MSW FIELD EDUCATION MANUAL

Program: Mary Baldwin University MSW Program

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Table of Contents

Purpose....4
Scope....4
Definitions....5
Field Practicum Experience and Structure Within the MSW Curriculum....6
Identifying, Approving, and Engaging with Field Education Settings....7
Identifying field education settings....7
Approving field education settings....7
Engaging with field education settings....7
Orienting and Engaging with Field Instructors....8
Process for orienting field instructors....8
Process for engaging with field instructors....8
Evaluating Field Instructor and Field Education Setting Effectiveness....8
Process for evaluating field instructor effectiveness....8
Process for evaluating field education setting effectiveness....9
Placing Students: Applications, Interviews and Assignment....9
Employment-Based Placements....10
Orienting Students to the Field Experience....11
Supervising Students in Field....11
Monitoring and Supporting Student Learning....11
Learning Contracts....12
Protecting Student Safety....12
Evaluating Student Learning....12
Roles and Responsibilities....13
MSW program roles and responsibilities....13
Field setting/agency and field instructor roles and responsibilities....13
Task Supervisor roles and responsibilities....14
Student roles and responsibilities....15
Identifying and Responding to Concerns About Student Behavior or Performance in Field....16
MDCHS remediation and sanction procedures....17
General Appeal Policy - Student Rights to Appeal....18
Appendix A: EPAS Core Competencies and Practice Behaviors....23

Generalist Competencies and Practice Behaviors..... 23
Advanced Generalist Competencies and Practice Behaviors..... 28
Appendix B – Learning Contract and Evaluation Forms..... 33
Generalist Field Learning Contract..... 33
Generalist Field Evaluation..... 39
Advanced Generalist Learning Contract..... 45
Advanced Generalist Field Evaluation..... 51
Appendix C – Time Sheet and Field Supervision Note..... 57
Time Sheet..... 57
Field Supervision Note..... 58
Appendix D – Professional Behavior Plan..... 59

MBU MSW Program Field Education Manual

Purpose

Welcome to your MSW field education! This manual is both a practical guide for our program's procedures and a roadmap to inspire connection, curiosity, and courage as you step from the classroom into direct practice. Our mission is to be "all-in" for your success. We provide flexible, supportive, and individualized fieldwork opportunities tailored to your unique career goals. Through ongoing dialogue about your professional aspirations, we work hard to support, encourage, and advocate for you every step of the way.

Field Practicum is the signature pedagogy of social work education; it is the means through which emerging social workers apply what they are learning in the classroom in real-world settings where they will ultimately be practicing professionals. The Field experience provides a supportive and experiential space for student learning and growth, and it plays a key role in professional gate-keeping, ensuring that students demonstrate competency across core professional and ethical practice behaviors before they are credentialed as master's level practitioners.

The Field Practicum experience will provide students with structured opportunities to turn classroom learning into ethical, professional, evidence informed, and social work practice. Additionally, through supervision and direct practice, the student will engage in critical thinking and self-reflection that will further their understanding and efficacy in social work practice.

This manual establishes standardized procedures for identifying and approving field placement settings, for how students apply for their preferred placement options and are ultimately assigned, and for the various components of the field experience itself, including field, orientation, developing learning contracts, requirements for and appropriate use of supervision, evaluation of student learning and competency, and handling of concerns about the field experience and/or student performance and conduct.

Scope

This field manual applies to MSW students, the Field Director and designees, the Program Director and designees, MSW faculty, field instructors and task supervisors, approved field agencies, and other personnel participating in field education.

Definitions

Field Education: In alignment with the Council on Social Work Educations (CSWE), the MBU Field Education Program understands that: "Field education is the signature pedagogy for social work. Signature pedagogies are elements of instruction and socialization that teach future practitioners the fundamental dimensions of professional work in their discipline: to think, to perform, and to act intentionally, ethically, and with integrity."

Field Setting: In alignment with CSWE, the MBU Field Education Program understands: "The field setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. Field education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the field setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria and measures of student acquisition and demonstration of the nine social work competencies. Responding to the changing nature of the practice world and student demographics and characteristics, field education programs articulate how they maintain or enhance students' access to high-quality field practicum experiences. Field education programs develop field models to prepare students for contemporary and interprofessional social work practice, including the use of various forms of technology."

Field Director: In alignment with CSWE, the MBU Field Education Program understands: "The program's field education director serves as an essential contributor to the curricular development, administration, and governance of field education."

Field Instructor: An individual who holds a master's degree in social work from a CSWE-accredited program and who has at least two years of poster-master's social work degree practice experience in social work, and who is approved by the MBU MSW Field Education Program to supervise a master's students field practicum experience.

Task Supervisor: Agency-based individual who may provide day-to-day task supervision, in collaboration with a Field Instructor who is responsible for the overall field practicum experience, student supervision, and evaluation of student performance.

Learning Contract: Written agreement between the student and their field placement by which they identify and evaluate competencies, practice behaviors, learning activities, and experiences through which the student gains social work practice experience and ultimately demonstrates competency.

Employment-based placement MOA: Memorandum of Agreement that clarifies the conditions under which some employment-based activities/assignments, supervision experiences, and hours of work may count toward completion of the required Field Practicum hours and demonstration of EPAS

competencies. The Employment-based placement MOA is separate from and in addition to the Learning Contract.

Field Practicum Experience and Structure Within the MSW Curriculum

The MBU field practicum program is designed to ensure that our students develop and demonstrate competency across 9 CSWE Core Competencies and their related Practice Behaviors (see Appendix A), at both Generalist and Advanced Generalist levels, and spanning individual, family, group, organizational and community levels of practice. These competencies and practice behaviors provide the basis for the Learning Contract that guides the day-to-day activities, practice opportunities, expectations, and assessments that come together to create the full Field Practicum experience.

The MBU MSW curriculum requires two field practicums for Regular Standing students: 300 hours in the Generalist curriculum and 600 hours across two consecutive semesters in the Advanced Generalist curriculum, for a total of 900 field hours. Advanced Standing students complete only the 600-hour, two-semester Advanced Generalist field experience.

Academic credit for life experience or previous employment is not awarded in whole or in part in lieu of required field practicum or required professional foundation coursework.

In the Generalist curriculum the field practicum is completed in SOWK 630, normally during the second full-time semester, over a 15-week semester. Students must have successfully completed SOWK 600, SOWK 612, and SOWK 640 and must have successfully completed or be concurrently enrolled in SOWK 601, SOWK 602, SOWK 610, SOWK 611, and SOWK 620. SOWK 641 is taken concurrently with SOWK 630.

The Advanced Generalist field practicum is completed in SOWK 631 and SOWK 632 in which a student completes 600 fieldwork hours over two consecutive 15-week semesters. The Advanced Generalist placement may not begin until the Generalist curriculum, including the Generalist field practicum, has been successfully completed.

Students must complete at least one of their required “Areas” courses before or concurrent to beginning the Advanced Generalist field practicum experience (SOWK 631), and must complete the remaining two required “Areas” courses before or concurrent to taking the second semester of field (SOWK 632).

The two Advanced Generalist semesters must be back-to-back to promote continuity of learning and client-system experience, and students must take SOWK 642 concurrent with SOWK 631, and SOWK 643 concurrent with SOWK 632 since the Professional Development Seminars (SOWK 642, SOWK 643) provide support for the field practicum experience and involved some integrative assignments.

For the curricular prerequisites described above, successful completion requires a grade of C or better.

Identifying, Approving, and Engaging with Field Education Settings

Identifying field education settings

Potential field education settings may be identified by the field director/MSW program staff, by students, or self-nominated by the setting itself.

Approving field education settings

Upon identifying a new potential field education setting, the Field Director or their designee provides the prospective setting with detailed information regarding field education processes, expectations, responsibilities, and supervision requirements. Next, the Field Director or their designee meets (virtually or in-person) with appropriate agency representative(s)to determine if the setting can provide:

i. opportunities for students to demonstrate all CSWE competencies at the Generalist and/or Advanced Generalist level;
ii. appropriate supervision by a qualified Field Instructor, or through a combination of Task Instructor and Field Instructor; and
iii. a safe, supportive, and effective learning experience.

For potential employment-based field settings, additional determinations are made about:

iv. the setting's ability to provide field supervision that is separate from the student's regular work supervision; and
v. the setting's ability to sustain the field placement experience in the event of a change in the student's employment status, and/or to plan for an educationally sound transition to an alternative field placement opportunity that avoids undue disruption in the student's learning experience.

If a potential field placement is evaluated as appropriate for meeting student learning needs at the Generalist and/or Advanced Generalist level, the Field Director or their designee proceeds to complete legal and administrative tasks to finalize the placement approval, including developing an Memorandum of Agreement (MOA) that clarifies all expectations including those related to liability insurance, background checks and any restrictions on student placement eligibility, and any special requirements (e.g. vaccination, physical ability, driving, citizenship).

Upon successful execution of the MOA, the Field Director formally approves the setting and provides notice to the setting/agency. The field placement is then entered in the MSW Program Directory of Field Placements, and made available for consideration by students.

Engaging with field education settings

The MSW program engages with field settings, field instructors, and task supervisors through:

a. Annual virtual or in-person visits with each setting;

b. Virtual orientation for field instructors and task supervisors held at least annually in the fall of each academic year, with additional scheduling as needed depending on when new field settings are approved;
c. Virtual field visits with each field instructor and task supervisor, twice during each student field placement; and
d. Ongoing email, phone, videoconferencing, and in-person (when and if appropriate and feasible) contacts as needed to support both general field processes and any specific or emerging needs related to a specific student's placement.

Orienting and Engaging with Field Instructors

Process for orienting field instructors

Virtual orientation for field instructors and task supervisors is held at least annually in the fall of each academic year, with additional scheduling as needed depending on when new field settings are approved..

Process for engaging with field instructors

The MSW program engages with field instructors through:

- Virtual orientation for field instructors and task supervisors held at least annually in the fall of each academic year, with additional scheduling as needed depending on when new field settings are approved;
- Virtual field visits with each field instructor and task supervisor, twice during each student field placement; and
- Ongoing email, phone, videoconferencing, and in-person (when and if appropriate and feasible) contacts as needed to support both general field processes and any specific or emerging needs related to a specific student's placement.

Evaluating Field Instructor and Field Education Setting Effectiveness

Process for evaluating field instructor effectiveness

The MSW program evaluates field instructor effectiveness each year by analyzing data from:

a. Student evaluations of their field instructor's effectiveness at the end of each field course;
b. Documentation of MSW staff communication with field instructors and/or students during field placements; and
c. Follow up interviews, as appropriate, to more fully understand any concerns that have emerged during the placement experience, or are identified through analysis of student evaluation and/or field instructor evaluation of student competency data.

Any field instructor or task supervisor who does not demonstrate their ongoing ability to support student learning, wellbeing, safety, and demonstration of all 9 CSWE competencies may lose eligibility to provide student supervision within a field setting. If appropriate and consistent with student wellbeing

and needs, the MSW program may offer remediation, support, and close supervision to help improve the quality and effectiveness of field instructor for up to one placement cycle (1 semester for a Generalist placement; 2 semesters for an Advanced Generalist placement), followed by re-evaluation of instructor effectiveness and a determination of whether to re-approve or discontinue the placement/supervisory arrangement.

Process for evaluating field education setting effectiveness

The MSW program evaluates field setting effectiveness each year by analyzing data from:

a. Student evaluations of their learning opportunities at the end of each field course;
b. Field instructor final evaluations of student competencies;
c. Documentation of MSW staff communication with field instructors and/or students during field placements; and
d. Follow up interviews, as appropriate, to more fully understand any concerns that have emerged during the placement experience, or are identified through analysis of student evaluation and/or evaluation of student competency data.

Any field setting that does not demonstrate its ongoing capacity to support student learning, wellbeing, safety, and demonstration of all 9 CSWE competencies may be discontinued (e.g. lose its approval) as a field education setting. If appropriate and consistent with student wellbeing and needs, the MSW program may offer remediation, support, and close supervision to help improve the quality and effectiveness of a field setting for up to one placement cycle (1 semester for a Generalist placement; 2 semesters for an Advanced Generalist placement), followed by re-evaluation of setting effectiveness and a determination of whether to re-approve or discontinue the placement.

Placing Students: Applications, Interviews and Assignment

Students complete an application to initiate their field placement process in the semester prior to their intended start of the field placement. For Advanced Standing students, this application is completed as soon as possible after they are admitted to the MSW program. This application includes a current resume, and a statement of career goals.

Once the MSW Field Director or their designee approves the application, the student completes Part 1 to Field Orientation, and upon successful completion may access the MSW Directory of Field Placements to explore possible placements of interest.

The student applies to no more than 4 placements, providing all materials required by the MSW program and any additional materials required by each selected placement option.

Field placement settings review all student applications, and initiate interviews with students at their discretion. Field placement settings extend offers to students at their discretion following interviews.

The student may accept or decline any offer of field placement. If a student does not receive an offer from any of their first four applications, they will revisit the Directory of Field Placements and apply to up to 4 additional placements that have not yet been filled, repeating the process described above.

Students are not guaranteed a field placement. However, the program will make reasonable efforts to ensure an appropriate, diverse, and accessible portfolio of placement opportunities; to develop new placement options to meet emerging student geographical, interest, and employment priorities; and to advise students to both build a strong application for placement, and to apply to placements that are a good fit for their unique strengths, priorities, needs, and accomplishments.

Employment-Based Placements

If a student is currently employed in an organization that provides social work services, they may request to complete their field practicum placement within the employment setting. Students do not have the right to use their employment as a field practicum placement; rather, they may request this option, and requests are considered on a case-by-case basis, requiring approval at the discretion of the Field Director.

For employment hours to count toward field practicum they must be devoted to the development and demonstration of skills related to the CSWE EPAS competencies, at the appropriate level (generalist or advanced generalist), and must be supervised by someone with an MSW and 2 or more years of post-MSW experience, with field supervision provided during a time separate from the student's regular work supervision. Employment-based placements therefore require careful advanced planning, starting with the process for approving the placement itself, which in addition to all standard considerations (e.g. opportunities to demonstrate all EPAS competencies in all systems levels) also includes an evaluation of 1) the setting's ability to provide field supervision that is separate from the student's regular work supervision; and 2) the setting's ability to sustain the field placement experience in the event of a change in the student's employment status, and/or to plan for an educationally sound transition to an alternative field placement opportunity that avoids undue disruption in the student's learning experience.

If a determination is made that an employment-based placement is appropriate for the student's learning needs, the Field Director works closely with the student and field setting staff (e.g. field instructor, task supervisor, employment supervisor) to develop an MOA that outlines the tasks/activities/assignments related to the EPAS, which/how many hours will be spent on those tasks, under what supervision the student will complete the field practicum experience, and any additional conditions that will distinguish the student's learning experience from their regular employment experience. This MOA also documents the student's awareness that any change in the student's employment status may lead to delays in the completion of their field practicum, and describing that in event of a change in student employment, the field director will work with the student and field setting staff to determine the most appropriate path forward, including but not limited to: 1) the student continuing field practicum even though

employment has changed; 2) the student continuing their field experience at another placement setting if that change would provide enough continuity of student learning that overall competency goals can be met despite the change in setting; or 3) the student starting over in a new field placement.

Orienting Students to the Field Experience

Students apply to initiate their field placement process in the semester prior to their intended start of the field placement. Once their completed application is approved by the MSW Field Director, students will be eligible to complete an asynchronous Part 1 to Field Orientation. After successful completion of Part 1, students will participate in a synchronous Part 2 to Field Orientation prior to the start of their field practicum experience.

Supervising Students in Field

Each student receives regular (generally weekly) supervision from their Field Instructor throughout the Field Practicum experience. We generally prefer field instructors with 3+ years of post-MSW practice experience in order to support student progress toward clinical licensure in Virginia. We will accept field instructors with 2+ years of post-MSW experience if they are otherwise especially qualified, and if the student is aware of the potential downside (this may not be relevant to students who do not plan for careers in clinical social work).

If an agency provides a rich learning environment for an MSW student, but does not have staff who meet CSWE field supervision requirements (MSW and 2+ years post-MSW experience), the MSW Program may explore collaborations that match an agency "Task Supervisor" who provides day-to-day task supervision with an outside Field Instructor who provides additional weekly supervision and ensures the student is able to situate their learning in the context of social work professional knowledge, skills, values and ethics. These placements will be considered on a case-by-case basis, and only when the agency feels that this collaborative arrangement will complement agency priorities and approaches, and that student learning needs can be effectively met. Alternative field instruction/supervision is provided either in the field setting or virtually, depending on what is most convenient for the alternative field instructor, the preceptor, and the student.

Monitoring and Supporting Student Learning

The MSW program prepares students for learning in the field through Part 1 and Part 2 to Field Orientation, and supports and monitors ongoing student learning through:

a. Virtual field visits, at least twice per placement, from the Field Director or assigned Field Liaison;
b. Ongoing as-needed communication to address emerging challenges or needs;
c. Field-linked assignments in required MSW courses, including discussion of field experiences, peer supervision activities, and formal field case presentations.

Student learning is also promoted at the field setting through:

a. Student orientation to the field setting;
b. Development and approval of a Learning Contract (see section below for more detailed information) that specifies setting-based activities through which the student will develop and demonstrate practice behaviors associated with each CSWE required competency;
c. Field instructor supervision – at least 1 hour/week – including formative feedback on student learning and development;
d. Field instructor summative assessment of student demonstration of all CSWE required competencies based on the activities agreed on in the Learning Contract.

Learning Contracts

Early in each semester of field placement, the student develops a Learning Contract (see Appendix B) in consultation with their Field Instructor/Task Supervisor. The Learning Contract identifies the placement-specific activities or experiences through which the student will develop and ultimately demonstrate competency in each of the 9 required core competencies, and for each, practice behavior and level of practice (where appropriate). The Learning Contract guides day-to-day activities, practicum experiences, expectations, supervision, and assessment. The Learning Contract must be approved by the student, the Field Instructor, and the Field Director or their designee.

Protecting Student Safety

As part of the field setting identification and approval process, the Field Director or their designee meets annually with each field setting, and that meeting includes discussion of student safety considerations and protocols. Those considerations and protocols are introduced to students during their field setting orientation, and revisited regularly during supervision. Both field setting staff and the student are also oriented to Mary Baldwin/MDCHS Accident/Incident Reporting requirements during their respective orientations. Any Accident/Incident reports are debriefed with the student and field staff, and follow up decisions are made by the Field Director in consultation with the MSW Program Director, and other MBU staff and administration as appropriate.

Evaluating Student Learning

Student learning is evaluated through Field instructor summative assessment of student demonstration of all CSWE required competencies based on the activities agreed on in the Learning Contract. A student's final grade for their field course is assigned by the Field Director on the basis described in the field course syllabus.

Roles and Responsibilities

The MSW field practicum experience depends on MSW program staff, students, and field settings and their personnel each carrying out their appropriate roles and responsibilities. Those roles and responsibilities are minimally defined as follows:

MSW program roles and responsibilities

a. The MSW program will appoint one faculty member responsible for the oversight and coordination of the field experience; this is the FIeld Director.
b. The Field Director or their designee is responsible for identifying, approving, supporting, and evaluating the effectiveness of field settings, field instructors, and task supervisors/supervisors.
c. The Field Director or their designee maintains an up-to-date Directory of Field Placements, with information about each approved field settings.
d. The Field Director and MSW staff are responsible for assessing each MSW student's readiness for fieldwork, and for ensuring that each student has prepared appropriate materials before allowing students to apply for field placement.
e. The Field Director and MSW staff provide orientation to MSW students and to field instructors, task supervisors, and supervisors.
f. The Field Director or their designee serves as liaison between the student, agency, and social work program, conducting virtual visits at least twice during each placement.
g. The Field Director or their designee is available to students, and field instructors/task supervisors/supervisors for consultation if requested and as needed.
h. The Field Director or their designee has ultimate responsibility for assigning student field placements, for determining whether a student continues in a field placement, and acts as the instructor of record for the field class, evaluating assignments and assigning student grades and course credit for the field experience.

Field setting/agency and field instructor roles and responsibilities

a. The agency will designate a Field Instructor with a CSWE-accredited MSW degree and a minimum of 2 years of post-MSW practice experience. Field Instructors not meeting these requirements will be approved on an individual basis with the understanding that students will need to obtain weekly supervision from someone who *does* meet those requirements.
b. The agency will provide the university with a brief written description of the placement, as well as the function and structure of the agency.
c. The agency will advise the Field Director or her designee of policy and service changes in the agency.
d. The Field Instructor will attend the annual virtual Field Instructor Orientation.
e. The agency will consider students for assignments without respect to race, ethnic origin, sex, age, religion, disability (unless the student would not be able to perform the duties required of the position), or political belief.

f. The Field Instructor will collaborate with the student to develop and approve their Learning Contract, including identifying and facilitating opportunities for the student to demonstrate all CSWE required competencies and practice behaviors.
g. The Field Instructor will arrange for the student's orientation to the agency. This orientation should include, but is not limited to: 1) an overview of agency goals, structure, and administrative functioning; 2) general workplace expectations; 3) schedules/hours and policies regarding absence due to illness or weather conditions; 4) policies and practices related to client interactions, confidentiality, documentation of services, supervision and consultation; and 5) other agency-related information necessary for successful performance in the setting (e.g. work expense reimbursement, scheduling procedures, safety procedures)
h. The Field Instructor will support the student to complete all assignments associated with the field course, and all field-linked assignments for other MSW courses.
i. The Field Instructor will provide ongoing instruction to the student, including but not limited to 1-hour weekly supervision meetings.
j. The Field Instructor will meet with the Field Director or her designee during virtual field visits, and at additional times as needed to discuss learning opportunities and student performance.
k. The Field Instructor will provide appropriate reports to the MSW program, including evaluations of the student's field performance.
l. The agency will provide necessary space and facilities (such as telephone, office supplies, clerical services, and access to client records) to ensure a positive learning experience for the student.
m. The Field Instructor will bring problems that arise with regard to the student and his/her performance in the field placement to the immediate attention of the Field Director or her designee.
n. The Field Instructor will excuse student absences for religious observance and provide opportunities to make-up missed hours.
o. The Field Instructor will excuse student absences when feasible to accommodate occasional requests from MBU (e.g. a program speaker or event that would be helpful to students' learning and development), and will allow the student to count excused hours if they contribute to the student's learning contract.
p. The Field Instructor will provide regular feedback to the student regarding their progress toward learning goals, and will formally evaluate the student's performance at the end of each semester.

Task Supervisor roles and responsibilities

a. The Task Supervisor will attend the annual virtual Field Instructor/Task Supervisor Orientation.
b. The Task Supervisor will help orient the student to the field placement setting. This orientation should include, but is not limited to: 1) an overview of agency goals, structure, and administrative functioning; 2) general workplace expectations; 3) schedules/hours and policies regarding absence due to illness or weather conditions; 4) policies and practices related to client interactions, confidentiality, documentation of services, supervision and consultation; and 5)

other agency-related information necessary for successful performance in the setting (e.g. work expense reimbursement, scheduling procedures, safety procedures).

c. The Task Supervisor will work closely with the student in the delivery of services, for instance by scheduling the student's work assignments, integrating the student's work with the work of the setting's personnel, and assisting the student in meeting professional standards in the workplace.
d. The Task Supervisor will collaborate with the field instructor/supervisor and the student to facilitate effective supervision and ongoing feedback to the student about their learning and development.

Student roles and responsibilities

a. The student will apply for the field practicum in the semester prior to their intended field experience, completing all application and orientation requirements by program deadlines.
b. The student will communicate appropriately, professionally, and promptly with MSW program staff and field setting staff throughout the placement process.
c. The student will attend scheduled field hours/days, arrive on time, and be prepared for assigned work.
d. The student will complete all field-based assignments, including both assignments specific to the field course itself (e.g. listed in the course syllabus), and those in other courses that require application to the field setting.
e. The student will notify the Field Instructor/agency according to agency procedures regarding illness or allowable emergency absence and provide documentation when required or requested by the Field instructor/agency (e.g. note from a healthcare provider).
f. The student will notify the Field Instructor within the first week of the semester regarding anticipated religious-observance absences and mutually develop a plan for making up required hours.
g. The student will participate in agency meetings and professional activities assigned by the Field Instructor.
h. The student will participate meaningfully in weekly supervision and provide a written agenda to their Field Instructor at least one full day before each scheduled meeting. While the Field Instructor may add to or edit the agenda, the student-prepared agenda should reflect the student's thoughtfulness about their learning, development, challenges and needs for supervision.
i. The student will maintain records of field activities according to agency requirements.
j. The student will protect and maintain client confidentiality and de-identify cases that they may discuss in approved MBU educational experience (e.g. class assignment or discussion). Confidentiality violations may result in disciplinary action, termination of placement, and, in serious cases, termination from the MSW program.
k. The student is expected to understand and uphold all standards in the NASW Code of Ethics.

l. The student will comply with all policies and procedures of the agency, as well as to behave professionally, demonstrate respect, positive regard, and respond appropriately to supervisory guidance.
m. If issues arise with the student's field placement, the student will raise field concerns directly, promptly, and professionally with the Field Instructor unless safety or ethical considerations make that inappropriate; in such cases, the student will contact the Field Director immediately. **The student is cautioned not to wait until the end of the semester to raise concerns.**
n. The student will maintain accurate time sheets (see Appendix C) and obtain Field Instructor approval/signature as required. Time Sheets are submitted to the Field Director (or her designee) for approval at the end of the semester.
o. The student will participate in field liaison meetings, providing accurate information and demonstrating self-awareness regarding experiences, strengths, and areas for ongoing development.
p. The student will complete a self-assessment before completion of each field semester and participate in review of the final evaluation with the Field Instructor. The student will review, make any comments of disagreement/correction and provide rationale for their perspective. The student and Field instructor will sign the final evaluation. **Failure to participate in the review of the final evaluation is equivalent to failing a final exam, in which case the course will receive a failing grade.**

Identifying and Responding to Concerns About Student Behavior or Performance in Field

Students will demonstrate professional behavior and will treat individuals (students, faculty, clients) with respect at all times. MSW students will act in accord with the NASW Code of Ethics at all times. The student will correct any unprofessional behavior immediately upon receiving feedback about this behavior, and will strive to incorporate feedback to improve their competence throughout their field practicum experience.

If a Field Instructor or Task Supervisor identifies a performance or behavior concern, unless that concern is serious enough to warrant immediate escalation due to risk to clients, the agency, or the student, the concern should be addressed directly with the student during the next supervision meeting or through a special meeting when more timely action is needed.

If the concern is resolved through routine supervision, the concern and resolution should be documented in a supervision note and no additional action is required.

If concerns are more serious, are not resolved, or recur, the Field Instructor/Task Supervisor should alert the Field Director and may initiate remediation and sanction procedures at any of the four steps provided in the MDCHS Professional Behavior policy (see below). All remediation and sanction procedures are discussed with the student and documented.

MDCHS remediation and sanction procedures

Note: Depending on the severity of a specific violation, the faculty may initiate remediation and sanction procedures at any of the four steps described below (skip verbal warning and initiate a written warning, etc.) All remediation and sanction procedures are discussed with the student and documented.

1. **Verbal Warning** to the student by the involved faculty member or advisor emphasizing the need to discontinue the behavior that is inconsistent with professional expectations. Documentation maintained by faculty member or advisor will note that a verbal warning has taken place and briefly describe the behavior violation.

2. **Written Warning** from the program director to the student indicating the need to discontinue the behavior that is inconsistent with the expected professional behaviors. The student will receive a letter (Professional Behavior Plan – see Appendix D) with a copy sent to the faculty advisor. The letter will contain:
   - A detailed description of the unsatisfactory behavior;
   - Witnesses or individuals impacted by the behavior;
   - Required actions to correct the behavior;
   - The time frame during which the behavior(s) correction is expected;
   - Actions to be taken if the behavior is not corrected by the expected time frame; and
   - Notification that the student has a right to request a review of this action.

3. **Probation** is a time-limited, remediation-oriented period with close supervision by the program director. Students placed on probation for professional behavior issues will receive written notification with a copy sent to the faculty advisor and placed in the student's file. The letter will include the following:
   - The specific inappropriate behavior(s);
   - Witnesses or individuals impacted by the behavior;
   - Required actions to correct this/these behaviors;
   - The probation time frame during which the behavior(s) correction is expected;
   - The procedures to ascertain whether the behavior(s) has been corrected;
   - Actions to be taken if the behavior(s) is not corrected within the probation period; and
   - Notification that the student has a right to request a review of this action.

   If the program director determines the student has not met the requirements outlined in the probation letter, the director will bring the matter to the program faculty to determine possible courses of action. Students who do not meet the conditions for removal from probation will receive written notification from the program director. The notice will include the course of action determined by the program faculty.

4. **Dismissal** from the Field Practicum and/or Dismissal from the Program for Behavior(s) Inconsistent with the Expected Professional Behaviors:

When specific interventions do not result in the expected changes in behavior within the determined time period, or when a single violation of the expected professional behaviors is severe, the Program

Director will discuss the situation with the involved faculty and the Dean of Health Sciences to determine if dismissal from the program is warranted. Dismissal will occur when there is clear and convincing evidence of:

- Violation of the Technical Standards;
- Violation of the Profession's Code of Ethics;
- The term “Bullying” means any written, electronic, or verbal communication, behavior, gesture, or any physical act that is threatening or intimidating which takes place on university premises, online, in person, or at campus sponsored events and which (1) places a person in actual or reasonable fear of harm to their person or damage to their property or (2) creates a hostile environment by substantially interfering with or impairing a student’s educational performance, opportunities or benefits, or a student employee or leader’s ability to perform essential functions of their job or position.
- Hazing means any act that endangers the health or safety of a student or students; inflicts physical or psychological harm; or destroys, damages, or removes public or private property—when such behavior is required for initiation, admission, affiliation, or continued membership in a student group or organization. Participation remains classified as hazing even if the student appears to engage voluntarily. Apathy or passive acceptance in the presence of hazing is not a neutral act and may constitute a violation of the Code.
- A documented pattern of behavior inconsistent with the expected professional behavior regardless of the student's performance on written, oral, or practical assignments and courses.

If the student disagrees with the decision, they have the right to implement appeal procedures as described in the General Appeal Policy.

General Appeal Policy - Student Rights to Appeal

Murphy Deming College of Health Sciences (MDCHS) recognizes the right of students to receive due process regarding decisions that affect their academic progress or standing. Under this policy, a student may appeal an Honor Council decision, final course grade, disciplinary withdrawal, suspension or removal from a clinical or field site, or dismissal from a program.

When program dismissal results from a final course grade, the student may appeal the grade that caused the dismissal. If the grade appeal is denied, the dismissal stands and may not be appealed separately on the same grounds. If the grade appeal is granted and the revised grade removes the basis for dismissal, the dismissal will be rescinded.

A student may continue in nonclinical courses while an appeal is pending with the approval of the Program Director responsible for those courses. The student may not continue in a clinical or field course unless specifically authorized. Continued participation may also be restricted when the Program Director determines that participation could create a safety concern or be harmful or materially disruptive to students, patients, clients, clinical or field partners, or the program. If the appeal is unsuccessful and the dismissal stands, the student will be removed from courses in which the student is registered and will remain responsible for tuition and fees accrued during the appeal process, consistent with University policy.

Information gathered during the appeal process will be kept confidential to the extent possible while allowing those responsible for reviewing the appeal to receive the information needed to make an informed decision, consistent with the Family Educational Rights and Privacy Act (FERPA) and other applicable requirements.

Grounds for appeal

An appeal is not a new evaluation of the student's performance or an opportunity to substitute another individual's judgment for the professional academic or disciplinary judgment of the original decision-maker. The student bears the burden of establishing, by a preponderance of the evidence, one or more of the following grounds:

1. The decision was based, in whole or in part, on the student's race, color, religion, national origin, age, sex, disability, sexual orientation, or another consideration unrelated to the professional academic or disciplinary judgment applicable to the decision.
2. The decision was made in a manner materially inconsistent with the standards or procedures established by the faculty member, program, school, College, course syllabus, student handbook, clinical or field requirements, or other written or oral communication directed to the affected class or program.
3. The decision resulted from a clear and material error in calculating, recording, or applying a grade, evaluation, or other requirement.
4. A material procedural deviation occurred, and the deviation reasonably could have affected the outcome.

Individual assignments, examinations, activities, projects, clinical evaluations, or other elements contributing to a final grade are generally not subject to separate appeal. An individual element may be considered through this process only when all of the following conditions are met:

- The student presents compelling evidence that the individual element was evaluated on an arbitrary or impermissible basis;
- There is a professionally sound basis for determining the appropriate evaluation of the element; and
- A corrected evaluation of the element would change the final course grade or remove the basis for program dismissal.

Procedures

The following procedures govern a student appeal. A student must complete each applicable program-level step before submitting an appeal to the College Academic Action Committee (CAAC). All appeal materials must be submitted in writing. "Working day" means a day on which the University's administrative offices are open.

I. Program-Level Appeal

Step 1: Appeal to the Original Decision-Maker
Within twenty (20) calendar days after receiving notice of the decision, the student must submit a written appeal to the faculty member, Director of Clinical or Field Education, Honor Council officer, or other individual or body that made the decision.

The appeal must include:

- The specific decision being appealed;
- The applicable ground or grounds for appeal;
- A concise explanation of why the student believes the decision was arbitrary, impermissible, materially inconsistent with applicable standards or procedures, or affected by a material error;
- The resolution sought;
- Supporting documentation; and
- The student's current contact information.

The original decision-maker must respond in writing within ten (10) working days after receiving the appeal and must state whether the appeal is granted or denied and the basis for the decision.

Step 2: Appeal to the Program Director
If the matter is not resolved at Step 1, the student may appeal to the Program Director within ten (10) working days after receiving the Step 1 decision. The student continues to bear the burden of proof.

The appeal must include:

- The original written appeal and all supporting documentation;
- The written response from the original decision-maker;
- A concise explanation of the alleged error in the Step 1 decision; and
- The resolution sought.

The Program Director may request additional information necessary to review the appeal and will provide a written decision within ten (10) working days after receiving a complete appeal.
If the Program Director made the original decision, had substantial prior involvement in the matter, or has another conflict of interest, the student will submit the Step 2 appeal to the Dean's Office. The Dean or the Dean's designee will appoint an uninvolved Program Director or other qualified academic administrator to conduct the Step 2 review.

II. Appeal to the College Academic Action Committee

If the Step 2 decision is adverse to the student, the student may appeal to the College Academic Action Committee (CAAC). Within ten (10) working days after receiving the Step 2 decision, the student must submit to the Office of the Dean the original appeal and response, the Step 2 appeal and decision, all supporting documentation previously submitted, and a concise statement identifying the alleged error in

the Step 2 decision. New evidence will be considered only when the student demonstrates that it was not reasonably available during the earlier review.

The Dean or the Dean's designee will review the submission for completeness and convene the CAAC. Administrative coordination may be performed by the Dean, an Associate Dean if such a position exists, or another administrative designee. The individual coordinating the appeal will not vote on the appeal.

CAAC Composition and Chair

The CAAC will consist of three faculty members, each representing a different MDCHS program and, whenever practicable, more than one MDCHS school. Members will be elected by the MDCHS faculty to staggered two-year terms. A first and second alternate will be elected to one-year terms. Members may serve no more than two consecutive terms before sitting out for at least one year. An alternate will serve when a member is unavailable or must recuse from a case.

For each appeal, the Dean or the Dean's designee will appoint a Program Director from an MDCHS school other than the school in which the appeal originated to serve as the nonvoting CAAC Chair. For example, an appeal originating in the School of Health Professions will be chaired by a Program Director from the School of Nursing or another uninvolved MDCHS school. The Chair may not have had prior involvement in the matter under appeal. If no eligible Program Director is available, the Dean will appoint another qualified faculty administrator from an uninvolved school.

A committee member or Chair must recuse from an appeal when the individual participated in the decision under review, has supervisory responsibility directly connected to the matter, has a personal or professional conflict, or cannot evaluate the appeal impartially.

Scope and Conduct of the CAAC Review

The purpose of the CAAC is to determine whether the student has established an allowable ground for appeal and whether the record supports the student's contention. The CAAC does not independently regrade the student's work or substitute its judgment for the professional judgment of the original decision-maker.

The CAAC will be convened no later than ten (10) working days after the Office of the Dean receives a complete appeal. The Dean's designee will provide the CAAC Chair and committee members with the appeal record. The CAAC may request written clarification or oral presentations from the student, the original decision-maker, the Program Director, or other relevant individuals.

Neither the student nor the University representative may be accompanied or represented by legal counsel during a CAAC meeting. The student and the University representative may each be accompanied by one silent support person who is a member of the Mary Baldwin University community. The support person may not address the CAAC or participate in the proceeding.

The CAAC may consider the appeal record, information requested by the CAAC, and information presented during the proceeding. The student bears the burden of establishing an allowable ground for appeal by a preponderance of the evidence. The voting members of the CAAC will decide findings by simple majority vote.

Within ten (10) working days after concluding its review, the CAAC Chair will provide the student, original decision-maker, Program Director, and Dean with a written report. The report will include the CAAC's findings of fact, its determination regarding the stated grounds for appeal, and its recommended course of action.

III. Final Review by the Vice President and Dean of MDCHS

Within ten (10) working days after receiving the CAAC report, the student may request a final review by the Vice President and Dean of MDCHS. The request must identify the alleged procedural error, inconsistency, or unsupported finding. The final review is limited to determining whether the student received appropriate due process, whether the applicable policy and procedures were followed, and whether the CAAC's findings and recommendation were supported by the record. It is not a new hearing or an opportunity to submit arguments or evidence that reasonably could have been presented earlier.

The Vice President and Dean may affirm, modify, or reverse the recommended outcome or return the matter to the CAAC for further consideration. If the Vice President and Dean had substantial prior involvement in the decision under review or has another conflict of interest, the University will designate an uninvolved academic administrator to conduct the final review. A written final decision will be provided to the student.

This decision exhausts the MDCHS appeal process. Any further review available to the student will be governed by the applicable University grievance or appeal policy published in the Academic Catalog.

Appendix A: EPAS Core Competencies and Practice Behaviors

Generalist Competencies and Practice Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

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

Social workers:

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

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

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

ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

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

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

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

Social workers:

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

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers

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

Social workers:

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

Competency 5: Engage in Policy Practice

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

Social workers:

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

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge

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

Social workers:

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

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

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

Social workers:

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

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

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

interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

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

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

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

Social workers:

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

Advanced Generalist Competencies and Practice Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced generalist social workers have self-awareness, resilience, empathy and problem-solving skills and knowledge necessary to tailor their practice to be responsive to the strengths, priorities and needs of a specific client/client system in its context**.** Advanced generalist social workers exhibit appropriate use of self, and make ethical decisions in complex situations. Advanced generalist social workers recognize and are confident in their role within inter-professional teams and in non-social work environments, and both advance a social work perspective and values to help teams arrive at good decisions, and exhibit professional behaviors that are appropriate to the organizational, community, and/or institutional context in which they work**.**

Advanced generalist social workers:

- Articulate what it means to be a social worker in a specific practice setting or situation;
- Build mutually respectful relationships with co-workers;
- Navigate ethically complex situations and arrive at sound decisions;
- Manage their own feelings, biases, and reactions in ways that center client wellbeing; and
- Develop effective strategies for maintaining resilience across challenging practice situations and workplace demands.

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

Advanced generalist social workers approach each client system with positive regard, humility, and curiosity about the client's experiences, perspectives, strengths, and needs, including possible experiences of systemic injustice**.** Advanced generalist social workers analyze and respond to practice situations by selecting and integrating diverse conceptual and practice approaches that are relevant to that situation**,** arriving at nuanced understandings of person-in-environment that attend to both individual human rights, preferences, and needs, and to the systems and structural dynamics that shape individuals' perceptions, choices, and ultimately their well-being.

Advanced generalist social workers:

a. Identify structural dynamics that undergird intra- and inter-personal experiences of a specific practice situation;
b. Identify and advocate for strategies to promote human wellbeing and social, racial, economic and/or environmental justice in a specific practice situation.

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

Advanced generalist social workers have the knowledge, skills, self-awareness and humility to help bring about inclusive, equitable and welcoming systems and spaces both within diverse social work practice settings, and in the broader contexts that shape diverse client/client system experiences, opportunities, and challenges. They draw on general understandings of how structural and historical patterns of oppression shape the human experience**,** diving more deeply into the particular dynamics at play within a given practice situation, and integrating what they discover throughout their approaches for engagement, assessment, intervention and evaluation of practice across systems levels**.**

Advanced generalist social workers:

a. Identify barriers to inclusion and equity in social work practice; and
b. Develop tailored approaches to promoting inclusion and equity within a specific practice situation or context;

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

Advanced generalist social workers locate research that is relevant to a specific practice situation, understand the implications of that research for the practice situation, and translate research implications into practice decisions**.** They appraise the relevance of research to a specific practice situation through understanding of diverse methods, their strengths and limitations, and a critical awareness of the ways that knowledge-making processes can contribute to dynamics of oppression as well as to dynamics of positive change. Advanced generalist social workers identify both themes and outliers in their practice that can contribute to the continuing development of the professional knowledge base and advancing social work values, and they work with colleagues to translate what they learn in practice into research questions.

Advanced generalist practitioners:

a. Locate research knowledge that is relevant to a specific practice situation;
b. Identify implications of research knowledge for their practice in a specific situation;
c. Identify practice knowledge that has implications for the development of the professional research knowledge base.

Competency 5: Engage in Policy Practice

Advanced generalist social workers understand the broad policy system that shapes both the experiences and challenges of clients and client systems, and the nature of social work practice**.** They evaluate both ongoing and emergent policy problems, drawing on diverse intellectual traditions to think critically about how social problems are conceptualized and addressed, the implications of dominant policy approaches for advancing human wellbeing and social justice, and alternative approaches that would better advance social work values. Advanced generalist social workers identify specific federal, state, professional and organizational policies that are relevant to a specific practice situation**,** and can advocate for resources both through existing policy mechanisms and through efforts to change policies**.**

Advanced generalist social workers:

a. Identify policies that are relevant to a specific practice situation, and understand the implications of those policies;
b. Help client/client systems access resources through existing policy mechanisms;
c. Advocate for policy changes when existing mechanisms create barriers to client/client system wellbeing.

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

Advanced generalist social workers have knowledge and skills to engage with diverse individuals, families, groups, organizations and communities, tailoring their engagement approach to the specific practice situation**.** They select and integrate engagement approaches that center human relationships, promote self-determination, and convey both authenticity and humility, all in ways that are sensitive to and respectful of the specific needs, priorities, values, and strengths of a particular client system, in a particular practice setting and situation. Advanced generalist social workers share social work values and approaches to engagement within inter-professional setting**,** and draw on interprofessional teams' expertise to inform their own approaches to engagement in a specific practice situation.

Advanced generalist social workers:

a. Integrate theory and knowledge that is relevant to a specific practice situation to decide on an effective and appropriate engagement approach;
b. Demonstrate authenticity, positive regard, curiosity and humility as they engage diverse clients/client systems.

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

Advanced generalist social workers have knowledge and skills to assess diverse individuals, families, groups, organizations and communities, tailoring their assessment approach to the specific practice situation. They select and integrate approaches to assessment that are collaborative, strengths-based, and culturally responsive, all in ways that are sensitive to and respectful of the specific needs, priorities, values, and strengths of a particular client system, in a particular practice setting and situation. Advanced generalist social workers think critically about dominant approaches to assessment, including ways that assessment may work to pathologize or stigmatize client systems, and they implement approaches that highlight strengths and capacities, and that contextualize client functioning within historical and structural systems that shape wellbeing. They share social work values and approaches to assessment within inter-professional settings, and draw on interprofessional teams' expertise to inform their own approaches to assessment in a specific practice situation.

Advanced generalist social workers:

a. Integrate theory and knowledge that is relevant to a specific practice situation to decide on an effective and appropriate assessment approach;
b. Demonstrate authenticity, positive regard, curiosity and humility as they assess diverse clients/client systems.

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

Advanced generalist social workers have knowledge and skills to intervene with diverse individuals, families, groups, organizations and communities, tailoring their intervention approach to the specific practice situation. They select and integrate approaches to intervention that are grounded in evidence of effectiveness, and that are culturally responsive and aligned with client system priorities, strengths, preferences, resources and needs. Advanced generalist social workers center human relationships, convey positive regard, and engage with client systems in ways that share power and demonstrate respect for client self-determination throughout the interventive process. Advanced generalist social workers intervene effectively in inter-professional settings, incorporating social work approaches and values to strengthen broader team efforts to address complex, multi-system challenges.

Advanced generalist social workers:

a. Integrate theory and knowledge that is relevant to a specific practice situation to decide on an effective and appropriate intervention approach;
b. Demonstrate authenticity, positive regard, curiosity and humility as they intervene with diverse clients/client systems.

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

Advanced generalist social workers have knowledge and skills to evaluate practice with diverse individuals, families, groups, organizations and communities, tailoring their evaluation approach to the specific practice situation. They understand that evaluation is a tool of accountability and change, in which the social worker and the client system learn, together, what is working, how it is working, and what can be changed to improve the effectiveness of services, service systems, and social policies. Advanced generalist social workers select and integrate approaches to evaluation of practice that are culturally responsive, collaborative, transparent, and aligned with client system priorities, strengths, preferences, resources and needs. Advanced generalist social workers share evaluation approaches and findings within inter-professional settings, including through ensuring that client system perspectives on service effectiveness are included in decision-making processes.

Advanced generalist social workers:

a. Integrate theory and knowledge that is relevant to a specific practice situation to decide on an effective and appropriate evaluation approach;

b. Demonstrate authenticity, positive regard, curiosity and humility as they evaluate practice with diverse clients/client systems.

Appendix B – Learning Contract and Evaluation Forms

Generalist Field Learning Contract

Student name: **Field Setting/Agency:**
Field Instructor Name: **Task Supervisor Name:**

Instructions: Please provide specific field setting-based activities, tasks, or assignments that the student will engage in during the current semester, through which they can develop, get feedback on, and demonstrate degree of competency in each of the Core Competency areas, on each of the specified Practice Behaviors, and at each of the 5 systems levels (individual, family, group, organization, community).

The activities listed in this contract will be the basis for the final field evaluation and determination of the student's grade for the field practicum course. It is the shared responsibility of the Field Instructor and the student to ensure that all activities listed in this Contract are available to the student (Field Instructor responsibility), and completed by the student (student responsibility). *Note: Not having the opportunity to complete an activity during the semester will not be a valid basis for not evaluating the student's competency on any given practice behavior, so it is important that all activities included in this Learning Contract be realistic for the student to complete during the current semester.*

Student signature: **Date:**

Field Instructor signature: **Date:**

Field Director signature: **Date:**

EPAS#	Practice Behavior/ Level of Practice	Activities, tasks, or assignments
1	**Demonstrate Ethical and Professional Behavior**	
	Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context	
	Demonstrate professional behavior; appearance; and oral, written, and electronic communication	
	Use technology ethically and appropriately to facilitate practice outcomes	
	Use supervision and consultation to guide professional judgment and behavior	
2	**Advance Human Rights and Social, Economic, and Environmental Justice**	
	Advocate for human rights at the individual, family, group, organizational, and community system levels	
	Engage in practices that advance human rights to promote social, racial, economic, and environmental justice	
3	**Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**	
	Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels	
	Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences	
4	**Engage in Practice-informed Research and Research-informed Practice**	
	Apply research findings to inform and improve practice, policy, and programs	
	Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work	
5	**Engage in Policy Practice**	
	Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services	
	use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services	
	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice	

6	**Engage with individuals, families, groups, organizations, communities**	
	Individuals ● apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and ● use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies	
	Families ● apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and ● use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies	
	Groups ● apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and ● use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies	
	Organizations ● apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and ● use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies	
	Communities ● apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and ● use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies	

7	**Assess individuals, families, groups, organizations, communities**	
	Individuals ● apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and ● demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	
	Families ● apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and ● demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	
	Groups ● apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and ● demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	
	Organizations ● apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and ● demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	
	Communities ● apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and	

	● demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	

8	**Intervene with individuals, families, groups, organizations, communities**	
	Individuals ● engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and ● incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	
	Families ● engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and ● incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	
	Groups ● engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and ● incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	
	Organizations ● engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and ● incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	
	Communities ● engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and	

	● incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	

9	**Evaluate practice with individuals, families, groups, organizations, communities**	
	Individuals ● Integrate theory and knowledge that is relevant to a specific practice situation to decide on an effective and appropriate evaluation approach ● Demonstrate authenticity, positive regard, curiosity and humility as they evaluate practice with diverse clients/client systems	
	Families ● Integrate theory and knowledge that is relevant to a specific practice situation to decide on an effective and appropriate evaluation approach ● Demonstrate authenticity, positive regard, curiosity and humility as they evaluate practice with diverse clients/client systems	
	Groups ● Integrate theory and knowledge that is relevant to a specific practice situation to decide on an effective and appropriate evaluation approach ● Demonstrate authenticity, positive regard, curiosity and humility as they evaluate practice with diverse clients/client systems	
	Organizations ● Integrate theory and knowledge that is relevant to a specific practice situation to decide on an effective and appropriate evaluation approach ● Demonstrate authenticity, positive regard, curiosity and humility as they evaluate practice with diverse clients/client systems	
	Communities ● Integrate theory and knowledge that is relevant to a specific practice situation to decide on an effective and appropriate evaluation approach ● Demonstrate authenticity, positive regard, curiosity and humility as they evaluation practice with diverse clients/client systems	

Generalist Field Evaluation

Student name: **Field Setting/Agency:**
Field Instructor Name: **Task Supervisor Name:**
Total field hours completed: **Total hours of supervision completed:**

Instructions: Considering student's performance this semester on activities in their Learning Contract and more generally, please rate their current competency for each practice behavior, and provide an overall rating for each of the 9 Core Competencies, using the following scale:
0=needs continued development; 1=developing; 2=meets expectations; 3=exceeds expectations
Please enter overall Core Competency in the bolded row at the top of each competency, and be sure to include comments that provide evidence supporting your ratings.

Prior to submission to the Field Director, both student and field instructor sign and date this form, indicating that the student has had the opportunity to review the document, that they have met to discuss it, and that the student has had the opportunity to provide feedback. Final ratings and comments remain the right and responsibility of the Field Instructor.

Student signature: **Date:**

Field instructor signature: **Date:**

Optional student comment Student may share reflections/perspective that is in addition to provides context for, and/or is in contrast to Field Instructor comments:

EPAS#	Practice Behavior/ Level of Practice	Rating (0-3)	Comments
1	**Demonstrate Ethical and Professional Behavior**		
	Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context		
	Demonstrate professional behavior; appearance; and oral, written, and electronic communication		
	Use technology ethically and appropriately to facilitate practice outcomes		
	Use supervision and consultation to guide professional judgment and behavior		
2	**Advance Human Rights and Social, Economic, and Environmental Justice**		
	Advocate for human rights at the individual, family, group, organizational, and community system levels		
	Engage in practices that advance human rights to promote social, racial, economic, and environmental justice		
3	**Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**		
	Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels		
	Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences		
4	**Engage in Practice-informed Research and Research-informed Practice**		
	Apply research findings to inform and improve practice, policy, and programs		
	Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work		
5	**Engage in Policy Practice**		
	Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services		
	use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services		
	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice		

6	**Engage with individuals, families, groups, organizations, communities**		
	Individuals ● apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and ● use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies		
	Families ● apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and ● use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies		
	Groups ● apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and ● use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies		
	Organizations ● apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and ● use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies		
	Communities ● apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and		

	● use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies		

	Assess individuals, families, groups, organizations, communities		
	Individuals ● apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and ● demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.		
	Families ● apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and ● demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.		
	Groups ● apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and ● demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.		
	Organizations ● apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and ● demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.		
	Communities		

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

8	**Intervene with individuals, families, groups, organizations, communities**		
	Individuals ● engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and ● incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.		
	Families ● engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and ● incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.		
	Groups ● engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and ● incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.		
	Organizations ● engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and ● incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.		
	Communities		

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

9	**Evaluate practice with individuals, families, groups, organizations, communities**		
	Individuals ● Integrate theory and knowledge that is relevant to a specific practice situation to decide on an effective and appropriate evaluation approach ● Demonstrate authenticity, positive regard, curiosity and humility as they evaluate practice with diverse clients/client systems		
	Families ● Integrate theory and knowledge that is relevant to a specific practice situation to decide on an effective and appropriate evaluation approach ● Demonstrate authenticity, positive regard, curiosity and humility as they evaluate practice with diverse clients/client systems		
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	Communities ● Integrate theory and knowledge that is relevant to a specific practice situation to decide on an effective and appropriate evaluation approach ● Demonstrate authenticity, positive regard, curiosity and humility as they evaluation practice with diverse clients/client systems		

Advanced Generalist Learning Contract

Student name: **Field Setting/Agency:**
Field Instructor Name: **Task Supervisor Name:**

Instructions: Please provide specific field setting-based activities, tasks, or assignments that the student will engage in during the current semester, through which they can develop, get feedback on, and demonstrate degree of competency in each of the Core Competency areas, on each of the specified Practice Behaviors, and at each of the 5 systems levels (individual, family, group, organization, community).

The activities listed in this contract will be the basis for the final field evaluation and determination of the student's grade for the field practicum course. It is the shared responsibility of the Field Instructor and the student to ensure that all activities listed in this Contract are available to the student (Field Instructor responsibility), and completed by the student (student responsibility). *Note: Not having the opportunity to complete an activity during the semester will not be a valid basis for not evaluating the student's competency on any given practice behavior, so it is important that all activities included in this Learning Contract be realistic for the student to complete during the current semester.*

Student signature: **Date:**

Field Instructor signature: **Date:**

Field Director signature: **Date:**

EPAS#	Practice Behavior/ Level of Practice	Activities, tasks, or assignments
1	**Demonstrate Ethical and Professional Behavior**	
	Articulate what it means to be a social worker in a specific practice setting or situation	
	Build mutually respectful relationships with co-workers	
	Navigate ethically complex situations and arrive at sound decisions	
	Manage their own feelings, biases, and reactions in ways that center client wellbeing	
	Develop effective strategies for maintaining resilience across challenging practice situations and workplace demands	
2	**Advance Human Rights and Social, Economic, and Environmental Justice**	
	Identify structural dynamics that undergird intra- and inter-personal experiences of a specific practice situation	
	Identify and advocate for strategies to promote human wellbeing and social, racial, economic and/or environmental justice in a specific practice situation	
3	**Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**	
	Identify barriers to inclusion and equity in social work practice	
	Develop tailored approaches to promoting inclusion and equity within a specific practice situation or context	
4	**Engage in Practice-informed Research and Research-informed Practice**	
	Locate research knowledge that is relevant to a specific practice situation	
	Identify implications of research knowledge for their practice in a specific situation	
	Identify practice knowledge that has implications for the development of the professional research knowledge base	
5	**Engage in Policy Practice**	
	Identify policies that are relevant to a specific practice situation, and understand the implications of those policies	
	Help client/client systems access resources through existing policy mechanisms	
	Advocate for policy changes when existing mechanisms create barriers to client/client system wellbeing	

6	**Assess individuals, families, groups, organizations, communities**	
	Individuals ● Integrate theory and knowledge that is relevant to a specific practice situation to decide on an effective and appropriate assessment approach ● Demonstrate authenticity, positive regard, curiosity and humility as they assess diverse clients/client systems	
	Families ● Integrate theory and knowledge that is relevant to a specific practice situation to decide on an effective and appropriate assessment approach ● Demonstrate authenticity, positive regard, curiosity and humility as they assess diverse clients/client systems	
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7	**Assess individuals, families, groups, organizations, communities**	
	Individuals ● Integrate theory and knowledge that is relevant to a specific practice situation to decide on an effective and appropriate assessment approach ● Demonstrate authenticity, positive regard, curiosity and humility as they assess diverse clients/client systems	
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	Communities ● Integrate theory and knowledge that is relevant to a specific practice situation to decide on an effective and appropriate assessment approach ● Demonstrate authenticity, positive regard, curiosity and humility as they assess diverse clients/client systems	

8	**Intervene with individuals, families, groups, organizations, communities**	
	Individuals ● Integrate theory and knowledge that is relevant to a specific practice situation to decide on an effective and appropriate intervention approach ● Demonstrate authenticity, positive regard, curiosity and humility as they intervene with diverse clients/client systems	
	Families ● Integrate theory and knowledge that is relevant to a specific practice situation to decide on an effective and appropriate intervention approach ● Demonstrate authenticity, positive regard, curiosity and humility as they intervene with diverse clients/client systems	
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Advanced Generalist Field Evaluation

Student name: **Field Setting/Agency:**
Field Instructor Name: **Task Supervisor Name:**
Total field hours completed: **Total hours of supervision completed:**

Instructions: Considering student's performance this semester on activities in their Learning Contract and more generally, please rate their current competency for each practice behavior, and provide an overall rating for each of the 9 Core Competencies, using the following scale:
0=needs continued development; 1=developing; 2=meets expectations; 3=exceeds expectations
Please enter overall Core Competency in the bolded row at the top of each competency, and be sure to include comments that provide evidence supporting your ratings.

Prior to submission to the Field Director, both student and field instructor sign and date this form, indicating that the student has had the opportunity to review the document, that they have met to discuss it, and that the student has had the opportunity to provide feedback. Final ratings and comments remain the right and responsibility of the Field Instructor.

Student signature: **Date:**

Field instructor signature: **Date:**

Optional student comment Student may share reflections/perspective that is in addition to provides context for, and/or is in contrast to Field Instructor comments:

EPAS#	Practice Behavior/ Level of Practice	Rating (0-3)	Comments
1	**Demonstrate Ethical and Professional Behavior**		
	Articulate what it means to be a social worker in a specific practice setting or situation		
	Build mutually respectful relationships with co-workers		
	Navigate ethically complex situations and arrive at sound decisions		
	Manage their own feelings, biases, and reactions in ways that center client wellbeing		
	Develop effective strategies for maintaining resilience across challenging practice situations and workplace demands		
2	**Advance Human Rights and Social, Economic, and Environmental Justice**		
	Identify structural dynamics that undergird intra- and inter-personal experiences of a specific practice situation		
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6	**Engage with individuals, families, groups, organizations, communities**		
	Individuals ● Integrate theory and knowledge that is relevant to a specific practice situation to decide on an effective and appropriate engagement approach ● Demonstrate authenticity, positive regard, curiosity and humility as they engage diverse clients/client systems		
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Appendix C – Time Sheet and Field Supervision Note

Time Sheet

Week	Date	# Hours	Comments	Approval
1				
2				
3				
4				

Student signature: Date:

Field Instructor signature: Date:

Field Supervision Note

Date of supervision:

Time of supervision (from, to):

1. Student agenda for meeting

2. Notes on content of supervision (what was said)

3. Student reflection on supervision (what do you think and feel about what you heard from your supervisor)

4. Student goals for upcoming week (based on this supervision, what specific goals do you have for your learning, development, and/or performance this week?)

Student signature:

Field Instructor signature:

Appendix D – Professional Behavior Plan

Date:
Student name:
Faculty/staff name:

Brief summary of nature of concern, including specific inappropriate behaviors	
Witnesses or individuals impacted by the behavior	
Description of any prior efforts to resolve concern	
What actions are required to current the behaviors/concerns?	
The probation time frame during which the behavior(s) correction is expected	
Procedures to ascertain whether the behavior(s) has been corrected	
Actions to be taken if the behavior(s) is not corrected within the probation period	
Notification that the student has a right to request a review of this action	

MSW Program Director signature/date:

Student signature/date:

UPON COMPLETION, A COPY OF THIS FORM WILL BE PROVIDED TO THE STUDENT AND IT WILL BE ENTERED IN THE STUDENT'S ACADEMIC RECORD