MSW PRACTICUM MANUAL

Southern Illinois University Edwardsville
Department of Social Work
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10/29/2019
Welcome

This practicum manual is intended to serve as a comprehensive guide to the MSW Practicum Program of the Department of Social Work at SIUE. Practicum students, MSW Field Instructor/Supervisors, and faculty seminar instructors are all potential users of the manual. It is a companion to the Student Handbook. It is a working document which is under regular review by the Director of Practica, students, MSW Field Instructor/Supervisors, Seminar instructors, and other interested parties. As such, policies and procedures are subject to change and will be revised regularly to reflect program developments in the school and/or field. If you have questions regarding a policy or procedure, please contact the Director of Practica. We hope that this manual will be a useful tool for your professional development.

Please note: this is the companion document to the SIUE Department of Social Work Student Handbook.
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SIUE MISSION, VISION, & VALUES

Mission
Southern Illinois University Edwardsville is a student-centered educational community dedicated to communicating, expanding and integrating knowledge. In a spirit of collaboration enriched by diverse ideas, our comprehensive and unique array of undergraduate and graduate programs develops professionals, scholars and leaders who shape a changing world.

Vision
Southern Illinois University Edwardsville will achieve greater national and global recognition and academic prominence through innovative and interdisciplinary programs that empower individuals to achieve their full potential.

Values
- Citizenship
- Excellence
- Inclusion
- Integrity
- Wisdom

SIUE EQUAL OPPORTUNITY STATEMENT
Southern Illinois University Edwardsville is committed to the principle of affirmative action and equal opportunity for all students, faculty and staff. The Office of Equal Opportunity, Access & Title IX Coordination (EOA) reports directly to the chancellor and is responsible for promoting and fostering an inclusive campus environment by ensuring campus-wide compliance with the various federal, state, and local fair employment laws and regulations.

SIUE STATEMENT ON DIVERSITY
All societies and peoples have contributed to the rich mix of contemporary humanity. In order to achieve domestic and international peace, social justice and the development of full human potential, we must build on this diversity and inclusion.

Southern Illinois University Edwardsville nurtures an open, respectful, and welcoming climate that facilitates learning and work. Each member of the University is responsible for contributing to such a campus environment.

Southern Illinois University Edwardsville is committed to education that explores the historic significance of diversity in order to understand the present and to better enable our community to engage the future.

Integral to this commitment, Southern Illinois University Edwardsville strives for a student body and a workforce that is both diverse and inclusive.
SIUE STATEMENT ON DISABILITY
The Office for Accessible Campus Community and Equitable Student Support (ACCESS) at Southern Illinois University Edwardsville provides reasonable accommodations to ensure that diverse learners have access to the University and its programs through proactive and intentional interventions, and resources and programming designed to meet federal compliance guidelines, while removing barriers, encouraging personal growth and increasing effective communication.

SIUE SEXUAL ASSAULT, SEXUAL MISCONDUCT AND RELATIONSHIP VIOLENCE POLICY
Southern Illinois University Edwardsville (SIUE) is committed to providing equal employment and educational opportunities to all persons. In particular, SIUE is committed to maintaining a community in which students, faculty, and staff can work and learn together in an atmosphere free of all forms of discrimination, including sexual harassment. Sexual harassment violates the dignity of the individual and the integrity of the University as an institution of higher learning, and thus, sexual harassment in any form will not be tolerated at SIUE. Sexual Assault and other forms of Sexual Misconduct are considered forms of sexual harassment. In general, relationship violence includes any act of violence or threatened act of violence against a person who is, or has been involved in, a sexual, dating, domestic, or other intimate relationship with that person. Individuals who are found responsible under this Policy will face disciplinary sanctions up to and including expulsion and/or termination of employment.

The University is committed to taking all appropriate steps to eliminate prohibited conduct, prevent its recurrence and address its effects. The University is committed to fostering a climate free from sexual assault, sexual misconduct, stalking and relationship violence through clear and effective policies, a coordinated education and prevention program, and prompt and equitable procedures for resolution of complaints that are accessible to all and facilitates prompt reporting. The University encourages all members of our community to participate in the process of creating a safe, welcoming and respectful environment on campus.

This Policy addresses Southern Illinois University Edwardsville’s (SIUE) responsibilities under Title IX and the Violence Against Women Reauthorization Act of 2013.

Title IX prohibits discrimination on the basis of sex (gender) in educational programs and activities that receive federal financial assistance. Title IX protects any person from sex-based discrimination. Female, male, and gender non-conforming students, faculty, and staff are protected from any sex-based discrimination, harassment or violence. Similarly, the Violence Against Women Reauthorization Act of 2013 Section 304 requires that universities have procedures in place to respond to matters of sexual assault, relationship (dating) violence and stalking involving female, male, and gender non-conforming individuals. This Policy covers concerns of sexual assault and sexual misconduct, dating violence or domestic violence (“Relationship Violence”) and stalking (collectively "Prohibited Conduct").
COUNCIL ON SOCIAL WORK EDUCATION (CSWE) ACCREDITATION

The BSW and MSW Programs at SIUE are accredited by the Council on Social Work Education (CSWE) through 2020. CSWE’s Educational Policy and Accreditation Standards (EPAS) outline requirements for the BSW and MSW program curriculum. A copy of the EPAS is available in full text online at http://www.cswe.org/. You are strongly encouraged to review the EPAS to familiarize yourself with the curriculum elements required for our program.

Graduates of the accredited BSW and MSW programs are eligible for state licensing after fulfilling requirements for experience in the field. It also qualifies graduates of the BSW program for advanced standing status in most Master of Social Work programs. A typical master’s degree program requires two years of full-time coursework. Some academic programs offer the option of advanced standing, which means that an individual who graduates from a CSWE accredited BSW program is eligible for completing a Master of Social Work degree in as short as a single calendar year (concurrent fall, spring, and summer semesters) http://www.cswe.org/.

STATEMENT ON STUDENTS’ RIGHTS AND RESPONSIBILITIES

Students in the social work program have rights and responsibilities as members of the University community, as members of the Department of Social Work, and as aspiring professional social work practitioners. Southern Illinois University Edwardsville is committed to and maintains fair and reasonable practices in all matters affecting students including students’ rights to equal opportunity and affirmative action (SIUE Equal Opportunity and Affirmative Action and Sexual Harassment Policies), to privacy and nondisclosure (SIUE Privacy and Nondisclosure Policy), and to students’ right to redress and correction of grievances arising out of their association with the University (SIUE Student Grievance Policy) and the Department of Social Work. Paper copies of policies are available in the Offices of the Vice Chancellor for Student Affairs, the Provost and Vice Chancellor for Academic Affairs, the Graduate School, and Admissions and Records. The policies can also be accessed through the University website: http://www.siue.edu/
### STUDENT UNIVERSITY RESOURCES

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<th>Office</th>
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<tr>
<td>ACCESS</td>
<td>Student Success Ctr 1270</td>
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<tr>
<td>Admissions, Undergraduate</td>
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Computer labs: Art & Design Building 2234; Bluff Hall; Cougar Village Commons; Engineering Building 1155; Evergreen Hall; Founders Hall 2304; Founders Hall 2313; Lovejoy Library; Prairie Hall; Student Success Center 0209; Woodland Hall
Social Work Accreditation Standards
The MSW Program at SIUE is accredited by the Council on Social Work Education (CSWE) through 2020. This means that graduates are eligible for state licensing after fulfilling requirements for experience in the field. A typical master’s degree program requires two years of full-time coursework. Some academic programs, however, offer the option of advanced standing, which means that an individual who graduates from a CSWE accredited BSW program is eligible for completing a master’s degree in as short as a single calendar year (concurrent fall, spring, and summer semesters) (CSWE, 2014).

Accreditation also means that the Council on Social Work Education sets standards that accredited programs must follow.

MSW Program Mission Statement
The mission of the MSW Program at Southern Illinois University Edwardsville is to promote the well-being of individuals, families, and society and advance appreciation for diversity, social and economic justice through the preparation of capable and committed advanced generalist practitioners, to promote excellence in scholarship, and foster collaboration in community service.

FIELD EDUCATION: GENERAL INFORMATION

Purposes and Goals of Field Education
Integration and Application: The structure of the field instruction practicum assists students to apply and adapt knowledge and skills from the classroom in working with clients. Assignments and discussions in the on-campus seminar help facilitate this process.

Demonstration of Competence: The primary goal of the program is to prepare students for direct practice. The field instruction practicum allows students to demonstrate that they have achieved the goals of the program and the core competencies and are qualified to become social work practitioners.

Prerequisites for Students
The MSW Program admits to field only those students who are admitted to the MSW Program. In addition, to enter field students must meet other specific criteria. The criteria and procedure for admission to the field program are as follows

- Admission to the MSW Program
- Students must complete the required foundation courses and be in good academic standing with the Department of Social Work as of the initial semester of practicum
- Students must have a signed copy of the Academic and Professional Behavior Standards on file in the Department of Social Work.
- Completion of required practicum paperwork.

The Director of Practica is responsible for ensuring that all students have met criteria for entrance into Field. Each student in the program is assigned a faculty mentor. This mentor assists with academic and professional support. In their role, the mentor provides practicum counsel. The student’s faculty mentor assists by confirming prerequisite course completion and ensuring that the student understands the expectations of Field placement.
Students who do not meet field admissions prerequisites may be asked to delay the beginning of practicum, and to develop a plan with their faculty mentors for meeting these requirements.

If there are any extenuating situations (such as incompletes in pre-requisites due to student health absences), exceptions may be given to these requirements. In these situations, The Director of Practica and the MSW Program Director will meet with the student to gather information. This information will be presented to MSW Program Committee for review and final decision. The student and their faculty mentor will be notified of the committee decision.

**General Requirements**

1. Students who are required to complete the MSW Generalist Curriculum complete a two-semester practicum during the generalist year. Each semester (spring and summer) students complete a minimum of 225 hours of social work practice at an agency under the supervision of an MSW supervisor/instructor.

All students complete a two-semester practicum during the Advanced Generalist Specialized Curriculum. Each semester (spring and summer) students complete a minimum of 250 hours of advanced social work practice at an agency under the supervision of an MSW supervisor/instructor.

Alternatively, the MSW Generalist practicum may be completed in its entirety during a summer semester as a 450 hour “block” practicum; likewise, the Advanced Generalist Specialized Curriculum practicum may be completed full-time during a summer semester as a 500 hour “block” practicum.

2. Each semester of practica is accompanied by an in-class or on-line field seminar. All students are expected to participate. The classroom time does not count towards the hours for field.

3. Students must request and have approval for practica a semester before the beginning of the practicum. Students must complete the proper forms (Application for Practicum [p. 30 or p. 32], Field Learning Center Placement Agreement [p. 36] and Practicum Confirmation forms [p. 37]) and have placements arranged before the start of the semester in which the practicum is taken.

4. One of the purposes of practicum is demonstration of certain practice competencies. These are defined by the educational objectives of the MSW Program and the core competencies detailed in the MSW Learning Agreement (see p. 38 and p. 52 for Foundation Learning Agreements and p. 66 and p. 80 for Specialization Learning Agreements). There must be experiences built into the practicum that allow students to demonstrate competency in these areas. Students must also become professionally responsible during the practicum, which implies some level of independent decision-making under appropriate supervision.

5. No exemptions from the practicum requirement of the curriculum may be granted. Each social work student must successfully complete the practicum in order to graduate from the program, despite prior work experience in the field. This is a standard set by the Council on Social Work Education (CSWE), the national accrediting body for social work programs.

6. Students are NOT ALLOWED to transport clients in personal cars. They may transport clients in company cars if the students meet agency policy.
7. The University does not assume responsibility for student travel expenses. Students and agencies should clarify travel arrangements and requirements prior to beginning the placement. While most agencies reimburse mileage accumulated during the practicum, few, in any, reimburse students for traveling from home to the agency.

8. Students generally complete foundation practicum (SOCW 526 and 527 or the summer block) at the same agency. Similarly, they must complete specialization practicum (SOCW 528 and 529 or 532) in the same agency. Exceptions to this policy are rare, and must have the approval by the Director of Practica.

9. Students may NOT complete a practicum in an agency in which they have a dual relationship. Students should discuss this with their mentors, the Director of Practica, and the MSW Program director if they have concerns.

10. Background Checks and Drug Screens- Many agencies require social work students to provide a security clearance, background check and/or other additional information in order to participate in internships at their sites. Agencies will tell students what is required and how to complete background checks and drug screens. Students should be aware of the possibility of background checks when seeking a practicum site.

Students are solely responsible for working with the agency in obtaining the documentation needed to satisfy the background check and additional testing requirements of a clinical site. Fees required to obtain the background checks and any additional tests are also the sole responsibility of the student.

The following are the areas of inquiry often covered in a background check, although some clinical sites may require a more comprehensive background check:

- A sex offender database search;
- A seven-year review of a student’s criminal court history, including arrest records and records of misdemeanor and felony convictions
- Address verification;
- Two name verifications (e.g., current legal name and one other name [AKA]);
- Three county check of records;
- Search of the Department of Health and Human Services Office of the inspector General database of excluded persons;
- Social Security number verification;
- Division of Motor Vehicle record or abstract.

Please note that most health systems require the university to complete background checks. In these situations, students should work with the Director of Practica to access a service that has contracted with the University. All information is provided to the health system; no background check information is collected or maintained by the university. Students are responsible for any fees for the process.

11. In order to participate in practicum, students must have some reliable form of transportation. For some students this means having a valid driver’s license and access to a vehicle. For other students this may require utilizing public transportation and bus services. Students should be aware that they will need to have resources available to pay bus fare and should be cognoscente of placement locations in
relation to bus stops. We do not recommend that students rely on one another for transportation to and from practicum.

**Standards for Social Work Education**
Criteria for admission, evaluating academic performance, policies and procedures for academic and professional development, and appeal and grievance procedures may be found in the Student Handbook. A copy of the current Student Handbook may be obtained online at [http://siue.edu/artsandscience/socialwork/](http://siue.edu/artsandscience/socialwork/).

**Practicum Learning Agreement**
The Practicum Learning Agreement is a formal written agreement between Students, the Field Supervisor/Instructor and the faculty that defines the activities and expectations of the practicum. It is each student’s responsibility to coordinate the composing and signing of these forms.

Students complete the learning agreement with their supervisors during the first four weeks of practicum. The Agreement is a detailed explanation of the activities, roles and tasks students will perform to meet the objectives of the program and demonstrate achievement of the Core Competencies. The Agreement also specifies how the Field Supervisor/Instructor will monitor and evaluate the student’s work. Deadlines for completion of these forms are noted in the syllabi for field courses.

**The Placement Process—directions for students**

**Step One: Application and Planning:**
Students are responsible for arranging practicum placements in consultation with the Director of Practica. The Director of Practica emails students several documents; 1) the instructions for finding a practicum, 2) the application for practicum forms (see p. 30 and p. 32), 3) The approved agency list, 4) Application for Practicum at Place of Employment form (See p. 34), and 5) Practicum confirmation form (see p. 37) at the beginning of the fall (or spring for summer blocks) semester.

Students then meet with their mentors. Each student has a full-time tenure-track faculty member to serve as their mentor upon their admission to the Department of Social Work. Faculty mentors are available for to advise students about student development issues, such as questions about various areas of the profession, advice regarding graduate school, tips for succeeding in social work or working through difficulties they encounter while in the Social Work Program, etc. Students should discuss their career plans and potential placements with their mentors. Specialized students should discuss with their mentors how their placements will differ from their generalist practica. Mentors complete the Application for Social Work Practicum forms and review students’ academic progress, verify the completion of all prerequisites and the minimum GPA. MSW students then contact the approved agencies to determine a good fit for their practica. Students should be aware that some agencies require extensive background checks and drug screening. If students have concerns about this issue, they should discuss them confidentially with their advisors or the Practica Director (for details on screening see #10 p.11).

Registration for MSW practica is completed by the Director of Practica who screens students for eligibility. Students who do not arrange their practica and return the signature forms (Confirmation of
Practica and Field Learning Center Agreement forms) by the posted deadline will not be registered for practicum for the given semester unless they obtain a formal extension from the Practica Director.

Students are instructed to confer with the Director of Practica, as needed, by phone, email, or in person to discuss any concerns including: possible placement sites or to seek approval for a new placement. (Other agencies may be approved as a practicum sites if they meet CSWE criteria and are approved by the SIUE Legal Counsel and Director of Practica.

Step Two: Interviews with Prospective MSW Field Instructor/Supervisors

Following the planning meeting, students should contact the potential practicum site personnel and schedule and complete an interview(s). It is the student’s responsibility to initiate contact with the prospective MSW Field Instructor/Supervisor and to arrange an interview. This meeting, for both the student and the MSW Field Instructor/Supervisor, has goals of assessment, negotiation and decision-making. Points to consider during the interview are:

1. Does this setting provide activities and responsibilities that will fulfill the requirements of the practicum? Students are responsible for understanding practicum requirements and negotiating appropriately. While MSW Field Instructor/Supervisors who have worked with SIUE in the past are usually familiar with requirements, this does not relieve students of this responsibility.

2. Are the proposed activities consistent with the student’s interests and learning needs? Many settings have a range of practice assignment in different programs.

3. Is there a good interpersonal “fit” between students and the MSW Field Instructor/Supervisor? There should be enough congruence in communication styles and general philosophy that students and the MSW Field Instructor/Supervisor can work together effectively.

4. Can the student learn something from this field instructor? Students should have confidence in the field instructor’s expertise and willingness to take on the teaching role.

Students should be prepared to explain how this setting may relate to their interests and be familiar enough with the field of practice to ask intelligent questions. Following this interview, either students or field instructors can decide that placements would not be appropriate.

5. Students may have Task Supervisors, at the field site. Task supervisors are individuals who may provide supervision to a student at the field site yet do not hold an MSW degree or meet the eligibility for being a Field Supervisor/Instructor. When a student has a Task Supervisor, the following criteria must be adhered to:

   • There still must be a person at the field site who meets eligibility to be a Field Instructor and who is willing to work with and support the task supervisor
   • While the Field Supervisor/Instructor may not provide daily student supervision, because the Task Supervisor is doing this, the Field Supervisor/Instructor must agree to meet with the student at least one hour per week for field supervision to reinforce the social work perspective

6. Students are not allowed to do their field practica at a site that is not approved with the Director of Practica. Even if a site meets approval, a student is not allowed to do their practicum
at the site if there is not a person with the site who both meets eligibility and has agreed to serve in the role as a Field Supervisor/Instructor.

Step Three: Confirmation of Practicum
After negotiating the practicum site, students complete the “Confirmation of Practicum” form (see p. 37) and the “Field Learning Center Placement Agreement” form (See p. 36), obtain the appropriate agency and supervisor(s) signatures, and submit them to the Director of Practica for approval.

Step Four: Starting the Practicum
Some agencies have formal training programs for new staff. At other agencies, informal observation visits may occur. Most settings have manuals or other orientation materials describing agency policies and procedures. Information regarding policies and procedures for the student’s safety in the field should be provided at this time. MSW Field Instructor/Supervisors may also assign reading relevant to the practicum. It is recommended that orientation be started before students begin field work whenever possible. If an agency requires that students begin fieldwork other than orientation before the beginning of the semester special permission must be obtained from the Director of Practica.

By the end of the first four weeks of practicum or by the posted deadline, students must complete the “Learning Agreement” form appropriate for the course number with the assistance of the MSW Field Instructor/Supervisor. It is the student’s responsibility to coordinate the writing and signing of this form and to return it to the seminar instructor by the deadline noted in the seminar syllabus. A new Learning Agreement must be completed for each semester of practica. Students should then make a photocopy of the completed form for themselves and for the MSW Field Instructor/Supervisor and then submit the original copy to the seminar instructor. Failure to adequately complete the Learning Agreement form and to submit it by the deadline may result in cancellation of the practicum or the lowering of the final grade.

Step Five: During the Practicum
During the practicum, the Seminar Instructor will contact field supervisors to arrange a visit to monitor the student’s progress. However, the Seminar instructor or the Director of Practica should be contacted immediately if there are significant problems within the practicum particularly if the student, the agency, or the MSW Field Instructor/Supervisor wishes to terminate a practicum before the completion of the required hours.

Occasionally, problems arise that are so serious that they threaten the entire placement. Such a situation can occur as a result of agency restructuring, insufficient supervision, inappropriate use of student time, inadequate resources or experiences to allow for a proper learning experience, or personality or ideological conflicts between student and field instructor. Early problem solving is most effective. Students and MSW Field Instructor/Supervisors are responsible to each other for early identification of problems and efforts to resolve them. Students who are dissatisfied with their placement should first discuss the problem with their MSW Field Instructor/Supervisor. If the issues remain unresolved, the student should discuss the situation with the Seminar Instructor who will attempt to resolve the issue.

Termination of Practicum by Agency/MSW Field Instructor/Supervisor: A student may be removed from a field placement if the placement becomes unsatisfactory, whether this is caused by circumstances
arising between the student and the agency or from the student’s behavior. Such a decision will be reached only after joint consultation between the MSW Field Instructor/Supervisor, the Seminar instructor (as appropriate), and the Director of Practica. This consultation may also include (as appropriate) other significant persons such as the agency director, MSW Program Director and the student’s faculty mentor. The MSW Field Instructor/Supervisor should document the situation in writing for inclusion in the student’s record. Once the placement is terminated, it becomes the responsibility of the Department of Social Work to determine any remedial action that must be completed by the student. It is also the responsibility of the Department of Social Work whether or not to place that student in another setting either during the same academic year or in the future, or to recommend a grade of either withdrawal (W), incomplete (I) or failure (F).

Termination of Practicum by Student: Rarely, students may express problems with an MSW Field Instructor/Supervisor or agency and may wish to change practicum sites. Student experiencing problems in practicum should first discuss the situation with the seminar instructor. (The Director of Practica or academic advisor may be consulted for assistance in problem resolution, if needed.) If the situation is not resolved, the student should then discuss the situation with the Director of Practica who must give permission to the termination of the practicum. The student should request that the MSW Field Instructor/Supervisor complete a “Final Evaluation” form, noting the number of completed hours in the practicum. No partial credit for the completed hours of practicum will be given without the proper completion of the “Final Evaluation” form. After approval by the Director of Practica, students may pursue another practicum site and must complete the standard forms for a new practicum. Student must also complete an “Incomplete” form if completion of the new practicum exceeds the semester deadline.

Step Six: Evaluation of Practicum
In order to evaluate and terminate the practicum, the field seminar instructor: 1) establishes a due date for the submission of the Final Evaluation form, and 2) reviews each completed form and submits grades to the University at the appropriate time. The MSW Field Instructor/Supervisor completes the Final Evaluation Form and discusses the evaluation with each student. Students are responsible for timely submission of the Final Evaluation form to the seminar instructor by the due date. Students not submitting Final Evaluations by the due date will receive a grade of “F” for the practicum. The student is responsible for contacting the field seminar instructor to complete an “Incomplete” form if the practicum and/or final evaluation cannot be completed by the assigned date. It is the responsibility of the field seminar instructor to determine and assign the final grade for that practicum that also includes work in the field seminar.

FIELDWORK POLICIES
Good Academic Standing
Students must be in good academic standing to begin and remain in practica. Good academic standing is defined as maintaining a 3.0 grade point average, and not being on academic probation for other reasons as defined by the Department and the Graduate School. Because of the importance of field performance in ensuring competent graduates, students must receive a “B” or better in all field courses. Students receiving a “C” in a field course will automatically be terminated from the MSW program.
Exceptions to Fieldwork Requirement

No exemptions from the practicum requirement of the curriculum may be granted. Each social work student must successfully complete the practica in order to graduate from the program, despite prior work experience in the field.

Paid Practica

Some agencies/programs may offer stipends to practicum students. Stipends must not place employment expectations or requirements on students.

Practicum at Place of Employment

Certain requirements exist for students wishing to complete practica at their places of employment: 1) release time for field instruction should be ensured; 2) student assignments and fieldwork supervision should differ from those associated with the student’s employment; 3) field education must be educationally focused rather than solely centered on the agency’s services. It is imperative that the employees’ work assignments as students differ from that as employees of the agency during the completion of the practicum. The employee must be in a student role during the time allocated for the practicum and thus be allowed to pursue the learning objectives of the social work program. The employee must also have a different supervisor for field instruction than during normal work hours. The student must complete the “Application for Practicum at Place of Employment” form (see p. 34) and obtain the proper signatures prior to the semester in which the practicum occurs. No practicum will be authorized without the proper signatures.

Academic Credit for Life or Previous Work Experience

The Department of Social Work does not give credit for life experience or previous work experience. According to the Council on Social Work Education policy, academic credit for life experience and previous work experience cannot be granted in whole or in part in lieu of the field practicum courses.

MSW Supervision

Students must be supervised by an approved MSW supervisor who provides at least one hour of direct supervision per week.

Note: Students may also have Task Supervisors, at the field site. Task supervisors are individuals who may provide supervision to a student at the field site yet do not hold an MSW degree or meet the eligibility for being a Field Supervisor/Instructor. Even in the instance that a student has a Task Supervisor, the following criteria must be adhered to:

- There still must be a person at the field site who meets eligibility to be a Field Instructor and who is willing to work with and support the task supervisor
- While the Field Supervisor/Instructor may not provide daily student supervision, because the Task Supervisor is doing this, the Field Supervisor/Instructor, must agree to meet with the student at least one hour per week for field supervision to reinforce the social work perspective

Student Liability

Transportation of clients: Student MAY NOT transport clients in their personal cars.

Professional Liability: SIUE does not require that students obtain private professional liability insurance. Students are encouraged to purchase their own liability insurance, however. Those students wishing to
purchase liability insurance may do so through membership in the National Association of Social Workers (www.socialworkers.org) or from other sources.

Student Safety

It is expected that field agencies (Field Instructors/Supervisors) and students are aware and have open communication about the safety issues that may arise in field. As a result, safety is addressed both prior to and during the field practica experience.

The program supports student safety through formal instruction in the field seminar courses. In the field seminar courses (SOCW 526, 527, 528, 529, 531 and 532) students are taught essential ideas for ensuring personal and workplace safety. Some examples of what they are taught include but are not limited to the importance of agency safety rules, how to maintain boundaries and personal safety with clients, situational awareness, and how to recognize and respond to threats. As students of the University, students are also expected to complete training on sexual assault and awareness. The University (SIUE) also offers a number of other safety seminars on personal protection and safety and students are encouraged to take part in these events as they occur.

The program also supports student safety through field site information sharing. Prior to the practicum start date the Field Instructor is expected to inform the student about field site safety protocols. It is suggested that this conversation be connected to the orientation on the field site, which the Field Instructor is also expected to provide to the student prior to the first day of field practica.

Students are not expected to engage in any activity in field where there are undue safety concerns. Should the student have concerns about field activities that they believe compromise their safety they should immediately notify their Field Instructor/Supervisor, Faculty Liaison, and the Director of Practica. Also, due to university legal regulations, students are not allowed to transport clients in their personal vehicles during field placements. Field sites and Field Instructors are notified of this when during the time that they are registering to become a field site.

The following types of activities warrant special concern and, therefore, should be discussed with the Director of Practica and the student prior to the assignment:

- Physical restraint of clients;
- Transportation of a client with a recent history of violent behavior;
- Treatment of a client with a history of violence toward the staff;
- Work in the agency at times when or in areas where other staff is not present.

Any incident or injury involving the student should be reported to the Director of Practica as soon as possible. Should the student have concerns about field activities that they believe compromise their safety they should immediately notify their MSW Field Instructor/Supervisor, Faculty Liaison, and the Director of Field Practicum. Should the MSW Field Instructor have any concerns about student safety they should immediately notify the Director of Practica.
All students are automatically enrolled in blanket liability insurance policy of the University and are notified of such upon entering field placement. Students are also encouraged to procure and maintain their own practice liability insurance prior to starting their field experience.

Any concerns or breach of student safety should be brought to the attention of the Director of Practica immediately.

**MSW FIELD COURSES**

The graduate field education program includes four semesters of practica: SOCW526 and SOCW527 comprise the foundation practica (225 hours minimum each) and SOCW528 and SOCW529 comprise the specialized practica (250 hours minimum each). Foundation and specialized practica may also be completed as summer block practica. SOCW 531 replaces SOCW526 and 527 and requires a minimum of 450 hours of supervised practice; SOCW532 replaces SOCW527 and 528 and requires a minimum of 500 hours of supervised practice. All practica are supported with field seminars designed to integrate learning in the classroom and field.

**Foundation Field classes**

The two semesters of foundation practica (SOCW526 and 527) and the foundation block practicum (SOCW531) provide for skill development in generalist social work practice. The objectives focus on students obtaining generalist skills in a variety of social work practice settings. The Foundation Practica serve as the basis for subsequent specialized practica. Students must successfully complete 526 before start 527. SOCW 526 builds on knowledge and skills learned in the following foundation courses: SOCW501, SOCW503, SOCW 507, and SOCW508. In the full-time program, SOCW526 is taken concurrently with SOCW502, 505, and 506. The following semester, SOCW527 or SOCW 531 are taken the concomitantly with SOCW504 and a social work elective.

**Learning Objectives for Foundation Field Classes**

Students are expected to address all EPAS competencies and behaviors between the two semesters, SOCW 526 and 527, or in the summer block practicum, SOCW531. The learning objectives are that the student will demonstrate competency as described by the 2015 EPAs See Table XX.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate ethical and professional behavior</td>
<td>1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</td>
</tr>
<tr>
<td></td>
<td>2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</td>
</tr>
<tr>
<td></td>
<td>3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communications.</td>
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<tr>
<td></td>
<td>4. Use technology ethically and appropriately to facilitate practice outcomes.</td>
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<tr>
<td>5. Use supervision and consultation to guide professional judgment and behavior.</td>
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<tr>
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</tr>
<tr>
<td>2. Engage diversity and difference in practice.</td>
<td></td>
</tr>
<tr>
<td>1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</td>
<td></td>
</tr>
<tr>
<td>2. Present themselves as learners and engage clients and constituencies as experts of their own experiences.</td>
<td></td>
</tr>
<tr>
<td>3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</td>
<td></td>
</tr>
<tr>
<td>3. Advance human rights and social, economic, and environmental justice.</td>
<td></td>
</tr>
<tr>
<td>1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels.</td>
<td></td>
</tr>
<tr>
<td>2. Engage in practices that advance social, economic, and environmental justice.</td>
<td></td>
</tr>
<tr>
<td>4. Engage in practice-informed research and research-informed practice.</td>
<td></td>
</tr>
<tr>
<td>1. Use practice experience and theory to inform scientific inquiry and research.</td>
<td></td>
</tr>
<tr>
<td>2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</td>
<td></td>
</tr>
<tr>
<td>3. Use and translate research evidence to inform and improve practice, policy, and service delivery.</td>
<td></td>
</tr>
<tr>
<td>5. Engage in policy practice.</td>
<td></td>
</tr>
<tr>
<td>1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</td>
<td></td>
</tr>
<tr>
<td>2. Assess how social welfare and economic policies impact the delivery of and access to social services.</td>
<td></td>
</tr>
<tr>
<td>3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</td>
<td></td>
</tr>
<tr>
<td>6. Engage with individuals, families, groups, organizations, and communities.</td>
<td></td>
</tr>
<tr>
<td>1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</td>
<td></td>
</tr>
<tr>
<td>2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</td>
<td></td>
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<tr>
<td>7. Assess individuals, families, groups, organizations, and communities.</td>
<td></td>
</tr>
<tr>
<td>1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</td>
<td></td>
</tr>
<tr>
<td>2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</td>
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</tr>
<tr>
<td>3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</td>
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</tr>
<tr>
<td>4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</td>
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</tr>
<tr>
<td>8. Intervene with individuals, families,</td>
<td></td>
</tr>
<tr>
<td>1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</td>
<td></td>
</tr>
<tr>
<td>9. Evaluate practice with individuals, families, groups, organizations, and communities.</td>
<td>1. Select and use appropriate methods of evaluation.</td>
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</tr>
<tr>
<td></td>
<td>2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</td>
</tr>
<tr>
<td></td>
<td>3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.</td>
</tr>
<tr>
<td></td>
<td>4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</td>
</tr>
</tbody>
</table>

**Specialization Field classes**

The two semesters of specialization practica (SOCW528 and 529) and the specialization block practicum (SOCW532) provide for skill development in advance generalist social work practice. The objectives focus on students obtaining advanced generalist skills in a variety of social work practice settings. Students must successfully complete 528 before start 529. SOCW 528 builds on knowledge and skills learned in the following specialization courses: SOCW 550, SOCW 551, and SOCW 552. In the full-time program, SOCW 528 is taken concurrently with SOCW 546 and two electives. The following semester (summer), SOCW529 or SOCW 532 are taken the concomitantly with SOCW 565 which entails completing a capstone project.

Learning Objectives for Advanced Generalist Specialization Field Classes

Students are expected to address all EPAS competencies and practice behaviors between the two semesters, SOCW 528 and 529, or in the summer block practicum, SOCW532. Starting in the fall of 2019, the new objectives were adopted for the specialized curriculum. These objectives and competencies which demonstrate advanced generalist practice are described in Table XX.
### Competency 1: Demonstrate ethical and professional behavior.

Advanced generalist social workers utilize the value base of the profession and its ethical standards, as well as relevant laws and regulations that impact advanced practice at the micro, mezzo, and macro levels. They demonstrate ethical and professional interactions based upon training in multiple evidence-based and best-practice perspectives in practice, research, and policy arenas. Practitioners with advanced generalist training evaluate how their personal experiences and affective reactions influence their professional judgment and behavior. Practitioners in advanced generalist social work recognize their role on inter-professional teams at all levels of practice. Advanced generalist social workers are dedicated to the ethical use of technology tools. Practitioners are also committed to lifelong learning.

<table>
<thead>
<tr>
<th>Behavior 1.1</th>
<th>Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulation, models of ethical decision-making to practice in specialized practice settings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior 1.2</td>
<td>Model professional demeanor in behavior and communication, maintaining an awareness of self in context, and maintain professional roles and boundaries.</td>
</tr>
<tr>
<td>Behavior 1.3</td>
<td>Resolves ethical dilemmas encountered in practice situations by applying a multi-systemic understanding of social work values</td>
</tr>
<tr>
<td>Behavior 1.4</td>
<td>Critically evaluates the use of technology to engage with others and make their practice more efficient and effective.</td>
</tr>
<tr>
<td>Behavior 1.5</td>
<td>Seeks professional feedback and learning opportunities.</td>
</tr>
</tbody>
</table>

### Competency 2: Engage diversity and difference in practice.

Advanced Generalists consistently examine the consequences of systemic oppression and the impact of implicit bias on all populations and their social environments. They assess the strengths of all cultures from an empowerment perspective to advocate effectively with and on behalf of clients. Advanced generalist social workers recognize that systematic oppression and client needs vary based on the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, geographic location, and tribal sovereign status. Advanced Generalist practitioners structure interventions to increase the choices and opportunities of all populations, especially those who are vulnerable, oppressed, or disadvantaged. They translate their knowledge of ecological systems into culturally responsive services and service delivery systems, utilizing well-developed self-awareness to recognize the influences of their own cultural backgrounds and manage the influences of their personal biases and values.

<table>
<thead>
<tr>
<th>Behavior 2.1</th>
<th>Demonstrates capacity to conceptualize and communicate how various mechanisms of oppression and privilege shape life experiences and practice at the micro, mezzo, and macro levels.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior 2.2</td>
<td>Demonstrates a greater capacity to engage clients as experts of their own experience and embrace different perceptions of social problems and issues across diverse cultures.</td>
</tr>
<tr>
<td>Behavior 2.3</td>
<td>Continually evaluates personal biases and uses non-oppressive, empowering language. Works to manage biases and oppressive behavior in personal practices and spheres of influence.</td>
</tr>
</tbody>
</table>

**Competency 3: Advance human rights and social, economic, and environmental justice.**

Advanced generalist social workers are knowledgeable about the impact of oppression, historical trauma and human rights violations on the lives of clients at the micro, mezzo and macro levels of practice, particularly as these affect freedom, safety, privacy, income, health care and education. Advanced generalist social workers challenge the structures that perpetuate oppression and initiate community collaborations to advocate for policies to ensure that social goods, rights and responsibilities are distributed equitably to advance social, economic and environmental justice, human rights and social change.

| Behavior 3.1 | Critically evaluates historical contexts and the social construction of systems that impact the human rights of all. |
| Behavior 3.2 | Engages with constituents to jointly analyze, create and advocate for practices that advance social, economic, and environmental justice. |
| Behavior 3.3 | Provides leadership in advocating for human rights and social, economic and environmental justice. |

**Competency 4: Engage in practice-informed research and research-informed practice.**

Advanced Generalist social workers are educated to function as responsible consumers, producers and evaluators of research. They think critically about the protection of vulnerable populations and are culturally sensitive when designing and evaluating research processes. Advanced Generalists critically evaluate published research and outcome studies to identify strong evidence-based practices for use with constituents at all levels of practice (micro, mezzo and macro). In addition, Advanced Generalist students use practice wisdom and theory to develop new lines of research inquiry. They design systematic, reflexive research consistent with ethical standards informed by multi-disciplinary sources.

| Behavior 4.1 | Uses practice experience and theoretical underpinnings, including evidence-based practice models to inform scientific inquiry, quantitative and qualitative research in relation to program evaluation; |
| Behavior 4.2 | Applies advanced level critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. |
| Behavior 4.3 | Demonstrates intellect, integrity, and honesty in applying research evidence to improve practice, policy, and service delivery. |

**Competency 5: Engage in policy practice.**

Practitioners in advanced generalist social work are cognizant of the historical and structural impact social policy has had on individuals, families, groups, organizations and communities with a particular focus on a specific area of policy. Advanced generalist social workers analyze and evaluate the relationship between social policy at the international, federal, state, and local levels and the impact of these policies on social work services in communities and organizations. Advanced generalist social workers engage collaboratively to improve the effectiveness of social welfare services and advocate for policy initiatives with lawmakers and organizational and community leaders based on practice insights and experience on the micro, mezzo and macro levels of social work intervention.
<table>
<thead>
<tr>
<th>Behavior 5.1</th>
<th>Identifies and investigates a specific social problem and the corresponding social policies at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior 5.2</td>
<td>Critically assesses particular social problems and policy responses at multiple levels (agency, local, state and/or federal, international)</td>
</tr>
<tr>
<td>Behavior 5.3</td>
<td>Develops and advocates for changes to existing social policies that will advance human rights and social, economic, and environmental justice</td>
</tr>
</tbody>
</table>

**Competency 6: Engage with individuals, families, groups, organizations, and communities.**

Advanced Generalist social workers anticipate special challenges to engagement with constituencies as a fundamental component of social work practice. Advanced generalist practitioners possess a high level of self-awareness and understand how their personal experiences and reactions may impact their ability to effectively engage with diverse clients and constituencies. Advanced generalist practitioners value principles of relationship-building, empathy, authenticity, the amplification of strengths, and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals. An understanding of systemic barriers, oppression, and often conflicting interactions between multiple systems is critical to the ability of the advanced generalist practitioner to effectively engage with clients.

<table>
<thead>
<tr>
<th>Behavior 6.1</th>
<th>Demonstrate the ability to reflect on how their identity shapes engagement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior 6.2</td>
<td>Identifies how theories and principles of relationship building inform engagement in challenging situations</td>
</tr>
<tr>
<td>Behavior 6.3</td>
<td>Purposefully uses culturally appropriate engagement skills and strategies with multiple client systems</td>
</tr>
</tbody>
</table>

**Competency 7: Assess individuals, families, groups, organizations, and communities.**

Advanced Generalist social workers design and utilize interactive assessment processes grounded in a multisystemic strengths-based framework. They understand that this broad assessment process emanates from a holistic, culturally-grounded, empowerment model perspective. Advanced generalist social workers apply a complex analysis of the person in environment which addresses human development, policy, theory, environment, and social structures.

<table>
<thead>
<tr>
<th>Behavior 7.1</th>
<th>Analyzes client and constituent issues from a multi-systemic framework and develops mutually identified goal areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior 7.2</td>
<td>Designs and implements evidence-based assessments that embody holistic and culturally-grounded approaches.</td>
</tr>
</tbody>
</table>

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

Advanced Generalist social workers have the capacity to develop interventions both autonomously and collaboratively, using knowledge of theories and evidence-based best-practices to advocate for and intervene with various constituencies. Practitioners in advanced generalist social work differentially and apply multiple types of culturally-grounded intervention strategies with individuals, families, groups, organizations, and communities.
<table>
<thead>
<tr>
<th>Behavior 8.1</th>
<th>Autonomously develops and/or implements theoretically-based interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior 8.2</td>
<td>Utilizes inter-and/or intra-professional approaches and best practice interventions to achieve the goals of clients and constituents.</td>
</tr>
<tr>
<td>Behavior 8.3</td>
<td>Demonstrates the ability to move a client through the steps of the generalist intervention model</td>
</tr>
</tbody>
</table>

**Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities.**

Advanced Generalist social workers embrace and utilize multilayered evaluation approaches to ensure effective and efficient service delivery. They appropriately design and/or apply models of research to evaluate engagement, assessment and/or interventions. Advanced Generalists demonstrate understanding and self-awareness of their socialization to various beliefs, attitudes, stereotypes, and biases that may affect their professional judgment about research and evaluation.

<table>
<thead>
<tr>
<th>Behavior 9.1</th>
<th>Demonstrate practice autonomy in collecting, organizing and interpreting evaluation data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior 9.2</td>
<td>Integrates evaluation outcomes to improve practice effectiveness at all system levels.</td>
</tr>
<tr>
<td>Behavior 9.3</td>
<td>Demonstrates awareness of how personal bias shapes the evaluation process, outcomes, and reporting</td>
</tr>
<tr>
<td>Behavior 9.4</td>
<td>Applies evaluation findings to improve practice effectiveness at the micro, mezzo, or macro levels.</td>
</tr>
</tbody>
</table>
Requirements for Agencies/Programs for Field Practica

- The agency must complete the Agency/Program Assessment Summary and legal forms and be formally approved by the Director of Practica as a practicum site.

- The agency must deliver social services within the context of the knowledge and value base of social work (See: NASW Code of Ethics).

- The agency must be willing to provide the SIUE Department of Social Work with information concerning its program, services, and development in the community which affect field and/or class curricula.

- The agency’s policies and procedures, philosophy, and objectives must be congruent with SIUE Social Work Department’s commitment to under-served populations based on race, class, gender, ethnicity, sexual orientation, ability and age.

- The agency must provide a learning climate conducive to student learning.

- The agency must designate a specific qualified person as Field Supervisor/Instructor and provide him/her with the time, resources and authority needed for practicum instruction. The field instructor of record must hold an MSW degree and have at least two year’s field experience. Persons with degrees from other disciplines may supervise students as task instructors under the supervision of a qualified social work practitioner with the permission of the Director of Practica.

- The agency must be willing to provide students with direct practice assignments and responsibilities appropriate for the MSW-level practice that are described in the Learning Agreement.

- The agency must be willing to consider students in a learning role rather than as an auxiliary staff member.

- The agency must provide adequate physical space and support services.

- Administration and other staff should be knowledgeable and supportive of Masters level practice, and the purposes and processes of professional education.

- If the agency reimburses its staff for transportation expenses on the job, it should provide similar reimbursement for practicum students.

- The agency must be willing to treat all information about student’s progress as confidential.

- The agency must allow students to participate in staff meetings, training, conferences, etc.

- It is preferred that agency services encompass a range of program activities so that students can be exposed to a variety of practice activities.
Requirements for Field Supervisor/Instructors

• Prospective Field Instructors must complete an Application for Field Instructor form and be formally approved by the Director of Practica as a Field Instructor;

• Field Instructors must attend orientation meetings as scheduled by the Department of Social Work.

• Field Instructors must hold an MSW degree, have at least two years postmasters experience in the field of social work, including the minimum of one year’s experience at their current work site.

• Field Instructors must orient students to agency operations, culture, policies, procedures, and expectations.

• Field Instructors must be willing and able to participate in the practicum contracting process described in this manual.

• Field Instructors must have adequate practice experience to be knowledgeable about the methods, purposes and boundaries of their current professional settings. They must be familiar with programs, procedures and community networks.

• Field Instructors must have enough familiarity with the Masters-level practice to make an appropriate assignment and evaluation.

• Field Instructors must make adequate time available for supervision (at least one hour weekly) and evaluation of students, and for conferences as needed with the faculty.

• Field Instructors must demonstrate personal and professional commitment to the values and ethics of the profession (See: NASW Code of Ethics).

• Field Instructors must show a strong commitment to teaching and preparing aspirants to the profession and be an appropriate role model for students.

• Field Instructors must evaluate students from the strength’s perspective.

• Field Instructors must provide a formal evaluation of students using the appropriate form at least once a semester.

• Field Instructors must notify the Seminar instructor or the Director of Practica of any problems or anticipated problems arising from student performance and/or agency change which may affect student performance.
The Director of Practica will monitor the field instruction program so that it responds to new and developing roles of social work and requirements by CSWE.

The Director of Practica will provide an on-line Practicum Manual and appropriate forms to students and Field Supervisor/Instructors.

The Director of Practica will direct and coordinate the placement process. This includes:
   a) consulting with agency directors about the availability of field instructors, their ability to meet the requirements for a field instruction site, and their willingness to partner with the school to provide an educationally sound and professionally focused field experience for master’s level social work students;
   b) identifying and recommending those agencies which meet the school’s criteria for master’s level field practicum placement;
   c) approving MSW students’ placements.

The Director of Practica will provide students with orientation to practicum placement in both general and specific dimensions.

The Director of Practica will be available for consultation with agency directors, field instructors, seminar instructors, and students.

The Director of Practica will develop, coordinate, and present practicum related seminars, in-services, practicum fairs and other learning opportunities as appropriate for student, field instructors and agencies.

The Director of Practica will determine the criteria for the selection of field agencies, field instructors, field learning objectives, and evaluation of student performance.

The Director of Practica supervises the Seminar instructor in practicum related duties.
Seminar instructor Responsibilities

- The Seminar instructor will provide linkage and communication with the Field Supervisor/Instructor, students, agency, and the Director of Practica.

- The Seminar instructor will teach assigned field seminars and review student learning agreements.

- The Seminar instructor will assist students and agencies as necessary with the integration of academic study with practice.

- The Seminar instructor will consult with the Director of Practica about student problems, or potential, anticipated difficulties arising either from students or agency performance.

- The Seminar instructor will serve as a key resource to concerns arising in the practicum by advocating for students, Field Instructors and agencies towards a successful resolution.

- The Seminar instructor will consult with the Field Supervisor/Instructor and students regarding student’s achievement of learning goals.

- The Seminar instructor will monitor students’ learning experiences by phone contact with students and Field Instructors as necessary, site visits (preferably) once a semester, and as requested by the Director of Practica.

- The Seminar instructor will complete the appropriate forms after site visits (see p. 95 and p. 100) and forward the forms to the Director of Practica.

- The Director of Practica supervises the Seminar instructor in practicum related duties.
Student Responsibilities

- Students will meet the ethical standards of the profession by following the NASW Code of Ethics.

- Students will abide by the SIUE Department of Social Work Student Behavior Policy.

- Students will arrange and implement placement interviews with practicum agencies.

- Students will complete all paperwork related to selecting, entering, maintaining, and evaluating the field instruction practicum.

- Students, in cooperation with the Field Instructor, will complete the appropriate Learning Agreement form and return it to the Director of Practica within four weeks of beginning the practicum or by the date posted.

- Students will participate actively in an ongoing evaluation of their performance, including the constructive and appropriate use of supervision.

- Students will adhere to agency personnel policies, regulations and procedures.

- Students will assume a professional role as a representative of the agency in contacts with clients, colleagues and the community.

- Students will be proactive in finding learning opportunities in the practicum.

- Students will utilize procedures established by the Department of Social Work to resolve learning difficulties in the field.

- Students will adhere to all field practicum policies, meet all course requirements, and submit all placement paperwork by the assigned due dates.
FORMS

Practicum Application - Foundation
Southern Illinois University Edwardsville - Department of Social Work

SOCW 526 and 527: Spring and Summer 20__ (   )        SOCW 531: Summer 20__ (   )

Name: ______________________  Banner ID: ______________________
Phone: ______________________  Email: ______________________

1. Current Employer_____________________________________________________

2. Will you be working during your practicum? Yes___ No ___
   If so, how many hours per week? ______________________________________
   Where will you be working? _______________________________________

3. Have you had previous paid social work experience? Yes___ No __
   If yes, please describe:
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

4. Have you had volunteer social work experience?  Yes___ No __
   If yes, please describe:
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

5. List any licenses or certifications or training you have completed.
   (   ) CADC  (   ) Domestic Violence Training
   (   ) Other__________________________

6. Do you speak a second language? If so, please list______________________________.

7. What are your career goals?
   ___________________________________________________________________
   ___________________________________________________________________

8. What kind of field placement are you looking for? (Identify age groups, specific populations, problem focus, modality, i.e., individual, group, community, etc.)
   ___________________________________________________________________

9. What agencies are you considering?
   ___________________________________________________________________
   ___________________________________________________________________
10. Describe any special accommodations you may need in order to complete this practicum.
________________________________________________________________________
________________________________________________________________________

11. Describe any factors limiting your flexibility in making time commitments to the practicum.
________________________________________________________________________
________________________________________________________________________

Student’s Signature: ____________________________  Date: ______________________
Mentor’s Signature: _____________________________  Date: ______________________
Practicum Application - Specialist/Advanced Generalist
Southern Illinois University Edwardsville Department of Social Work

SOCW 528 and 529: Spring and summer 20__ (   )
SOCW 532: Summer 20__ (   )

Name: ______________________  Banner ID: ______________________
Phone: ______________________  Email: ______________________

1. Current Employer _____________________________________________

2. Will you be working during your practicum? Yes___ No ___
   If so, how many hours per week? ____________________________
   Where will you be working? ________________________________

3. Where did you complete your foundation or undergraduate practicum?
   _________________________________________________________
   _________________________________________________________
   What clients did you serve? What were your duties?
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________

4. What kind of specialized field placement are you looking for? (Identify age groups, specific populations, problem focus, modality, i.e., individual, group, community, etc.)
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________

5. What agencies are you considering?
   _________________________________________________________
   _________________________________________________________

6. Describe how your specialist practicum will differ from your foundation or undergraduate practicum and help you build on your knowledge, values and skills. How will you grow? Discuss this with your mentor.
   _________________________________________________________
   _________________________________________________________
7. Describe any special accommodations you may need in order to complete this practicum.

_____________________________________________________________________________________
_____________________________________________________________________________________

8. Describe any factors limiting your flexibility in making time commitments to the practicum.

_____________________________________________________________________________________
_____________________________________________________________________________________

Student’s Signature: ____________________________ Date: ____________________
Mentor’s Signature: ____________________________ Date: ____________________
Comments:
Application for Practicum at Place of Employment
SIUE Department of Social Work

Please note: Certain requirements exist for students wishing to complete practica at their places of employment: 1) release time for field instruction should be ensured; 2) student assignments and fieldwork supervision should differ from those associated with the student’s employment; 3) field education must be educationally focused rather than solely centered on the agency’s services. It is imperative that the employees’ work assignments as students differ from that as employees of the agency during the completion of the practicum. The employee must be in a student role during the time allocated for the practicum and thus be allowed to pursue the learning objectives of the social work program. The employee must also have a different supervisor for field instruction than during normal work hours.

Student Name: ______________________________________________________________

Proposed Practicum:
(Circle Appropriate Course Number(s))

SOCW 482  
and  
SOCW 483
SOCW 526  
and  
SOCW 527
SOCW 528  
and  
SOCW 529
and  
SOCW 531  
SOCW 532

Employer: __________________________________________________________________

Employer Address: ___________________________________________________________

____________________________________________________________________________

Name of Supervisor: __________________________________________________________

Phone: _____________________ E-mail: ___________________________________________
Current job responsibilities: (Please specify roles, tasks and hours per week. Attach a job description as appropriate.)

Proposed student roles and tasks: (Please specify the new undergraduate or MSW level learning experiences you are planning for your practicum. Please indicate how these new roles and tasks will further your education.)

Time Frame: (Please note your regular days and hours of employment and your days and hours for practicum.)

Supervision: (Please note details of your present supervision and the specifics of how you will be supervised during your practicum. Your practicum supervisor must have an MSW plus two years post MSW experience and meet with you in person a minimum of one hour weekly.)

Student Signature: ______________________________________ Date: ________________

Agency Approval: ______________________________________ Date: ________________

(Executive Director/Supervisor)

Title: __________________________________________________________________________

Field Supervisor/Instructor: __________________________________ Date: ________________

Final Approval:

Seminar instructor: __________________________________ Date: ________________

Director of Practica: __________________________________ Date: ________________
Agency/Field Learning Center Placement Agreement  
SOUTHERN ILLINOIS UNIVERSITY EWARTSVILLE- DEPARTMENT OF SOCIAL WORK

It is mutually agreed that the following named student will be placed at the following agency/field learning center for field instruction in satisfaction of the field practicum requirements as indicated below:

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>Agency</th>
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<tbody>
<tr>
<td>Student Banner ID</td>
<td>Agency Address</td>
</tr>
<tr>
<td>Semester/Year</td>
<td>Agency Telephone</td>
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</tbody>
</table>

Specific Program Unit (If applicable)

Field Practicum Requirements

- _SOCW_482 and 483 (200+ hour placement per semester)
- _SOCW_526 and 527 Foundation (225+ hours per semester)
- _SOCW_ 528 and 529 Concentration (250+-hour placement per semester)

- _SOCW_531 (450+ hour placement)
- _SOCW_532 (500+ hour placement)

Students agree to be in the field in accordance with the School’s policy on required field practicum hours. The Agency MSW Field Instructor agrees to outline field instruction goals, evaluate student performance and complete other related tasks as outlined in the Department of Social Work Field Instruction Manual. The Field Learning Center agrees to provide at least one hour per week of regular and ongoing MSW supervision for Students during work time.

While in the Agency/Field Learning Center, Students agrees to abide by the personal and professional rules of conduct in accordance with the regulations of the agency and the NASW Code of Ethics.

As deemed appropriate by the agency, students may take agency holidays, but these hours may not be subtracted from the total practicum hours required by the School. Students may not use their personal cars to transport clients.

Signatures

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<th>Student</th>
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<tr>
<td>Agency Field Instructor (Name Printed Legibly)</td>
<td>Title</td>
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<tr>
<td>Agency Field Instructor (Signature)</td>
<td>Date</td>
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<tr>
<td>Agency Administrator and/or Program Administrator</td>
<td>Title</td>
</tr>
<tr>
<td>Dept. of Social Work Director of Practica</td>
<td>Date</td>
</tr>
<tr>
<td>Chair, Dept. of Social Work</td>
<td>Date</td>
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</tbody>
</table>
MSW Practicum Confirmation
Southern Illinois University Edwardsville- Department of Social Work

Student Name ___________________________ Phone _______________________
Address ____________________________________________

Foundation ( ) Specialized/Advanced Generalist ( )

Practicum (circle appropriate course number)
SOCW 526 and 527
SOCW 528 and SOCW 529
SOCW 531
SOCW 532

Year _____________________________

Agency Name ___________________________ Agency Phone _______________________
Address ____________________________________________

MSW Field Instructor ___________________________ Job Title _______________________
Date of MSW Degree ___________________________

Task Instructor ___________________________ Job Title _______________________
(If appropriate)
Professional Degree ___________________________

Signatures:

________________________________________  Date
Student

________________________________________  Date
MSW Field Instructor

________________________________________  Date
Task Instructor (if applicable)

________________________________________  Date
Director of Practica
Learning Agreement- Field I: SOCW 526
Southern Illinois University Edwardsville- Department of Social Work

Oct. 18, 2019

Student___________________________________ Banner ID_________________
Student Email Address_______________________ Semester/Year___________________
Agency/Program______________________________
Address_____________________________________
____________________________________________
MSW Supervisor__________________________ Agency/MSW Supervisor Phone #________
MSW Supervisor Email Address___________________________

SOCW 526 is the first of two semesters (a minimum of 225 hours each) of professionally supervised experience in social work. The tasks and/or activities assigned to these students in this first semester of practica should be comparable to that of new beginning-level social workers who have little or no professional experience. This learning agreement specifies competencies and corresponding practice behaviors defined by our accrediting body, the Council on Social Work Education (CSWE). The student should identify the tasks and/or activities to be engaged in during the semester, the method(s) by which the student will be evaluated for each task and activities.

**Competency #1: The student demonstrates ethical and professional behavior**

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

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<th>Task(s)/Activities to Meet Objective</th>
<th>Evaluation Method</th>
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1.2 Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

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

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1.4 Uses technology ethically and appropriately to facilitate practice outcomes.

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1.5 Uses supervision and consultation to guide professional judgment and behavior.

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**Competency #2: The student engages diversity and difference in practice**

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

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### Competency #2: Student presents themselves as learners and engages clients and constituencies as experts of their own experiences

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### Competency #3: Student applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

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### Competency #3: Student advances human rights and social, economic, and environmental justice

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

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#### 3.2 Engages in practices that advance social, economic, and environmental justice

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**Competency #4:  Student engages in practice-informed research and research-informed practice**

### 4.1 Uses practice experience and theory to inform scientific inquiry and research.

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

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### 4.3 Uses and translates research evidence to inform and improve practice, policy, and service delivery.

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**Competency #5:  Student engages in policy practice**

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

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

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

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**Competency #6: Student engages with individuals, families, groups, organizations, and communities**

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

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

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**Competency #7: The student assesses individuals, families, groups, organizations, and communities**

7.1 Collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.

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

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

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

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**Competency #8: Student intervenes with individuals, families, groups, organization, and communities**

8.1 Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.

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8.2 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

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8.3 Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

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8.4 Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.

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

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Competency #9: Student evaluates practice with individuals, families, groups, organizations, and communities

9.1 Selects and uses appropriate methods for evaluation of outcomes.

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

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9.3 Critically analyzes, monitors, and evaluates intervention and program processes and outcomes.

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

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Signatures

_____________________________________________________________________________________
Signature of MSW Field Instructor ___________________________ Date __________
_____________________________________________________________________________________
Signature of Task Supervisor (as applicable) ___________________________ Date __________
_____________________________________________________________________________________
Signature of Student ___________________________ Date __________

Please retain a copy of this form for your records!
Final Evaluation- Field I: SOCW 526
Southern Illinois University Edwardsville
Department of Social Work
Oct. 16, 2019

Name of Student___________________________________ ID_________________
Semester/Year ___________________         Practicum Site: ____________________

Instructions for Rating Students on the Nine Competencies:

SOCW 526 is the first of two semesters (a minimum of 225 hours each) of professionally supervised experience in social work. Students should be evaluated by the knowledge, skill and professionalism they have demonstrated during their practica. This evaluation tool specifies competencies and corresponding practice behaviors defined by our accrediting body, the Council on Social Work Education (CSWE) and is based on the student’s learning agreement. Please evaluate your student’s practice behavior using the following criteria by circling the number that best corresponds with the student’s progress. (Please circle the number. Please do NOT bold, highlight or X the number.) All competencies and practice behaviors must be addressed; please do not use N/A.)

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<tr>
<td>5</td>
<td>The student has excelled in this area.</td>
</tr>
<tr>
<td>4</td>
<td>The student is functioning above expectations for students in this area.</td>
</tr>
<tr>
<td>3</td>
<td>The student has met the expectations for students in this area.</td>
</tr>
<tr>
<td>2</td>
<td>The student has not as yet met the expectations in this area, but the student gives indications s/he will do so in the near future.</td>
</tr>
<tr>
<td>1</td>
<td>The student has not met the expectations in this area, and does not give indications they will do so in the near future.</td>
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</table>

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the student is particularly strong and those areas in which the student needs improvement.

This evaluation is intended to give the student feedback about her or his performance. Please rate the student on any given item as it is appropriate to your field setting. The field instructor’s rating of these items will not directly be used to calculate the grade given to the student. The faculty liaison has responsibility of assigning the grade for field instruction. The grade that is assigned will be based on: the faculty liaison’s overall evaluation of the student’s performance in field placement in conjunction with the field instructor’s evaluation and other submitted materials such as: student logs; seminar participation; papers that integrate field with classroom instruction.
Competency #1:  The student demonstrates ethical and professional behavior

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

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

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

1.4  Uses technology ethically and appropriately to facilitate practice outcomes.

1.5  Uses supervision and consultation to guide professional judgment and behavior.

Competency #2: The student engages diversity and difference in practice

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

2.2  Presents themselves as learners and engages clients and constituencies as experts of their own experiences.

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

Competency #3:  Student advances human rights and social, economic, and environmental justice

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

3.2  Engages in practices that advance social, economic, and environmental justice.
Competency #4:  Student engages in practice-informed research and research-informed practice

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

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

4.3 Uses and translates research evidence to inform and improve practice, policy, and service delivery.

Competency #5:  Student engages in policy practice

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

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

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

Competency #6:  Student engages with individuals, families, groups, organizations, and communities

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

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

Competency #7:  The student assesses individuals, families, groups, organizations, and communities

7.1 Collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.

7.2 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
7.3 Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

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

Competency #8: Student intervenes with individuals, families, groups, organization, and communities

8.1 Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.

8.2 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

8.3 Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

8.4 Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.

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

Competency #9: Student evaluates practice with individuals, families, groups, organizations, and communities

9.1 Selects and uses appropriate methods for evaluation of outcomes.

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

9.3 Critically analyzes, monitors, and evaluates intervention and program processes and outcomes.

9.4 Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
FINAL OVERALL EVALUATION:

Please check one of the following at the final evaluation.

___ This student has excelled in field placement by performing above expectations for students

___ This student has met the expectations of the field placement.

___ The student has not as yet met the expectations for this practicum, but the student gives indication s/he will do so in the near future.

___ The student has not met the expectations for this practicum, and does not give indications s/he will do so in the near future.

Comments - Please comment on the student’s strengths and areas needing growth.

Signature of Agency Field Instructor _________________________________________________

Agency ____________________________________________ Date _______________________

The following section should be completed by the student:

My agency supervisor and/or faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

___ I agree with the evaluation

___ I do not agree with evaluation

Student’s Signature ______________________________________ Date _______________________

If the student disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty liaison. A meeting between the student, agency supervisor, and faculty liaison should then be held to discuss the disagreement.
Learning Agreement - Field II and Block: SOCW 527 and 531
Southern Illinois University Edwardsville - Department of Social Work

Oct. 18, 2019

Student_____________________________ Banner ID_________________
Student Email Address________________ Semester/Year ___________________

Agency/Program_____________________
Address_________________________________

MSW Supervisor_____________________ Agency/MSW Supervisor Phone # _________
MSW Supervisor Email Address______________________________

SOCW 527 is the second of two semesters (a minimum of 225 hours each) of professionally supervised experience in social work. SOCW 531 is a summer block practicum requiring the minimum of 450 professionally supervised experience in social work.

The tasks and/or activities assigned to these students in these practica should build on the experiences of SOCW 526. This learning agreement specifies competencies and corresponding practice behaviors defined by our accrediting body, the Council on Social Work Education (CSWE). The student should identify the tasks and/or activities to be engaged in during the semester, the method(s) by which the student will be evaluated for each task and activities.

Please note that all nine competencies and practice behaviors must be included between the SOCW 526 (Spring) and SOCW 527 (Summer) practica. All competencies and practice behaviors must be included in SOCW 531. Final evaluations may not have N/A responses.

Competency #1:  The student demonstrates ethical and professional behavior

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

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</table>
1.2 Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

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

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1.4 Uses technology ethically and appropriately to facilitate practice outcomes.

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1.5 Uses supervision and consultation to guide professional judgment and behavior.

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**Competency #2: The student engages diversity and difference in practice**

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

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2.2 Presents themselves as learners and engages clients and constituencies as experts of their own experiences.

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

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**Competency #3: Student advances human rights and social, economic, and environmental justice**

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

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

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**Competency #4:** Student engages in practice-informed research and research-informed practice

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

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

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4.3 Uses and translates research evidence to inform and improve practice, policy, and service delivery.

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Competency #5: Student engages in policy practice

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

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

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

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Competency #6: Student engages with individuals, families, groups, organizations, and communities

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

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

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**Competency #7: The student assesses individuals, families, groups, organizations, and communities**

7.1 Collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.

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

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

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

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Competency #8: Student intervenes with individuals, families, groups, organization, and communities

8.1 Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.

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8.2 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

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8.3 Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

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8.4 Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.

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

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**Competency #9: Student evaluates practice with individuals, families, groups, organizations, and communities**

9.1 Selects and uses appropriate methods for evaluation of outcomes.

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

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9.3 Critically analyzes, monitors, and evaluates intervention and program processes and outcomes.

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

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Signatures

__________________________________________________________
Signature of MSW Field Instructor Date

__________________________________________________________
Signature of Task Supervisor (as applicable) Date

__________________________________________________________
Signature of Student Date

Please retain a copy of this form for your records!
Final Evaluation Field II: SOCW 527 and 531 (Block)
Southern Illinois University Edwardsville
Department of Social Work
October 17, 2019

Student___________________________________ Banner ID_________________
Semester/Year ___________________Agency/Program_______________________________

Instructions for Rating Students on the 9 Competencies:

SOCW 527 is the second of two semesters (a minimum of 225 hours each) of professionally supervised experience in social work. Students should be evaluated by the knowledge, skill and professionalism they have demonstrated this semester. SOCW 531 is a summer block practicum combining both SOCW 526 and 527. The nine competencies specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria:

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<tr>
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<th>The student is functioning above expectations for students in this area.</th>
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<td>2</td>
<td>The student has met the expectations for students in this area.</td>
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<td>1</td>
<td>The student has not met the expectations in this area.</td>
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Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the student is particularly strong and those areas in which the student needs improvement.

This evaluation is intended to give the student feedback about her or his performance. Please rate the student on any given item as it is appropriate to your field setting. The field instructor’s rating of these items will not directly be used to calculate the grade given to the student. The faculty liaison has responsibility of assigning the grade for field instruction. The grade that is assigned will be based on: the faculty liaison’s overall evaluation of the student’s performance in field placement in conjunction with the field instructor’s evaluation and other submitted materials such as: student logs; seminar participation; papers that integrate field with classroom instruction.
Competency #1: The student demonstrates ethical and professional behavior

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

1  2  3

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

1  2  3

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

1  2  3

1.4 Uses technology ethically and appropriately to facilitate practice outcomes.

1  2  3

1.5 Uses supervision and consultation to guide professional judgment and behavior.

1  2  3

Competency #2: The student engages diversity and difference in practice

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

1  2  3

2.2 Presents themselves as learners and engages clients and constituencies as experts of their own experiences.

1  2  3

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

1  2  3

Competency #3: Student advances human rights and social, economic, and environmental justice

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

1  2  3

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

1  2  3
Competency #4: Student engages in practice-informed research and research-informed practice

4.1 Uses practice experience and theory to inform scientific inquiry and research.
   1 2 3

4.2 Applies critical thinking to engage in analysis of qualitative and quantitative research methods and findings.
   1 2 3

4.3 Uses and translates research evidence to inform and improve practice, policy, and service delivery.
   1 2 3

Competency #5: Student engages in policy practice

5.1 Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
   1 2 3

5.2 Assesses how social welfare and economic policies impact the delivery of and access to social services.
   1 2 3

5.3 Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
   1 2 3

Competency #6: Student engages with individuals, families, groups, organizations, and communities

6.1 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
   1 2 3

6.2 Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
   1 2 3

Competency #7: The student assesses individuals, families, groups, organizations, and communities

7.1 Collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.
   1 2 3
7.2 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

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

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

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8.2 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

8.3 Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

8.4 Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.

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

Competency #9: Student evaluates practice with individuals, families, groups, organizations, and communities

9.1 Selects and uses appropriate methods for evaluation of outcomes.

9.2 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
9.3 Critically analyzes, monitors, and evaluates intervention and program processes and outcomes.

1 2 3

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

1 2 3

FINAL OVERALL EVALUATION:

Please check one of the following at the final evaluation.

___ This student has performed above expectations for students and is ready for advanced practice/concentration practica.

___ This student has met the expectations of the field placement and is ready for advanced practice/concentration practica.

___ This student has not met the expectations of the field placement and is not ready for advanced practice/concentration practica.

Comments - Please comment on the student’s strengths and areas needing growth:

Signature of Agency Field Instructor________________________________________________

Agency________________________________________ Date________________

The following section should be completed by the student:

My agency supervisor and faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

I agree with the evaluation
I do not agree with evaluation

Student’s Signature________________________________________ Date________________

If the student disagrees with the evaluation they should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty liaison. A meeting between the student, agency supervisor, and faculty liaison should then be held to discuss the disagreement.

PLEASE KEEP A COPY Southern Illinois University Edwardsville
Learning Agreement - Field III: SOCW 528
Department of Social Work Specialized Learning Agreement (Advanced Generalist)

10/22/2019

Student___________________________________ Banner ID_________________
Student Email Address______________________ Semester/Year ___________________
Agency/Program_____________________________
Address_____________________________________

MSW Supervisor__________________ Agency/MSW Supervisor Phone # __________
MSW Supervisor Email Address __________________________________

SOCW 528 is the first of two semesters (a minimum of 250 hours each) of professionally supervised experience in social work. The tasks and/or activities assigned to these students in this specialized practicum should be developmental and thus build on the learning activities of the foundation practica. The student should identify the tasks and/or activities to be engaged in during the semester, and the method(s) by which the student will be evaluated for each task and activity.

All competencies and learning behaviors must be addressed either during the semester. Please do not use N/As.

Competency #1:  The student demonstrates ethical and professional behavior

1.1 Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulation, models of ethical decision-making to practice in specialized practice settings.

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1.2 Model professional demeanor in behavior and communication, maintaining an awareness of self in context, and maintain professional roles and boundaries.

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1. 3 Resolves ethical dilemmas encountered in practice situations by applying a multi-systemic understanding of social work values

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1.4 Critically evaluates the use of technology to engage with others and make their practice more efficient and effective.

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1.5 Seeks professional feedback and learning opportunities.

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**Competency #2: The student engages diversity and difference in practice**

2.1 Demonstrates capacity to conceptualize and communicate how various mechanisms of oppression and privilege shape life experiences and practice at the micro, mezzo, and macro levels.

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2.2 Demonstrates a greater capacity to engage clients as experts of their own experience and embrace different perceptions of social problems and issues across diverse cultures.

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2.3 Continually evaluates personal biases and uses non-oppressive, empowering language.

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2.4 Works to manage biases and oppressive behavior in personal practices and spheres of influence.

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**Competency #3:  Student advances human rights and social, economic, and environmental justice**

3.1 Critically evaluates historical contexts and the social construction of systems that impact the human rights of all.

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3.2 Engages with constituents to jointly analyze, create and advocate for practices that advance social, economic, and environmental justice.

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3.3 Provides leadership in advocating for human rights and social, economic and environmental justice.

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**Competency #4:  Student engages in practice-informed research and research-informed practice.**

4.1 Uses practice experience and theoretical underpinning of evidence-based practice models to inform scientific inquiry, quantitative and qualitative research in relation to program evaluation.

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4.2 Applies advanced level critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

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4.3 Demonstrates intellect, integrity, and honesty in applying research evidence to improve practice, policy, and service delivery.

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**Competency #5: Student engages in policy practice**

5.1 Identifies and investigates a specific social problem and the corresponding social policies at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

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5.2 Critically assesses particular social problems and policy responses at multiple levels (agency, local, state and/or federal, international)

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5.3 Develops and advocates for changes to existing social policies that will advance human rights and social, economic, and environmental justice

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### Competency #6: Student engages with individuals, families, groups, organizations, and communities

6.1 Demonstrate the ability to reflect on how their identity shapes engagement.

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6.3 Purposefully uses culturally appropriate engagement skills and strategies with multiple client systems.

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### Competency #7: The student assesses individuals, families, groups, organizations, and communities.

7.1 Analyzes client and constituent issues from a multi-systemic framework and develops mutually identified goal areas

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Competency #8: Student intervenes with individuals, families, groups, organization, and communities.

8.1 Autonomously develops and/or implements theoretically-based interventions.

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8.2 Utilizes inter-and/or intra-professional approaches and best practice interventions to achieve the goals of clients and constituents.

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8.3 Demonstrates the ability to move a client through the steps of the generalist intervention model.

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**Competency #9:**  Student evaluates practice with individuals, families, groups, organizations, and communities.

9.1 Demonstrates practice autonomy in collecting, organizing and interpreting evaluation data

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9.2 Integrates evaluation outcomes to improve practice effectiveness at all system levels.

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9.3 Demonstrates awareness of how personal bias shapes the evaluation process, outcomes, and reporting.

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9.4 Applies evaluation findings to improve practice effectiveness at the micro, mezzo, or macro levels.

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_________________________________________
Signature of MSW Field Instructor            Date

_________________________________________
Signature of Task Supervisor (as applicable) Date

_________________________________________
Signature of Student                        Date
Final Evaluation Field III: SOCW 528  
Southern Illinois University Edwardsville- Department of Social Work  
Specialized year- Advanced Generalist  
10/22/2019  
Student___________________________________ Banner ID_________________  
Semester/Year ___________________Agency/Program_______________________________

Instructions for Rating Students on the 9 Competencies:

SOCW 528 is the first of two semesters (a minimum of 250 hours each) of professionally supervised experience specialization/advanced generalist social work. Students should be evaluated by the knowledge, skill and professionalism they have demonstrated this semester in light of the student’s advanced standing, specialization status. The 9 competencies and practice behaviors specified in this evaluation form correspond to the students’ learning agreements. We ask that you rate according to the following criteria:

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<tr>
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<tr>
<td>5</td>
<td>The student has excelled in this area.</td>
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<tr>
<td>4</td>
<td>The student is functioning above expectations for students in this area.</td>
</tr>
<tr>
<td>3</td>
<td>The student has met the expectations for students in this area.</td>
</tr>
<tr>
<td>2</td>
<td>The student has not as yet met the expectations in this area, but the student gives indications s/he will do so in the near future.</td>
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<tr>
<td>1</td>
<td>The student has not met the expectations in this area, and does not give indications they will do so in the near future.</td>
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Please circle your response. Please do not bold, highlight or “X” your answers.

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the student is particularly strong and those areas in which the student needs improvement.

This evaluation is intended to give the student feedback about her or his performance. Please rate the student on any given item as it is appropriate to your field setting. The field instructor’s rating of these
items will not directly be used to calculate the grade given to the student. The faculty liaison has responsibility of assigning the grade for field instruction. The grade that is assigned will be based on: the faculty liaison’s overall evaluation of the student’s performance in field placement in conjunction with the field instructor’s evaluation and other submitted materials such as: student logs; seminar participation; and papers that integrate field with classroom instruction.

**Competency #1: The student demonstrates ethical and professional behavior**

1.1 Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulation, models of ethical decision-making to practice in specialized practice settings.

| 5 | 4 | 3 | 2 | 1 |

1.2 Model professional demeanor in behavior and communication, maintaining an awareness of self in context, and maintain professional roles and boundaries.

| 5 | 4 | 3 | 2 | 1 |

1.3 Resolves ethical dilemmas encountered in practice situations by applying a multi-systemic understanding of social work values

| 5 | 4 | 3 | 2 | 1 |

1.4 Critically evaluates the use of technology to engage with others and make their practice more efficient and effective.

| 5 | 4 | 3 | 2 | 1 |

1.5 Seeks professional feedback and learning opportunities.

| 5 | 4 | 3 | 2 | 1 |

**Competency #2: The student engages diversity and difference in practice**

2.1 Demonstrates capacity to conceptualize and communicate how various mechanisms of oppression and privilege shape life experiences and practice at the micro, mezzo, and macro levels.

| 5 | 4 | 3 | 2 | 1 |

2.2 Demonstrates a greater capacity to engage clients as experts of their own experience and embrace different perceptions of social problems and issues across diverse cultures.
2.3 Continually evaluates personal biases and uses non-oppressive, empowering language.

2.4 Works to manage biases and oppressive behavior in personal practices and spheres of influence.

Competency #3:  Student advances human rights and social, economic, and environmental justice

3.1 Critically evaluates historical contexts and the social construction of systems that impact the human rights of all.

3.2 Engages with constituents to jointly analyze, create and advocate for practices that advance social, economic, and environmental justice.

3.3 Provides leadership in advocating for human rights and social, economic and environmental justice.

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4.1 Uses practice experience and theoretical underpinnings, including evidence-based practice models to inform scientific inquiry, quantitative and qualitative research in relation to program evaluation.

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5.1 Identifies and investigates a specific social problem and the corresponding social policies at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

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9.1 Demonstrate practice autonomy in collecting, organizing and interpreting evaluation data

9.2 Integrates evaluation outcomes to improve practice effectiveness at all system levels.

9.3 Demonstrates awareness of how personal bias shapes evaluation process, outcomes, and reporting.

FINAL OVERALL EVALUATION:
Please check one of the following at the final evaluation.

___ This student has excelled in field placement by performing above expectations for students

___ This student has met the expectations of the field placement.

___ This student has generally not met the expectations of the field placement but their progress suggests that their will do so in the following semester of practicum.
This student has demonstrated serious problems in performance, and perhaps should be encouraged to pursue another major.

Comments - Please comment on the student’s strengths and areas needing growth:

Signature of Agency Field Instructor________________________________________________________

Agency___________________________________________________Date________________

The following section should be completed by the student:

My agency supervisor and faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

(  ) I agree with the evaluation
(  ) I do not agree with evaluation

Student’s Signature___________________________________________Date________________

If the student disagrees with the evaluation, the student should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty liaison. A meeting between the student, agency supervisor, and faculty liaison should then be held to discuss the disagreement.

Please keep a copy of this for your records!!!!!!!
Learning Agreement - Field IV and Block: SOCW 529 and 532
Department of Social Work Specialized Learning Agreement (Advanced Generalist)

10/22/2019

Student_____________________________ Banner ID_________________

Student Email Address____________________ Semester/Year ___________________

Agency/Program_____________________________

Address_____________________________________

_________________________________

MSW Supervisor____________________ Agency/MSW Supervisor Phone # __________

MSW Supervisor Email Address ________________________________

SOCW 529 is the second of two semesters (a minimum of 250 hours each) of professionally supervised experience in social work. SOCW 532 is a block practicum (a minimum of 500 hours). The tasks and/or activities assigned to these students in this concentration should be developmental and thus build on the learning activities of the SOCW 528 and foundation practica. This learning agreement lists the competencies and practice behaviors of the specialization/advanced generalist practice curriculum. The student should identify the tasks and/or activities to be engaged in during the semester, and the method(s) by which the student will be evaluated for each task and activity.

All competencies and learning behaviors must be addressed. Please do not use N/As.

**Competency #1: The student demonstrates ethical and professional behavior**

1.1 Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulation, models of ethical decision-making to practice in specialized practice settings.

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1.5 Seeks professional feedback and learning opportunities.

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8.3 Demonstrates the ability to move a client through the steps of the generalist intervention model

<table>
<thead>
<tr>
<th>Task(s)/Activities to Meet Objective</th>
<th>Evaluation Method</th>
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**Competency #9:**  
Student evaluates practice with individuals, families, groups, organizations, and communities.

9.1 Demonstrates practice autonomy in collecting, organizing and interpreting evaluation data

<table>
<thead>
<tr>
<th>Task(s)/Activities to Meet Objective</th>
<th>Evaluation Method</th>
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9.2 Integrates evaluation outcomes to improve practice effectiveness at all system levels.

<table>
<thead>
<tr>
<th>Task(s)/Activities to Meet Objective</th>
<th>Evaluation Method</th>
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9.3 Demonstrates awareness of how personal bias shapes the evaluation process, outcomes, and reporting.

<table>
<thead>
<tr>
<th>Task(s)/Activities to Meet Objective</th>
<th>Evaluation Method</th>
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9.4 Applies evaluation findings to improve practice effectiveness at the micro, mezzo, or macro levels.

<table>
<thead>
<tr>
<th>Task(s)/Activities to Meet Objective</th>
<th>Evaluation Method</th>
</tr>
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<tbody>
<tr>
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</tbody>
</table>
Signature of MSW Field Instructor

Signature of Task Supervisor (as applicable)

Signature of Student

Please retain a copy of this form for your records!
Final Evaluation – Field IV and Block: SOCW 529/532
Southern Illinois University Edwardsville
Department of Social Work
10/22/2019

Student___________________________________ Banner ID_________________
Student Email Address ______________________ Semester/Year ________________
Agency/Program______________________________
Address_______________________________________
______________________________________________
MSW Supervisor_________________ Agency/MSW Supervisor Phone # _________
MSW Supervisor Email Address _________________________________

Instructions for Rating Students on the Nine Competencies:
You should evaluate students by the knowledge, skill and professionalism they have demonstrated this semester in light of the student’s advanced standing/concentration status. This evaluation is based on nine competencies and their corresponding practice behaviors. Please rate each practice behavior using the following criteria:

3  The student is functioning above expectations for students in this area.
2  The student has met the expectations for students in this area.
1  The student has not met the expectations in this area.

You may comment under each set of competencies and practice behaviors, if you desire. Please be sure to indicate those areas in which you think the student is particularly strong and those areas in which the student needs improvement. (Please circle the number; please so not highlight. All competencies and practice behaviors must be addressed; please do not use N/A.)

The primary purpose of the evaluation is to give the student feedback about her or his performance. Please rate the student on any given item as it is appropriate to your field setting. The field instructor’s rating of these items will not directly be used to calculate the grade given to the student. The faculty liaison has responsibility of assigning the grade for field instruction. The grade that is assigned will be based on: the faculty liaison’s overall evaluation of the student’s performance in field placement in conjunction with the field instructor’s evaluation and other submitted materials such as: student logs; seminar participation; papers that integrate field with classroom instruction.
**Competency #1: The student demonstrates ethical and professional behavior**

1.1 Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulation, models of ethical decision-making to practice in specialized practice settings.

1.2 Model professional demeanor in behavior and communication, maintaining an awareness of self in context, and maintain professional roles and boundaries.

1.3 Resolves ethical dilemmas encountered in practice situations by applying a multi-systemic understanding of social work values

1.4 Critically evaluates the use of technology to engage with others and make their practice more efficient and effective.

1.5 Seeks professional feedback and learning opportunities.

**Competency #2: The student engages diversity and difference in practice**

2.1 Demonstrates capacity to conceptualize and communicate how various mechanisms of oppression and privilege shape life experiences and practice at the micro, mezzo, and macro levels.

2.2 Demonstrates a greater capacity to engage clients as experts of their own experience and embrace different perceptions of social problems and issues across diverse cultures.

2.3 Continually evaluates personal biases and uses non-oppressive, empowering language.
2.4 Works to manage biases and oppressive behavior in personal practices and spheres of influence.

3                  2                 1

Competency #3:  Student advances human rights and social, economic, and environmental justice

3.1 Critically evaluates historical contexts and the social construction of systems that impact the human rights of all.

3                  2                 1

3.2 Engages with constituents to jointly analyze, create and advocate for practices that advance social, economic, and environmental justice.

3                  2                 1

3.3 Provides leadership in advocating for human rights and social, economic and environmental justice.

3                  2                 1

Competency #4:  Student engages in practice-informed research and research-informed practice.

4.1 Uses practice experience and theoretical underpinnings, including evidence-based practice models to inform scientific inquiry, quantitative and qualitative research in relation to program evaluation

3                  2                 1

4.2 Applies advanced level critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

3                  2                 1

4.3 Demonstrates intellect, integrity, and honesty in applying research evidence to improve practice, policy, and service delivery.

3                  2                 1
Competency #5:  Student engages in policy practice
5.1 Identifies and investigates a specific social problem and the corresponding social policies at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

  3  2  1

5.2 Critically assesses particular social problems and policy responses at multiple levels (agency, local, state and/or federal, international).

  3  2  1

5.3 Develops and advocates for changes to existing social policies that will advance human rights and social, economic, and environmental justice

  3  2  1

Competency #6:  Student engages with individuals, families, groups, organizations, and communities
6.1 Demonstrate the ability to reflect on how their identity shapes engagement.

  3  2  1

6.2 Identifies how theories and principles of relationship building inform engagement in challenging situations

  3  2  1

6.3 Purposefully uses culturally appropriate engagement skills and strategies with multiple client systems.

  3  2  1

Competency #7:  The student assesses individuals, families, groups, organizations, and communities.
7.1 Analyzes client and constituent issues from a multi-systemic framework and develops mutually identified goal areas

  3  2  1
7.2 Designs and implements evidence-based assessments that embody holistic and culturally-grounded approaches.

3 2 1

**Competency #8: Student intervenes with individuals, families, groups, organization, and communities.**

8.1 Autonomously develops and/or implements theoretically-based interventions.

3 2 1

8.2 Utilizes inter-and/or intra-professional approaches and best practice interventions to achieve the goals of clients and constituents.

3 2 1

8.3 Demonstrates the ability to move a client through the steps of the generalist intervention model

3 2 1

**Competency #9: Student evaluates practice with individuals, families, groups, organizations, and communities.**

9.1 Demonstrate practice autonomy in collecting, organizing and interpreting evaluation data

3 2 1

9.2 Integrates evaluation outcomes to improve practice effectiveness at all system levels.

3 2 1

9.3 Demonstrates awareness of how personal bias shapes the evaluation process, outcomes, and reporting.

3 2 1

9.4 Applies evaluation findings to improve practice effectiveness at the micro, mezzo, or macro levels.

3 2 1
FINAL OVERALL EVALUATION:

I. Please check one of the following for the final evaluation.

( ) This student has excelled in field placement by performing above expectations for students

( ) This student has met the expectations of the field placement.

( ) This student has not met the expectations of the field placement.

2. Comments - Please comment on the student’s strengths and areas needing growth.

3. The following section should be completed by the student:

My agency supervisor and/or faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

☐ I agree with the evaluation

☐ I do not agree with evaluation

Student’s Signature___________________________________________Date________________

If the student disagrees with the evaluation they should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty liaison. A meeting between the student, agency supervisor, and faculty liaison should then be held to discuss the disagreement.

_____________________________________________________________________________________
Signature of MSW Field Instructor Date

_____________________________________________________________________________________
Signature of Task Supervisor (as applicable) Date

_____________________________________________________________________________________
Signature of Student Date

Please retain a copy of this form for your records!
Please list some of the activities you are doing to meet these competencies – describe what you have learned. Be brief! Remember that you have two semesters to address all nine competencies. So, you should note your plans to address competencies that have not been yet addressed.

**Competency #1: The student demonstrates ethical and professional behavior**

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

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

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

1.4 Uses technology ethically and appropriately to facilitate practice outcomes.

1.5 Uses supervision and consultation to guide professional judgment and behavior.
**Competency #2: The student engages diversity and difference in practice**

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

2.2 Presents themselves as learners and engages clients and constituencies as experts of their own experiences.

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

**Competency #3: Student advances human rights and social, economic, and environmental justice**

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

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

**Competency #4: Student engages in practice-informed research and research-informed practice**

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

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

4.3 Uses and translates research evidence to inform and improve practice, policy, and service delivery.
**Competency #5: Student engages in policy practice**

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

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

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

**Competency #6: Student engages with individuals, families, groups, organizations, and communities**

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

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

**Competency #7: The student assesses individuals, families, groups, organizations, and communities**

7.1 Collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.

7.2 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
7.3 Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

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

Competency #8: Student intervenes with individuals, families, groups, organization, and communities

8.1 Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.

8.2 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

8.3 Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

8.4 Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.

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

Competency #9: Student evaluates practice with individuals, families, groups, organizations, and communities

9.1 Selects and uses appropriate methods for evaluation of outcomes.
9.2 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

9.3 Critically analyzes, monitors, and evaluates intervention and program processes and outcomes.

9.4 Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
The list of the advanced generalist/specialist standards and behaviors are listed below. Please list some of the activities you are doing to meet these competencies – describe what you have learned. Be brief, but respond to every standard. Remember that you have two semesters to address all nine competencies (except for block students!). So, you should note your plans to address competencies that have not been yet addressed.

Advanced generalist social workers utilize the value base of the profession and its ethical standards, as well as relevant laws and regulations that impact advanced practice at the micro, mezzo, and macro levels. They demonstrate ethical and professional interactions based upon training in multiple evidence-based and best-practice perspectives in practice, research, and policy arenas. Practitioners with advanced generalist training evaluate how their personal experiences and affective reactions influence their professional judgment and behavior. Practitioners in advanced generalist social work recognize their role on inter-professional teams at all levels of practice. Advanced generalist social workers are dedicated to the ethical use of technology tools. Practitioners are also committed to lifelong learning.

**Competency 1: Demonstrate ethical and professional behavior**

1.1 Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulation, models of ethical decision-making to practice in specialized practice settings.

1.2 Model professional demeanor in behavior and communication, maintaining an awareness of self in context, and maintain professional roles and boundaries.

1.3 Resolves ethical dilemmas encountered in practice situations by applying a multi-systemic understanding of social work values

1.4 Critically evaluates the use of technology to engage with others and make their practice more efficient and effective.

1.5 Seeks professional feedback and learning opportunities.
Competency 2: Engage diversity and difference in practice.

Advanced Generalists consistently examine the consequences of systemic oppression and the impact of implicit bias on all populations and their social environments. They assess the strengths of all cultures from an empowerment perspective to advocate effectively with and on behalf of clients. Advanced generalist social workers recognize that systematic oppression and client needs vary based on the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, geographic location, and tribal sovereign status. Advanced Generalist practitioners structure interventions to increase the choices and opportunities of all populations, especially those who are vulnerable, oppressed, or disadvantaged. They translate their knowledge of ecological systems into culturally responsive services and service delivery systems, utilizing well-developed self-awareness to recognize the influences of their own cultural backgrounds and manage the influences of their personal biases and values.

2.1 Demonstrates capacity to conceptualize and communicate how various mechanisms of oppression and privilege shape life experiences and practice at the micro, mezzo, and macro levels.

2.2 Demonstrates a greater capacity to engage clients as experts of their own experience and embrace different perceptions of social problems and issues across diverse cultures.

2.3 Continually evaluates personal biases and uses non-oppressive, empowering language. Works to manage biases and oppressive behavior in personal practices and spheres of influence.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
Competency 3: Advance human rights and social, economic, and environmental justice.

Advanced generalist social workers are knowledgeable about the impact of oppression, historical trauma and human rights violations on the lives of clients at the micro, mezzo and macro levels of practice, particularly as these affect freedom, safety, privacy, income, health care and education. Advanced generalist social workers challenge the structures that perpetuate oppression and initiate community collaborations to advocate for policies to ensure that social goods, rights and responsibilities are distributed equitably to advance social, economic and environmental justice, human rights and social change.

3.1 Critically evaluates historical contexts and the social construction of systems that impact the human rights of all.

3.2 Engages with constituents to jointly analyze, create and advocate for practices that advance social, economic, and environmental justice.

3.3 Provides leadership in advocating for human rights and social, economic and environmental justice.

Competency 4: Engage in practice-informed research and research-informed practice

Advanced Generalist social workers are educated to function as responsible consumers, producers and evaluators of research. They think critically about the protection of vulnerable populations and are culturally sensitive when designing and evaluating research processes. Advanced Generalists critically evaluate published research and outcome studies to identify strong evidence-based practices for use with constituents at all levels of practice (micro, mezzo and macro). In addition, Advanced Generalist students develop practice wisdom leading to interventions through the acquisition of theory in the curriculum, through field experiences, and through supervision. They design systematic, reflexive research consistent with ethical standards informed by multi-disciplinary sources.

4.1 Uses practice experience and theoretical underpinnings, including evidence-based practice models to inform scientific inquiry, quantitative and qualitative research in relation to program evaluation;

4.2 Applies advanced level critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

4.3 Demonstrates intellect, integrity, and honesty in applying research evidence to improve practice, policy, and service delivery.
Competency 5: Engage in policy practice.

Practitioners in advanced generalist social work are cognizant of the historical and structural impact social policy has had on individuals, families, groups, organizations and communities with a particular focus on a specific area of policy. Advanced generalist social workers analyze and evaluate the relationship between social policy at the international, federal, state, and local levels and the impact of these policies on social work services in communities and organizations. Advanced generalist social workers engage collaboratively to improve the effectiveness of social welfare services and advocate for policy initiatives with lawmakers and organizational and community leaders based on practice insights and experience on the micro, mezzo and macro levels of social work intervention.

5.1 Identifies and investigates a specific social problem and the corresponding social policies at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

5.2 Critically assesses particular social problems and policy responses at multiple levels (agency, local, state and/or federal, international)

5.3 Develops and advocates for changes to existing social policies that will advance human rights and social, economic, and environmental justice

Competency 6: Engage with individuals, families, groups, organizations, and communities.

Advanced Generalist social workers anticipate special challenges to engagement with constituencies as a fundamental component of social work practice. Advanced generalist practitioners possess a high level of self-awareness and understand how their personal experiences and reactions may impact their ability to effectively engage with diverse clients and constituencies. Advanced generalist practitioners value principles of relationship-building, empathy, authenticity, the amplification of strengths, and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals. An understanding of systemic barriers, oppression, and often conflicting interactions between multiple systems is critical to the ability of the advanced generalist practitioner to effectively engage with clients.

6.1 Demonstrate the ability to reflect on how their identity shapes engagement.

6.2 Identifies how theories and principles of relationship building inform engagement in challenging situations

6.3 Purposefully uses culturally appropriate engagement skills and strategies with multiple client systems.
Competency 7: Assess individuals, families, groups, organizations, and communities.

Advanced Generalist social workers design and utilize interactive assessment processes grounded in a multisystemic strengths-based framework. They understand that this broad assessment process emanates from a holistic, culturally-grounded, empowerment model perspective. Advanced generalist social workers apply a complex analysis of the person in environment which addresses human development, policy, theory, environment, and social structures.

7.1 Analyzes client and constituent issues from a multi-systemic framework and develops mutually identified goal areas

7.2 Designs and implements evidence-based assessments that embody holistic and culturally-grounded approaches.

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

Advanced Generalist social workers have the capacity to develop interventions both autonomously and in collaboratively, using knowledge of theories and evidence-based practices to advocate for and intervene with various constituencies. Practitioners in advanced generalist social work differentially and apply multiple types of culturally-grounded intervention strategies with individuals, families, groups, organizations, and communities.

8.1 Autonomously develops and/or implements theoretically based interventions

8.2 Utilizes inter-and/or intra-professional approaches and best practice interventions to achieve the goals of clients and constituents.

8.3 Demonstrates the ability to move a client through the steps of the generalist intervention model
Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities.

Advanced Generalist social workers embrace and utilize multilayered evaluation approaches to ensure effective and efficient service delivery. They appropriately design and/or apply models of research to evaluate engagement, assessment and/or interventions. Advanced Generalists demonstrate understanding and self-awareness of their socialization to various beliefs, attitudes, stereotypes, and biases that may affect their professional judgment about research and evaluation.

9.1 Demonstrate practice autonomy in collecting, organizing and interpreting evaluation data

9.2 Integrates evaluation outcomes to improve practice effectiveness at all system levels.

9.3 Demonstrates awareness of how personal bias shapes the evaluation process, outcomes, and reporting
Agency/Program Assessment
SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE - DEPARTMENT OF SOCIAL WORK
(The information in this assessment summary is shared with prospective practicum students.)

Date Completed: ___________________ (Incomplete forms will be returned)

Organization Name: ____________________________________________________________
Address: _____________________________________________________________________
City: _________________________________ State: ________________ Zip: _____________

CONTACT INFORMATION: - Please list the person to be contacted regarding field opportunities.
Name/Title: ___________________________________________________________________
Phone: ____________________ Fax: _________________ E-mail: ______________________

Name of Chief Executive Officer: ________________________________ Degree: _________

Type of Organization:

_____ public
_____ private, for profit
_____ private, not for profit
_____ other (specify) ________________________

Number of MSW’s: _______ How long has your organization been in existence? _______

BRIEF DESCRIPTION OF AGENCY MISSION/SERVICES (Include brochures if available):
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

LEVEL OF SOCIAL WORK STUDENT ELIGIBLE FOR PRACTIUM AT AGENCY:
(Check all that apply)

_____ BSW       _____ MSW Beginning Student       _____ MSW Advanced Student
                (Generalist)                           (Specialist)
FIELDS OF SERVICE (Check all that apply):

___ Adult Day Care    ___ Employment    ___ OPT Mental Health
___ Advocacy    ___ Family Court    ___ Physical Disabilities
___ Ambulatory Care    ___ Family Service    ___ Prevention
___ Case Management    ___ Gerontology    ___ Recreation
___ Child Welfare    ___ Gov’t. Admin/Planning    ___ Rehabilitation:
___ Community Health    ___ Health & Wellness    ___ Acute Physical
___ Community Planning    ___ Homelessness    ___ Sub acute
___ Community Relations    ___ Home Health Agency    ___ Substance Abuse
___ Criminal Justice:    ___ Hospice    ___ Vocational
___ Offender Program    ___ Hospital    ___ Residential Care:
___ Penal System    ___ Acute Medical    ___ Children
___ Victim Services    ___ Psychiatric    ___ Elderly
___ Developmental Disabilities    ___ Housing    ___ School
___ Eating Disorders    ___ Information/Referral    ___ Sk. Nursing Facility
___ Economic Development    ___ International Services    ___ Women’s Services
___ Emergency Assistance    ___ Legal Services Agency    ___ Other:
___ Employee Assistance    ___ Legislation

SERVICES OFFERED/LEARNING OPPORTUNITIES AVAILABLE (Check all that apply):

Clinical:

___ Aftercare    ___ Family Services:    ___ Information/Referral
___ Assessment    ___ Adoption    ___ In-Home Services
___ Child Abuse/Neglect    ___ Divorce/Custody    ___ Mentoring
___ Case Management    ___ Exchange    ___ Multidisciplinary
___ Client Empowerment    ___ Family Preservation    ___ Teamwork
___ Counseling    ___ Foster Care    ___ Pregnancy Counseling
___ Crisis Intervention    ___ Group Work    ___ Rehabilitation
___ Discharge Planning    ___ Educational    ___ Therapy:
___ Domestic Violence    ___ Support    ___ Individuals
___ Elder Abuse/Neglect    ___ Health Education    ___ Families
Management:
___ Administration  ___ Human Resource Dev.  ___ Quality Assurance
___ Budgeting/Fiscal Mgt.  ___ Peer Review  ___ Research
___ Consultation/Collaboration  ___ Personnel Management  ___ Work with Groups
___ Data Collection  ___ Planning  ___ Board
___ Executive Governance  ___ Program Coordination  ___ Committees
___ Fund Raising:  ___ Program Development  ___ Community
___ Grant Writing  ___ Program Evaluation  ___ Other ____________
___ Events  ___ Public Relations

DIVERSITY OF CLIENTS SERVED BY AGENCY (Check all that apply):
Age  Sexual Orientation  Socio-Economic Status
___ Adolescents  ___ Bi-Sexual  ___ Above Average Income
___ Adults  ___ Gay  ___ Average Income
___ Elementary  ___ Heterosexual  ___ Poverty Level or Below
___ Infant/Toddler  ___ Lesbian  ___ Transgendered
___ Older Adults  ___ Transgendered
___ Pre-School
___ Young Adults

Ethnic Groups  Family Status  Gender
___ African American  ___ Single Parent  ___ Female
___ Asian  ___ Stepparent Families  ___ Male
___ Caucasian  ___ Two Parent
___ Hispanic  ___ Other family configurations (foster
___ Native American  grandparent, etc.)  Residence
___ Other ____________
___ Rural
___ Suburban
___ Urban
Describe your procedure for selecting practicum students (resume, interviews, etc.):

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

How much advance notice do you need to consider/accept students? _______________________

Requirements of Students:
What do you require of students in your organization?
One semester _____ Two semesters _____
Distribution of hours/week (specify) ______________________________________________
Specific coursework (specify) _______________________________________________________ 
Specific times for attendance (specify) ____________________________________________ 
Specific training (specify) ______________________________________________________ 
Special expenses (parking, physical exam, etc.) _____________________________________ 
Prior experience (specify) _______________________________________________________ 
Home visits (specify) __________________________________________________________ 
Criminal records background check? ______ Yes ___ No
Abuse/neglect background check? ______ Yes ___ No
Drug screening? ______ Yes ___ No
Is a formal orientation provided? ______ Yes ___ No
Can a student using public transportation meet
requirements for your site? ______ Yes ___ No
Immunizations/health verification? ______ Yes ___ No
Is yes, please specify: ____________________________________________________________

Please list any other conditions of the practicum experience the student may need to be aware of:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Additional Considerations:
Are practicum opportunities available for evening/weekends? ______ Yes ___ No
If yes, is supervision available? ______ Yes ___ No
Can practicum be completed entirely during evening/weekend hours? ___ Yes ___ No

Is financial support available? ___ Yes ___ No

If yes, please check all that apply:

___ Stipend ___ Amount $ ___ Travel ___ Parking ___ Other: _____________________________

Is training provided to students around issues of safety in the agency, with clients and the community served by the agency? ___ Yes ___ No

Is your organization equipped to provide practicum opportunities for:

International students for whom English may be a second language? ___ Yes ___ No

Visually/hearing impaired students? ___ Yes ___ No

Students utilizing adaptive equipment? If yes, please describe: ___________________________________________

_________________________________________________

Date__________________________  Date__________________________

Agency Director Signature

Please return completed form to:

Dr. Carol Wesley, Ph.D., ACSW, LCSW
Director of Practica
SIUE Department of Social Work
Box 1450
Edwardsville, IL 62026-1450

SIUE Department Use Only

______ The agency has been approved as a practicum site. ( ) BSW only ( ) MSW only

( ) MSW and BSW ( ) MSW generalist student ( ) MSW specialist student

______________________________  ______________________________
Director of Practica  Date
Practicum Instructor Profile
SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE - DEPARTMENT OF SOCIAL WORK

(The information in this profile is shared with prospective practicum students.)

Date Completed: __________________  (Incomplete forms will be returned)

Name: ________________________________________   Degree/Year: __________________

Position/Title: _________________________________________________________________

Organization: __________ __________________________________________________________

Street Address: _________________________________________________________________

City: _______________________________  State: _________________  Zip: _____________

Length of employment at this agency: ____________ Phone: (___)____________________

Fax: (___)________________________ E-Mail address: __________________________________

With which school are you currently affiliated?

____ School of Social Welfare-University of Missouri-St. Louis
____ St. Louis University School of Social Work
____ GWB School of Social Work-Washington University
____ Other
____ None

AREAS OF EXPERTISE (Check all that apply to your current position):

____ Advocacy         ____ Family Therapy         ____ Policy Analysis
____ AID/HIV          ____ Forensic Social Work      ____ Poverty Issues
____ Alcohol/Drug Issues ____ Gerontology          ____ Poverty Issues
____ Child Development ____ Homelessness          ____ Psychiatric Svvs
____ Child Welfare    ____ Hospice/Death/Dying Issues ____ School SW
____ Community Organization ____ Housing           ____ Sexual Abuse
____ Criminal Justice ____ Immigration/Refugee Services ____ Welfare to Work
____ Crisis Intervention ____ Juvenile Justice      ____ Youth Services
____ Developmental Disabilities ____ Legal Services
EDUCATIONAL BACKGROUND:

College/University                        Degree                        Year of Graduation
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

Please indicate your professional credentials or certification and date of acquisition.

( ) LCSW _________ ( ) ACSW _________ ( ) QCSW _________
( ) DCSW _________ ( ) Other ________________
( ) MSW with no additional certification

Please submit verification of your MSW degree:

( ) I have requested that verification of my MSW be mailed to you from the graduating institution.

( ) I am enclosing a copy of my diploma or transcript.

PREVIOUS EMPLOYMENT:

Organization                        Title                        Year(s) of Employment
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

SUPERVISORY STRATEGIES/OPTION (Check all that apply):

_____ Individual conferences (duration/frequency-one hour/week is minimum) ______________

_____ Group conferences (duration/frequency) ____________________________________________

_____ Staff meetings (duration/frequency) _______________________________________________

_____ Other ____________________________________________________________________
Please describe your style of teaching and supervision:

___ Observation and shadowing
___ Use of task supervisor
___ Involvement in conferences/workshops
___ Review of practice manuals
___ Other ____________________________________________________________

Please describe any special areas of professional interest you would like to share with a student:
______________________________________________________________
________________________________________________________________
________________________________________________________________

Please provide any additional information a student might like to know about you or your professional activities (areas of expertise, special projects, volunteer/community work, etc.):
________________________________________________________________
________________________________________________________________
________________________________________________________________

Thank you for assisting us in facilitating our students’ involvement with your area of social work practice. Please feel free to enclose a current resume if you would like students to better understand your qualifications and professional background.

Please return to:

Dr. Carol Wesley, Ph.D., ACSW, LCSW
Director of Practica
SIUE Department of Social Work
Box 1450
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