>Planning for Instruction</td> </tr> <tr> <td>Learning Differences</td> <td>Instructional Strategies</td> </tr> <tr> <td>Learning Environment</td> <td>Professional Learning and Ethical Practice</td> </tr> <tr> <td>Content Knowledge</td> <td>Leadership and Collaboration</td> </tr> <tr> <td>Application of Content</td> <td></td> </tr> <tr> <td>Assessment</td> <td></td> </tr> </table> <p>Iowa Teaching Standards</p> <table border="0"> <tr> <td>Supports Student Achievement</td> <td>Classroom Management</td> </tr> <tr> <td>Content Knowledge</td> <td>Professional Growth</td> </tr> <tr> <td>Planning and Preparation</td> <td>Professional Responsibilities</td> </tr> <tr> <td>Instructional Strategies</td> <td></td> </tr> <tr> <td>Monitor Learning</td> <td></td> </tr> </table> <p>GVED Dispositions</p> <table border="0"> <tr> <td>Empathy & Compassion</td> <td>Inventive and Resourceful</td> </tr> <tr> <td>Respect & Rapport</td> <td>Reflective, Open-Minded and Humble</td> </tr> <tr> <td>Passion</td> <td>Initiative</td> </tr> <tr> <td>Cultural Competence</td> <td>Professionalism and Confidentiality</td> </tr> <tr> <td>Responsive and Attentive</td> <td>Ethical Responsibility</td> </tr> <tr> <td>Collaborative</td> <td></td> </tr> <tr> <td>Flexible and Resilient</td> <td></td> </tr> </table> <p>Assessments</p> <table border="0"> <tr> <td>Writing Proficiency</td> <td>Intercultural Development Inventory</td> </tr> <tr> <td>InTASC Key Assignments</td> <td></td> </tr> <tr> <td>Disposition Evaluation</td> <td>Danielson Framework</td> </tr> <tr> <td>Practicum and Student Teaching Evaluation</td> <td></td> </tr> </table>	Learner Development	Planning for Instruction	Learning Differences	Instructional Strategies	Learning Environment	Professional Learning and Ethical Practice	Content Knowledge	Leadership and Collaboration	Application of Content		Assessment		Supports Student Achievement	Classroom Management	Content Knowledge	Professional Growth	Planning and Preparation	Professional Responsibilities	Instructional Strategies		Monitor Learning		Empathy & Compassion	Inventive and Resourceful	Respect & Rapport	Reflective, Open-Minded and Humble	Passion	Initiative	Cultural Competence	Professionalism and Confidentiality	Responsive and Attentive	Ethical Responsibility	Collaborative		Flexible and Resilient		Writing Proficiency	Intercultural Development Inventory	InTASC Key Assignments		Disposition Evaluation	Danielson Framework	Practicum and Student Teaching Evaluation	
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Field Education Manual Appendix G

Mid-Semester Self-Assessment of Student Competency

Using the activities identified in your Learning Plan as a guide, please complete the following self-assessment of your competency on each of the behaviors. Use the following key:

HP: Highly Proficient – You consistently apply to all areas of practice.

G: Growing – You demonstrate a basic/working knowledge but with inconsistent application.

NI: Needs Improvement – Emerging Competence: You have basic understanding, but difficulty in application.

NO: Not observed – Your Field Education Instructor has not had an opportunity to observe or discuss application of behavior

Competency 1: Demonstrate Ethical and Professional Behavior				
NO	NI	G	HP	Behavior Related to Competency
				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/or additional codes of ethics as appropriate to context.
				Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
				Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
				Use technology ethically and appropriately to facilitate practice outcomes.
				Use supervision and consultation to guide professional judgment and behavior.

Field Education Instructor feedback: _____

Competency 2: Engage Diversity and Difference in Practice				
NO	NI	G	HP	Behavior Related to Competency
				Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
				Present themselves as learners and engage clients and constituencies as experts of their own experiences.
				Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Field Education Instructor feedback: _____

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice				
NO	NI	G	HP	Behavior Related to Competency
				Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
				Engage in practices that advance social, economic, and environmental justice.

Field Education Instructor feedback: _____

Competency 4: Engage In Practice-informed Research and Research-informed Practice				
NO	NI	G	HP	Behavior Related to Competency
				Use practice experience and theory to inform scientific inquiry and research.
				Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
				Use and translate research evidence to inform and improve practice, policy, and service delivery.

Field Education Instructor feedback: _____

Competency 5: Engage In Policy Practice				
NO	NI	G	HP	Behavior Related to Competency
				Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
				Assess how social welfare and economic policies impact the delivery of and access to social services.
				Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Field Education Instructor feedback: _____

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities				
NO	NI	G	HP	Behavior Related to Competency
				Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
				Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Field Education Instructor feedback: _____

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities				
NO	NI	G	HP	Behavior Related to Competency
				Collect and organize data and apply critical thinking to interpret information from clients and constituencies.
				Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
				Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
				Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Field Education Instructor feedback: _____

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities				
NO	NI	G	HP	Behavior Related to Competency
				Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
				Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
				Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
				Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
				Facilitate effective transitions and endings that advance mutually agreed-on goals.

Field Education Instructor feedback: _____

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities				
NO	NI	G	HP	Behavior Related to Competency
				Select and use appropriate methods for evaluation of outcomes.
				Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
				Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
				Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Field Education Instructor feedback: _____

Student Signature

Date

Field Education Instructor Signature

Date

Faculty Signature

Date

Appendix H

Employer-Based Field Placement Proposal

The Council on Social Work Education (CSWE) states student field assignments and employment tasks may be the same and counted toward required field hours if the tasks have clear links to the social work competencies, and their related behaviors. The Field Education Instructor and employment supervisor of a student may be the same person if necessary, however in such cases, supervision time for field education learning must be separate from supervision time for employment.

While overlap between employment tasks and internship is allowed, students are encouraged to engage in some new activities to grow and meet learning and professional goals. Students applying for employer-based field placements are to complete the information below and submit it to the Field Education Director prior to confirmation of the placement.

Student Information

Name:

City:

State:

Phone #:

Email:

Placement Start Date:

Agency Information

Agency Name:

Agency Address:

City:

State:

Zip:

Student's Job Title:

Number of years employed in this position:

Current Work Supervisor:

Name:

Title:

Email:

Phone:

Proposed Field Instructor:

(MSW students require an individual who has an MSW from a CSWE accredited program with 2 years of post-MSW experience. Whenever possible, this should not be your work supervisor.)

Name:

Title:

Email:

Phone:

Proposed Site Supervisor (if applicable):

(This is an individual who works at the agency and will have regular oversight of the student but does not necessarily have a social work background. A site supervisor is necessary if the field instructor is external to the organization, or is sometimes utilized when this person will work more closely with the student than the field instructor)

Name:

Title:

Email:

Phone:

Organization Information

1. Please describe your organization, including its mission, program areas, size and approximate number of professional staff, main office location, and satellite locations (as appropriate). Provide 3-4 sentences about your current job responsibilities and explain where your current job fits within the organization and your program.
2. Some employers may be able to accommodate you by taking on additional activities as part of your work week, while others may require you to do this outside of your role. Describe any additional activities that your agency would support as part of your internship that are not part of your current role.
3. Did you also complete a Foundation Placement at this organization? a. Yes b. No
4. If you replied “yes” to the questions above, will you be in the same or a different role? If in the same role, what will you do to build on your previous practicum experience to make this an advanced placement? This may include adding tasks beyond the job duties, taking on a special project, spending time in another part of the agency, etc.
5. Your field instructor must provide at least one hour per week of educational supervision and will be involved in developing your learning plan and evaluations. You may also have a site supervisor that is also involved in your day-to-day activities who will also be involved in the development of your learning plan and evaluations.

Describe your plan to meet the above supervision requirements:

1. Please provide a minimum of one potential activity that you will participate in that will provide you with the opportunity to demonstrate each of the nine competencies. *You may attach this information on a separate page if needed.*
 - a. Competency 1: Demonstrate Ethical and Professional Behavior
 - b. Competency 2: Engage Diversity and Difference in Practice
 - c. Competency 3: Advance Human rights and Social, Economic, and Environmental Justice
 - d. Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
 - e. Competency 5: Engage in Policy Practice
 - f. Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
 - g. Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities
 - h. Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
 - i. Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Organization Endorsements

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

We agree to provide the experiences noted in the attached proposal. We also agree that if our organization is not already an approved site, we will complete the Site Approval process. We recognize that no placement activities may commence until a Memorandum of Affiliation agreement has been executed. If the agency is not approved, or all parties cannot come to an agreement regarding said Memorandum of Affiliation, we understand that the student employee may not conduct a field placement at this site.

All signatures must be completed for proposal consideration. No placement hours may be logged until the proposal is authorized by a Grand View Field Education Director.

_____ Student/Employee Signature	_____ Date
_____ Employment Supervisor Signature	_____ Date
_____ Field Instructor Signature	_____ Date
_____ Grand View Field Education Director Signature	_____ Date