

University of Wisconsin-Green Bay
Social Work Professional Programs

BSW Field Education Handbook



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WEBSITE: <http://www.uwgb.edu/social-work/>

Bachelor of Social Work Program
2021-22 Edition

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I. Field Education in the BSW Social Work Professional Program

Introduction to BSW Field Education

Welcome to the exciting and challenging world of social work practice. The practicum learning experience is the centerpiece of social work education where the integration of professional knowledge, skills and values comes to life... The practicum is the key to formation of professional identity, preparation for ethical practice, and development of direct-practice, advocacy and community-building skills... It is in the practicum settings that students experience first-hand the process of engagement, power of bearing witness to human pain and resilience, and possibilities of people coming together to create change. (Garthwait, 2011, xi)

As the above quote indicates, BSW field education is a critical component of the curriculum of a social work educational program. Field experience is when students apply and integrate knowledge and values with the development of skills essential to professional practice in social work.

The Council on Social Work education, when outlining the revised accreditation standards in 2015, emphasized the importance of the field experience to the development of generalist practice social workers.

Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. (CSWE, 2015, p. 12)

The BSW Field Education Handbook (often referred to as the field manual), which details the objectives, policies, processes and procedures for implementing and maintaining a high quality BSW field education program, was first developed by the University of Wisconsin - Green Bay, Social Work Professional Program prior to the program's initial accreditation in 1985. That work was carried out in conjunction with the newly developed BSW field education Advisory committee, now known as the Program Advisory Committee. The faculty and Advisory Committee regularly review and revise the entire handbook to make it user friendly to students at the junior and senior levels and useful to field instructors and faculty. Field instructors are highly knowledgeable about the Program. A working relationship, characterized by honesty and respect for varying points of view, exists between faculty and field personnel. Many valuable suggestions have been made by Advisory Committee members. Faculty members have made every effort to incorporate these into the material which follows.

BSW Field Education Philosophy

The philosophy that guides the organization of the BSW field education program is consistent with the overall Social Work Professional Program's philosophy incorporating the Program themes of: utilization of a strengths perspective, teamwork, critical thinking, and andragogy/adult learning. Some of the basic principles that flow from this philosophy are as follows:

1. A sound BSW field education program is a mutual endeavor on the part of faculty and field instructors/supervisors. It is a team effort with faculty and field working together in a cooperative, collaborative relationship in the development and implementation of the total program. The different roles played by the educational team: faculty; faculty field liaison; and field instructor/supervisor, must be understood and each must support the other.
2. All aspects of the required University of Wisconsin-Green Bay Social Work curriculum are focused on the outcomes also referred to as "competencies", of the educational program. The competencies and associated practice behaviors delineate the knowledge, values, and skills that must be achieved by all graduates of the University of Wisconsin-Green Bay Baccalaureate Social Work Professional Program. Thus, curriculum, including field assignments and assessment materials, are derived from the competencies.
3. Curriculum, as defined by the University of Wisconsin-Green Bay Social Work Professional Programs, includes the environment in which students learn how to become competent social workers. The program subscribes to principles of learning drawn from adult learning (andragogy) theorist Malcolm Knowles (1970). Modeling professional behaviors, collegiality and teamwork, treating all persons, including students, with respect, and expecting students to be actively involved in their own learning are all essential to the development and maintenance of a learning environment that supports the achievement of the practice competencies and critical to the development of compassionate, humane social workers.
4. Concepts are taught and built upon sequentially throughout the Social Work Professional Program curriculum and opportunities for application of these concepts are sequenced throughout the upper level courses. Thus, application of knowledge and the development of skills begins at the junior level continuing throughout the student's tenure in the Program.

The above principles are reflected throughout the material in this manual.

Faculty Information:

Faculty information can be found on the UWGB Social Work Home Page (<http://www.uwgb.edu/socwork>), including professional biographical information.

Role of the BSW Field Coordinator

The field coordinator is a faculty person who has administrative responsibility for overall planning and coordination of the field program. The specific responsibilities of the BSW field coordinator are:

1. To work with the Program Advisory Committee when needed.
2. To develop field sites that meet the criteria for placement of students at the senior level, in compliance with CSWE Accreditation Standards.
3. To implement the program's approved policies and procedures for the placement of students.
4. To supervise the development and implementation of appropriate criteria for the assessment of student performance within the field experience and the field practicum.
5. To develop and implement criteria for the periodic adjustment of field practicum sites in relation to the program's stated objectives.
6. To organize and implement ongoing orientation and other educational opportunities for the program's field instructors and supervisors.
7. To develop and revise written agreements and forms used in the field experience and the field practicum.
8. To develop and update the BSW Field Education Handbook.

The Practice Competencies

The purposes of social work provide the basis for the educational outcomes of the BSW Program of the University of Wisconsin-Green Bay, Social Work Professional Programs. These outcomes are described as competencies expected to be mastered by all BSW graduates as articulated the Council on Social Work Education (2015). The competencies reflect the particular educational emphasis of the BSW Program of the University of Wisconsin-Green Bay mission. The practice competencies that students are expected to acquire as they progress through the curriculum are listed as an appendix to this document.

II. Senior Level Field Practicum

Course Objectives and Field Activities

All social work majors are enrolled in the senior level field practicum for both fall and spring semesters concurrently with methods and skills courses each semester that reinforce the learning of the field practicum. Full curriculum for the senior year can be found in the BSW Student Handbook.

Students take a field course which also includes a required integrative seminar. The field hours to be completed for each semester of the 2021-22 academic year are 170, or 340 total hours for the year. *(These hours are based on allowances made by CSWE due to COVID-19 challenges.)* In addition to the field hours, students are expected to participate in the seminar component of the course as outlined in the syllabus.

Students are in the classroom on Tuesdays and Thursdays and are expected to maintain a consistent schedule in field outside of class time. Students may accumulate and carry-over up to, but no more than, 20 hours in the fall semester which can be applied to the spring semester. This policy is to help students create a buffer for their final semester; it is not intended to allow students to finish field “early”. Field hours should be evenly spaced throughout the semesters. [Note: University policy excludes field during winter break.]

During the senior field experience, students are expected to develop increasing levels of skill leading toward independent generalist social work practice. Upon the completion of the field experience, students must meet a basic level of competence with all practice behaviors. (The SOC WORK 402 and SOC WORK 403, Field Practicum & Integrative Seminar I & II, syllabi specifically outline parameters required to pass field.)

Participants and Responsibilities

Student

The senior-level student in the BSW program is sequentially enrolled in SOC WORK-402 and SOC WORK-403, Field Practicum & Integrative Seminars I and II. The student is responsible for initiating and maintaining open communication with the field instructor and faculty concerning educational objectives and priorities. Specifically, the responsibilities of the student are:

1. In the 2021-22 school year, to work in a field agency 170 hours per semester (340 hours total) plus attend weekly field seminar. (*This is an adjustment in hours typically required in the BSW Program, based on allowances made by CSWE due to COVID-19 challenges.*) As noted above, students may accumulate and carry-over up to, but no more than, 20 hours in the fall semester which can be applied to the spring semester. Students may not finish field “early.”
2. To be accountable for having knowledge of the field practicum objectives and act in a professional manner in accordance with the expectations of the agency, the University of Wisconsin-Green Bay Social Work Professional Programs, and the Social Work *Code of Ethics*.
3. To become knowledgeable of the agency programs and services and agree to comply with all regulations and policies which directly apply to the scope of the training experience.
4. To develop and implement a learning contract with the field instructor and faculty field liaison in which the learning outcomes for each competency area are described.
5. To document the learning activities in a field log indicating how the learning experiences apply to the competencies of the program. The logs are submitted to the field instructor and faculty field liaison.

6. To assume responsibility for amending the contractual agreement with the field instructor and faculty field liaison when necessary.
7. To initiate discussion with the field instructor and/or faculty field liaison when the learning contract is not being met.
8. To participate with the field instructor and faculty field liaison in an assessment of performance and development at the end of each semester.

Field Instructor (FI)

The field instructor for the agency will hold a CSWE-accredited baccalaureate or master's social work degree, and have two years of practice experience. The field instructor or team of field instructors will be responsible for the following:

1. To enter into an agreement with the University of Wisconsin-Green Bay Social Work Professional Program as the designated agency representative who will provide students in placement with educationally guided experiences appropriate to the baccalaureate level of social work education.
2. To assume responsibility for implementation of learning activities with agency staff.
3. To develop a learning agreement/contract with the student and the faculty field liaison.
4. To complete a Program-sponsored orientation session(s) embedded in the annual *Welcome to the New Year* workshop and the annual Program-sponsored workshop scheduled during the year.
5. To provide the instruction and opportunities necessary for the student to complete the contracted learning activities and assignments within the field agency.
6. To assure that at least one hour per week of face-to-face supervision is provided to each student by the field instructor.
7. To assure that the student has access to the necessary resources appropriate to the level of social work practice expected of the student.
8. To adhere to the affirmative action guidelines in the selection of student(s) for placement (please see page 24).
9. To monitor the progress of the student and provide ongoing feedback to the student and faculty field liaison.
10. To notify the faculty field liaison of problematic student performance in the field that requires faculty attention and action.

11. To assess the performance and development of the student placed in the agency with the student and the faculty field liaison at midterm and the end of each semester.

Faculty Field Liaison (FFL)

The faculty field liaison is a MSW trained, licensed, or certified social worker with at least two years of practice experience post-graduation. The responsibilities of the faculty field liaison are:

1. To assist the field instructor and the student with the development of the student's field practicum learning agreement/contract.
2. To plan and consult with the student and field instructor about relevant placement experiences and student performance.
3. To provide opportunities for the student to connect theories of practice with applications experienced in the field placement.
4. To keep informed about the student's field experiences through the student's participation in class discussions, review of student's submitted logs, individual meetings with the student, and through meetings with the field instructor.
5. To have contact with the field instructor a minimum of three times per semester to assure the student's progress toward the educational objectives of the field practicum. The first contact will be to establish the learning objectives of the field practicum; the second contact (usually by email), will be at midterm; the third contact will be at the end of the semester for the final assessment. A fourth contact may occur at the *Welcome to the New Year* workshop held every Fall and the Spring Workshop held in Spring.
6. To review the progress of the student toward the contracted learning objectives in the field practicum and to determine the final grade for the field practicum based upon the evaluation by the field instructor, the student and the faculty.
7. To assess problematic or unsatisfactory performance in the practicum and take appropriate action.
8. To meet with the field instructor at the end of the academic year to provide mutual feedback.
9. To help identify when a student is not getting adequate experiences in the field and work with the student and field instructor to rectify the inadequacy. If sufficient changes cannot be made to accommodate the student's learning objectives, then consult with other faculty to facilitate transfer to a new placement.

Faculty Field Instructor (FFI)

When a field placement offers appropriate learning opportunities for students in a social work setting, but the agency lacks a qualified BSW-prepared staff member, a faculty member will assume the role of Faculty Field Instructor (FFI) and work with the student and the Faculty Field Liaison (FFL) to ensure that a social work perspective is presented during the field placement.-

The Faculty Field Instructor will provide individual or group supervision above and beyond what other students receive from their Agency Field Instructor, via the following responsibilities:

1. Review student learning contract, logs, and progress toward learning objectives throughout the practicum.
2. Provide additional support in the understanding of the social work competencies and development of the learning plan.
3. Consult with the student on a monthly basis, in real or virtual space (asynchronously or synchronously, to reinforce the understanding of social work practice principles and assist in the integration of these principles within the practice setting.
4. Communicate with the Faculty Field Liaison for any student situations that require additional attention as needed.
5. Provide input into the evaluation of student progress at the end of each semester.

Approval and Selection of Agencies

Procedures for Approval of Field Agencies in the Practicum

1. An agency expresses interest in becoming a field agency for the program or the field coordinator inquires about interest. The field coordinator may request additional information from the agency and field supervisor (to ensure meets CSWE requirements) and an agency description.
2. The Field Coordinator and agency representative discuss placement policies and procedures as well as identify a prospective field instructor.
3. The Program Advisory Committee will act in the capacity of consultants regarding the establishment of field placement sites as needed, keeping in mind the criteria for selection of field agencies and field instructors as well as utilizing the Committee's knowledge of experience in the practice community.
4. The Field Coordinator discusses proposed new field agencies with the BSW Field Committee so the committee may provide input into strengths or challenges related to the placement that would impact student development and learning

5. Approval of the field agency will be based upon the selection criteria for agencies and field instructors as described below.
6. Should a field site lack the CSWE-required BSW or MSW credentialed staff, the Field Coordinator will work with the agency to identify a field instructor with a related background with demonstrated understanding of and commitment to professional social work practice. The Field Coordinator will also work with the Social Work Program Chair to ensure an FFI is assigned to the student.

Criteria for the Selection of Field Agencies:

1. The presence of a qualified field instructor or a team of field instructors who are willing to provide students with educationally guided experiences appropriate to baccalaureate levels of social work practice.
2. The provision of services and training compatible with the program's objectives.
3. The acceptance, enthusiasm and support for BSW level of practice by the agency.
4. The recognition of affirmative action guidelines in the selection of students for placement (please see page 24).
5. The promotion of: the four purposes of the Social Work Profession
 - (1) enhancing people's capacities to resolve problems, cope, and function effectively,
 - (2) linking clients with needed resources,
 - (3) improving the social service delivery network,
 - (4) promoting social justice through the development of social policy
 (DuBois and Miley, 2011, p.9);
6. And promotion of the six core values of social work: service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence (NASW, 2021)

Criteria for the Selection and Retention of Field Instructors:

1. The acceptance of the responsibilities for field instruction previously stated in the section titled: Participants and Responsibilities - Field Instructor (p. 9).
2. Have an MSW or BSW earned from a CSWE accredited program and two years of practice experience; or a related degree from another discipline with demonstrated understanding of and commitment to professional social work practice.
3. In situations where the field instructor does not hold an MSW or a BSW degree, a qualified faculty member will sign on as faculty field instructor to provide needed support. Exceptions to this general CSWE standard for agency field educators is considered on a case by case basis and can include issues related to: a placement site that

should be used because of strong student need; practitioners who are highly experienced and qualified and who understand the philosophical underpinnings of social work and the role(s) it has among the helping professions; and, agencies in remote, rural regions or diverse practice settings. In all such cases, placements are supported by a Faculty Field Instructor (see pg. 9).

4. Have an interest, enthusiasm, and belief in BSW professional practice.
5. Have supervisory and/or teaching skills and experience.
6. Have a practice orientation which is compatible with the mission and educational objectives of the University of Wisconsin-Green Bay, Social Work Professional Programs.
7. Have knowledge of and demonstrated support of the profession's *Code of Ethics*.

Placement of Senior Students in the Practicum

Placement Procedures for the Practicum

Arrangements for field practicum will occur during the spring semester prior to enrollment in Field Practicum I. The placement site must be carefully selected for each student, matching the educational needs of the student with the type of learning experience which an agency and field instructor can provide.

Throughout the field matching process, all students must demonstrate professionalism and adhere to deadlines set forth by the Field Coordinator. Missing deadlines or lack of professionalism throughout the field placement process may result in a non-academic retention meeting or deferred ability to enroll in field and other senior-level classes requiring concurrent enrollment in field practicum.

In order to maintain longstanding relationships with successful field agencies that express interest in hosting student(s), and due to reasonable limitations in procuring numerous new field sites, students must demonstrate an attitude of flexibility in accepting field placements. In addition, while the Field Coordinator may entertain recommendations of new field sites from students, the Program cannot guarantee placement in a specific agency requested by a student. Placement procedures for all students include the following steps.

1. Early in the spring semester of the junior year, the Field Coordinator will notify students of the field practicum procedures and opportunities.
2. Students will complete the Senior Field Practicum & Integrative Seminar I and II - Student Application form and Field Agency Preferences form and return these forms and a professional resume to the Field Coordinator. Students will attend field advising sessions focusing on various areas of social work practice, facilitated by the Field Coordinator.

3. The Field Coordinator reviews the students' completed applications and preference forms, may consult with other social work faculty and advisors, and makes preliminary, suggested field placement assignments.

The Field Coordinator distributes prospective field placements with students, acquainting the students with the potential placement(s), the reason(s) for the selection of the field placement(s) and sharing field instructor contact information. Students may express any questions or concerns.

4. Each student contacts the prospective field instructor to schedule a placement interview.
5. If at the end of the placement interview both field instructor and student are in agreement that this placement is a good mutual fit, the field instructor and student complete the *Student Placement /Agent Liability Coverage Confirmation* form. If either the student or prospective field instructor has questions or concerns regarding the appropriateness of the placement, the field instructor and/or the student are to immediately contact the Field Coordinator.

The Field Coordinator will attempt no more than three field referrals per student. Three unsuccessful referrals will trigger discussion of the student's current readiness for the field practicum. A referral will be considered unsuccessful and be included in the count of three if:

- The agency declines to host the student for field practicum, based on the student's application materials or interview performance
 - The student declines the placement before beginning field practicum
 - The student requests a change of placement for reasons other than those outlined in Change of Field Practicum Site (p.21) during the practicum.
6. The field instructor will receive a copy of the signed Student Placement/Agency Liability Coverage Confirmation form.
 7. The Student Placement/Agency Liability Coverage Confirmation form is housed with the student file in the Social Work Professional Program.
 8. Students will begin their field placements the first week of class each Fall and Spring semester.

Learning Contract/Self-Assessment for the Practicum:

The Field Learning Contract is a learning agreement/understanding among the field instructor, the field liaison, and the student developed at the beginning of each semester which generally describes the practicum assignments and delineates the learning activities the student will complete during the placement. The learning activities for students are derived from assessment materials indicating the learning needs of the student and from the nine practice competencies which are a statement of the program's educational outcomes. In addition to guiding the field

experiences, the practice competencies direct the entire curriculum. Please see SOC WORK 402 & 403, Field Practicum & Integrative Field Seminar I & II syllabi for specific criteria necessary to receive a passing grade in Field Practicum & Integrative Seminar I and II.

Following is the process used by the student in the development of the student's Learning Contract:

1. The student, at the beginning of the fall semester, thoughtfully examines each of the practice competencies to determine personal learning objectives for each competency. In doing this, the student draws upon past field and classroom experience, prior evaluations, and feedback from faculty to choose the most appropriate outcome objectives to enhance the student's learning experience for the semester.
2. At the contracting meeting in beginning of the fall semester with the student, field instructor and field liaison in attendance, the Learning Contract is reviewed to be certain that the activities by the student can be accomplished in the setting and in the time frame indicated. This becomes both a guide and a measurement for the student's activities in the field placement.
3. The student then writes the learning contract for each of the nine competencies that address the student's personal learning needs.
4. At the end of each semester the student engages in a self-assessment based upon the Learning Contract.

Assessment of Student Performance in the Practicum

The awarding of BSW degrees from a CSWE accredited Social Work Program signifies to the student, clients, practice community and employing agencies that the graduate has achieved the profession's specified level of acquired knowledge and skill, and thus is "competent" to practice as an entry-level professional social worker who understands and subscribes to the profession's *Code of Ethics*.

The responsibility for the assertion of competence rests ultimately with the Social Work Professional Program and the University of Wisconsin – Green Bay. However, the issue is complex for the professional program as it is clearly understood that practice competence is not fully realized in the classroom but rather is also demonstrated through the field placement.

The demonstration of competence must include the student's capacity to apply knowledge to specific practice situations toward the goal of realizing the profession's major purposes in relation to people. The application of knowledge becomes skill. Finally, assertion of competence must also include the assessment of the student's capability to practice within the ethics of the profession.

The assessment of student competence is carried out in partnership with the student and field instructor. The understanding and agreement of the faculty, field instructors, and students as to

assessment purposes, philosophy, criteria, structure and format are critical to the process and an outcome that, insofar as possible, does assure that graduates of the University of Wisconsin-Green Bay Social Work Professional Program are competent to practice as entry-level professional social workers. Thus, communication among faculty, field instructors and students is essential to identify issues raised in the field and classroom.

The following material serves as a guide for the assessment of student performance in the University of Wisconsin-Green Bay, Social Work Professional Programs.

Assessment Purposes

Overall, the purposes of the assessment process are:

1. To evaluate student progress in the development of the competency level deemed essential for entry into professional practice at the baccalaureate level.
2. To help students develop skills in assessing their own ongoing professional growth and functioning.
3. To provide direction for continued professional development.
4. To provide an ongoing mechanism for the evaluation, modification, and change in curriculum, as may be indicated.

Principles/Philosophy of the Assessment Process

1. The assessment of the student's professional growth and development of competence begins at the time the student enters the program and continues until the student leaves the program. The assessment culminates in the senior practicum experience when students are expected to demonstrate the skills, knowledge, and values reflected in the nine practice competencies.
2. Criteria, developed from the competencies to be achieved, are utilized in the assessment of the student's professional growth and performance. These criteria are clearly specified to and known by the students.
3. The criteria for the assessment of student performance are developed from the program's stated outcomes, the nine competencies. These criteria are utilized in structuring the student learning experiences in the practicum. The learning experiences provide opportunity for students to demonstrate evidence for the achievement of competence. There are a range and variety of experiences that can be used to achieve and demonstrate competence. Thus, while the outcomes (competencies) are fixed and non-negotiable, the learning experiences are varied and reflect the service activities of the agency, the student's special needs and interests, etc. However, there cannot be learning objectives or experiences that are in conflict with the baccalaureate practice competencies.

4. The competencies and subsequent assessment criteria derived from them are used by faculty, field instructors, and students to assess the performance of each student. They assure that all students have achieved a comparable basic level of performance before leaving the program.
5. Faculty are responsible for delineating assessment criteria and for the development of the assessment tool. The advice and critique of the Program Advisory Committee and field instructors are reflected in this material. Faculty are responsible for seeing that the learning contract developed by the field instructor, student and faculty field liaison provides the learning experiences which are both appropriate for BSW practice and relevant to the achievement of the practice competence required.
6. The formal assessment conference is intended to be a constructive, non-intimidating experience for everyone - especially the student - just as the whole of the supervising experience should be. This does not mean that problems and/or problematic situations are to be avoided and not dealt with. It does mean, however, that such situations are called to the attention of the student long before the final conference.
7. The ultimate objective of the University of Wisconsin-Green Bay Social Work Professional Program is to prepare a competent professional practitioner at the BSW entry level. Students are expected to develop the skills necessary to assume responsibility for their own professional behaviors and decisions. This means that students are active participants in the assessment process, including assuming responsibility for preparing and presenting an assessment of their own professional achievements.

Assessment Process and Format:

1. Field Instructor Supervision - Ongoing Assessment:

Field instructors will meet with students regularly to review student progress, discuss future plans, attend to any areas needing special attention, etc. The student will be encouraged by both faculty and field instructor to raise any issues or concerns in the practicum experience directly with the field instructor. Field instructors are encouraged to provide regular, ongoing feedback to students regarding their performance in the practicum so that there are no surprises at the semester's end. Faculty should be contacted immediately if issues arise which cannot be resolved by the field instructor and the student.

2. Mid-Semester Progress Assessment:

At the middle of each semester, the faculty field liaison will utilize an online survey to receive a report on the student's progress in field. Questions related to professionalism, fit with the agency, and progress toward the competencies are the focus of the mid-term progress assessment.

3. End-of-Semester Formal Assessment:

At the conclusion of the semester, there will be a formal assessment conference with the student, field instructor, and faculty field liaison, regarding the student's progress/achievements during the semester. The final grade is assigned by the faculty field liaison, not the agency field instructor. To graduate, the student is required to achieve a minimum mastery of each competency in the assessment tool during the spring evaluation. The formal assessment process follows:

- a. The assessment conference will be arranged by the faculty field liaison at a time convenient for the liaison, field instructor and student.
- b. Prior to the conference, the student, field instructor, and the faculty field liaison prepare for the conference. The student independently prepares a self-assessment relating to his or her evaluation of the learning contract. In the self-assessment materials, the student lists outcome objectives, experiences the student has had which relate to those objectives, and how that student measured and evaluated achievement of each objective. The student provides copies of these materials to the field instructor and faculty field liaison prior to the conference. The field instructor prepares for the conference by sharing feedback with the student in relationship to the competencies. The student may integrate this feedback into the self-assessment.
- c. At the evaluation conference, the student presents the completed self-assessment. It is expected that both field instructor and the faculty field liaison will contribute to the student's assessment. The purpose of this session is to engage in an honest, open discussion with the student about the student's progress, strengths, and areas needing additional development. The roles of the faculty and field instructor, functioning as a collegial team, are to facilitate and assist the student with the integration of content and its application to practice. Finally, in assuming major responsibility for the assessment, students have the opportunity to further develop skills through carefully and objectively assessing their own development and performance.
- d. Learning activities for the second semester should emerge during the formal assessment conference held at the conclusion of the first semester. At the conclusion of the second semester, and prior to leaving the program, students should have a very clear sense of their professional strengths and skills, as well as limitations and areas which will need further attention as they enter professional practice.
- e. Students who are considering attending graduate school should maintain copies of these materials in the event that the graduate school requires verification. The UWGB Professional Program in Social Work only maintains the signature page in the student file.

Addressing Challenges in the Field Practicum

Students are encouraged to be self-directed in their learning and address challenges in their field practicums proactively, in partnership with the Field Instructor and Faculty Field Liaison. Likewise, Field Instructors are encouraged to share timely feedback, including concerns, with their students and the Faculty Field Liaison.

General Field Problem-Solving

When challenges arise in the field placement, the following steps will be followed:

1. The student and the Field Instructor will meet together to fully discuss the situation. If a satisfactory resolution is not accomplished, contact should be made with the Faculty Field Liaison.
2. The Faculty Field Liaison will meet with the student and the Field Instructor to clearly define the challenges and consider possible solutions. The BSW Field Coordinator should be notified and included in the problem-solving process.
3. Solutions will be implemented in the field practicum by the Student and Field Instructor, as monitored and supported by the Faculty Field Liaison.

Student Request for Change of Field Placement

Under ordinary circumstances, social work senior student placement is made for two consecutive semesters in the same agency. This allows for depth and breadth of learning. Changes in placements are considered problematic since leaving one agency for another disrupts the continuity of the learning experience. Placement changes are rare and conducted in a thoughtful and carefully-planned manner.

Students requesting a change of field placement must first complete General Field Problem-Solving steps 1-3 above. If these steps are unsuccessful, the student may proceed to the following steps:

4. The student must provide a compelling rationale for the change to the Faculty Field Liaison and Field Coordinator, including a statement of learning goals, why the goals cannot be accomplished at the current placement agency, and a plan outlining how the practicum experience can be successfully completed through a placement change.
5. If an agreement is made that a change of placement is in the best learning interest of the student and/or the agency, the Field Coordinator will partner with the student to seek an alternative placement.
 - a. The student will be responsible for following the required application-for-field-placement procedures in a time frame established by the Field Coordinator.

- b. The student will be responsible for following the NASW *Code of Ethics* and agency policies governing termination of employment and termination of client services.
- c. The student may be required to repeat some or all of the field hours to gain knowledge of the new placement agency and establish that learning requirements have been accomplished. Typically, the student will complete the remaining required hours for the semester plus additional hours, to be determined in conjunction with the new field agency, to catch up to the level of competence the student should be demonstrating to date. Because the recruitment of a new field placement occurs out of the normally scheduled timeframe for the placement process, students can anticipate a delay of up to one month in referral to a new placement setting.

Student Request for Termination of Field Placement

Student requests for placement termination might be related to inability to address field practicum challenges through the General Field Problem Solving and Change of Placement processes above, or due to issues of health, impairment, finances, or other life events.

When, during the course of the semester, a student wishes to terminate enrollment in the field practicum, the following steps should be taken:

- Notification should immediately be made to the Field Instructor, the Faculty Field Liaison, and the BSW Field Coordinator. The situation can then be discussed and if appropriate, a careful termination can be accomplished.
- Termination of enrollment in the Field Practicum & Integrative Seminar will require the student to withdraw from the course, and may require the student to withdraw from other classes in the Social Work Program which require concurrent enrollment with Field Practicum and Integrative Seminar. Information regarding withdrawal dates and late drop petitions may be found on the [UWGB Registrar's Registration Calendar website](#).
- Prior to re-enrolling in the field practicum in a future semester, the student must demonstrate, to the satisfaction of faculty, that the reasons for discontinuance have been adequately addressed and that the student is ready to carry out professional responsibilities at the bachelor's level.

Field Agency Request for Termination of Field Placement

When Field Instructors have concerns about student performance in field, General Field Problem-Solving Steps 1-3 above should first be followed. Throughout the General Field Problem-Solving process, Field Instructor concerns should be documented and shared with the student and Faculty Field Liaison with regular updates regarding progress, or lack thereof.

Documentation could include:

- statements addressing the student's skill assets and deficits;
- a description of the concerning behaviors or attitudes; the instructional or supervisory interventions provided;
- the student's responses to those interventions;
- and the student's current level of functioning, and progress made in addressing the concern.

If concerns persist, the faculty field liaison will inform the student's faculty advisor and the BSW Program Field Coordinator.

If a satisfactory resolution cannot be reached during a meeting between the Student, Field Instructor, and Faculty Field Liaison (General Field Problem-Solving step 2, above), or if the student's performance continues to be unsatisfactory, the Field Instructor may choose to terminate the placement and should notify the student and Faculty Field Liaison of this decision.

Based on information from the Faculty Field Liaison, Field Instructor and student, the BSW Field Coordinator, in connection with the BSW Program Coordinator, will make a ruling regarding continuance or termination of enrollment in the Field Practicum & Integrative Seminar course. The final decision regarding continuance or termination of enrollment in Field Practicum & Integrative Seminar is the responsibility of the Social Work Program.

- Continuance of enrollment in Field Practicum & Integrative Seminar may require extending the length of placement, repeating the placement, or transferring to another agency. (For details on transferring to another agency, see Student Request of Change of Field Placement, above).
- Termination of enrollment in the Field Practicum & Integrative Seminar will require the student to withdraw from the course, and may require the student to withdraw from other classes in the Program which require concurrent enrollment with Field Practicum and Integrative Seminar. Information regarding withdrawal dates and late drop petitions may be found on the [UWGB Registrar's Registration Calendar website](#).

Furthermore, field performance concerns or personal challenges that interfere with performance expectations may be grounds for dismissal from the Social Work Program altogether. Examples include, but are not limited to:

- Non-achievement or less than satisfactory achievement of BSW student contract goals.
- Behaviors that violate the NASW *Code of Ethics* in the field agency (see examples below).
- Personality characteristics that conflict with the professional values and professional role sets of the social work profession and the State of Wisconsin MPSW 20 Code of Conduct (see examples below).

- Disruptive behaviors constituting a threat to the safety of the student or others.
- A pattern of unwillingness to participate in the learning activities of the Program.
- Inability to communicate effectively, orally or in written form, such that performance is seriously handicapped.

The following list of behaviors serve as examples for those which could violate the NASW Code of Ethics or be deemed as conflicting with professional values and role sets. This list is offered as examples only and should not be considered to be all-inclusive.

- Challenges in addressing unresolved life issues which persistently interfere with judgment and performance.
- The decision to not seek professional help or take other steps necessary to protect clients and others when these challenges interfere with professional judgment and performance.
- Preoccupation with self and self-centered behavior to the extent that it is inappropriate for a professional role. Challenges in one's ability to develop professional relationships so that effective communication to engage others using effective relational and communication skills cannot be accomplished.
- Challenges in placing appropriate boundaries between personal and professional relationships with clients, agency co-workers, or others who are part of the professional practice environment.
- Practicing beyond the scope of one's competence.
- Repeatedly misrepresenting competence or credentials to clients, agencies, others, etc.
- Repeatedly and or seriously violating obligations concerning use of privileged information and violation of confidentiality.

Documentation of meetings and the outcome decisions will be completed by the BSW Field Coordinator or BSW Program Coordinator and placed in the student's file. The BSW Program Coordinator or Field Coordinator will be responsible for informing the student about the procedures for appeal. The grievance and appeal policy pertaining to academic appeal, which applies to BSW students, may be found in the Dean of Students section pertaining to University Policies and Procedure use using the following link:

<https://www.uwgb.edu/dean-of-students/policies-procedures/students/#complaints-grievances>

III. Policy Issues

Term of Placement:

Field practicum requirements are to be met during the Fall and Spring semesters only. Students may contract extra hours for independent study credits during the summer semester, if they desire. University policy excludes BSW field hours during the winter break for liability coverage so if continued involvement over the break occurs, this is completed as an agency volunteer and hours do not accumulate toward those required for the practicum. University liability coverage is generally available only during the registered course semesters (see *Liability* below).

Criminal and Caregiver Background Checks:

Criminal background and caregiver background checks may be required for field placement and are a required component of obtaining Social Work certification/licensing in Wisconsin. As a general policy, the agency in which a student will be conducting their placement will complete these checks, often for a fee. In some situations, the agency will require the student to have UW-Green Bay conduct the checks.

In such instances, a student will request, and pay for, the service at [University Police](#). When the checks are completed, the student will retrieve the reports from University Police and provide directly to the agency. Arrangements for delivery to a third party are to be arranged between University Police and the student. (For example, students may provide a stamped envelope, addressed to the agency, to University Police so that they may deliver the check via mail.)

Students who have resided in states other than Wisconsin since the age of 18 may also be required to complete an out-of-state background check and pay additional fees. Students are encouraged to apply for their checks a minimum of three weeks before they are scheduled to begin a field placement.

Liability

The State of Wisconsin provides liability protection for its officers and employees when acting within the scope of their employment, and extends this protection to the agents of the State where there is a written agreement on file. The *Student Placement and Liability Coverage Confirmation Form* serves as the means by which student status is confirmed as an agent of the State of Wisconsin with its liability protection. This form is signed upon completion of the placement interview and retained in the student file. This protection extends to time periods when students are actively enrolled in the field practicum courses.

Driving

During the preliminary field placement interview, students are advised to discuss the use of a vehicle in their field duties with the Agency Field Instructor. The Vehicle Use Authorization

(VUA) form for driving in the field must be completed and approved for each academic year the student is in placement.

The State will only provide excess coverage to drivers when they are using their personal vehicles on official University business. Official University business means undertaking field tasks at the request or direction of field personnel, which is common social work practice. Driving to and from the field agency is not considered University business.

Students can access the VUA application on-line using the following link: <http://www.uwgb.edu/risk-management/operation-of-vehicle-on-university-business/driver-authorization/>. All paperwork needs to be submitted and approved before a student uses a personal vehicle in the field placement. The UW-Green Bay Risk Manager will notify students of approval to drive under University liability.

All approved drivers should be aware of the following:

- Student's personal automobile insurance is primary over State coverage;
- Students transporting clients or conducting agency business must maintain personal automobile insurance with current State of Wisconsin limits as the minimum; current minimums are \$100,000/300,000.
- Coverage is provided on the authorized state driver/employee pursuant to Wis. Statute, s. 895.46, which provides liability protection for the negligent acts of its state officers, employees and agents while acting within the scope of their employment. Liability coverage is limited to \$250,000 per claimant per negligent authorized state driver, as stated in s. 893.82, Wis. Stats.
- Claims that result from a state employee's actions in states other than Wisconsin are not subject to this statutory limit.

Students who choose not to complete the necessary form(s) related to use of a vehicle assume complete liability for any situation that results in the use of their automobile in the line of university-related duty. Students are asked to discuss this with their field agency supervisor at the onset of the field placement. The Social Work Program encourages students who do not complete this form to refrain from using their vehicles to transport clients or to conduct ANY other type of 'agency' business which involves the use of a vehicle in the field placement. Agencies requesting verification of driver authorization should contact the field coordinator.

Note: It is illegal for a student in the state of Wisconsin who does not hold a valid driver's license to operate a vehicle even if the student completes the necessary driving forms(s) described above. Any new traffic citations should be reported to the risk management office for re-evaluation of driving status.

Paid Practicums:

It is the policy of the Social Work Professional Programs and the Council on Social Work Education not to grant academic credit for reimbursed work experience as the practicum is designed with the focus on learning. While it is expected that the agency will benefit in a variety of ways from the presence of students, the practicum requires a commitment of supervisory and instruction time from the agency as well as the provision of opportunities for varied, planned learning experiences. Since the student's learning takes priority over the agency's staffing needs, the practicum student should never be viewed as supplementing or filling paid positions within the agency. Furthermore, it is the policy of the Program to attempt to place students in settings that will provide new learning opportunities. Thus, it is unusual to place a student in an agency where the student has worked as a staff member or as a volunteer.

In a very few, limited situations, students may work and have an internship in the same agency. A number of procedures must be implemented in this situation which includes supervision separated between the employment supervisor and field supervision. The field and paid employment are to be kept separate and accounted for individually. Activities must be new learning and not part of the employment job description; the student's educational experiences will be different than the paid job duties. Paid employment cannot be counted as internship hours. Additionally, faculty also must support such an arrangement and decisions are made based upon the learning needs of the student and the student's assessed strengths as well as areas identified as warranting further growth.

Orientation and Workshops for Field Instructors/Supervisors:

All field instructors are expected to attend the *Welcome to the New Year* Orientation for senior-level field instructors, held at the beginning of the Fall semester. Typically, in the spring of each year, a workshop is offered which focuses on the enhancement of the BSW field education component of the curriculum and all senior-level field instructors are invited to attend this spring workshop. Orientation for new field instructors is embedded in the *Welcome to the New Year* workshop. Attendance at these meetings is critical in maintaining the continuity of an educationally directed field program. Lack of attendance at orientations may affect continuance as a field placement site.

Student Participation in Activities Which May Interfere with Class or Field Work:

From time to time, conferences, workshops, or other professional development activities will occur which will be beneficial for students to attend. These activities may at times interfere with class meetings or with assigned field time. Students may work with their field instructor to determine if such activities are related to the learning contract and thus can be counted as field part of the field practicum. If students miss class to participate in such activities as part of the field practicum, they will still be held accountable to each course instructor's attendance policy. Activities which are unrelated to the student's learning agreement cannot be counted toward the hours required for field placement. If such activities conflict with regularly schedule field time, arrangements to make up field time will be negotiated between the field instructor and the student.

University Non-Discrimination and Sexual Harassment Policy:

All BSW field education agencies, field instructors and supervisors need to be knowledgeable of, and act in accordance with, the University's policies concerning discrimination. These policies are applicable to students in both on-campus and at Social Work Professional Program's approved BSW field education sites. The policy asserts:

The University of Wisconsin-Green Bay is committed to equal opportunity to all individuals regardless of race, color, religion, sex, sexual orientation, gender and/or gender identity expression, marital or parental status, national origin, ethnicity, citizenship status, veteran or military status, age, disability and any other legally protected basis. Harassment or discrimination based upon protected status is illegal and will not be tolerated. This policy is applicable to employment practices and all programs within the University. This commitment to all employment and educational practices includes, but is not limited to recruitment and hiring, training, compensation, benefits, promotions, transfers, terminations, layoffs, access to facilities as well as social and recreational programs.

The University's compliance with this statement is the responsibility of all administrators and others whose duties are related to decisions regarding employees. Further, the University of Wisconsin-Green Bay is committed to fully participate in the implementation of all applicable federal and state laws, executive orders, rules, regulations and policies

Furthermore, please refer to the Conflict of Interest and Romantic Relationships policy in the BSW Student Handbook for further information regarding appropriate relationships between students and field agency staff.

Grievance Procedures in the Field:

Elsewhere in this handbook, it is clearly indicated that normal problems which may arise in the field placement shall first be drawn to the attention of the field instructor by the student and/or faculty field liaison. However, should the student believe him or herself to be the victim of unfair treatment on the part of the agency staff or field instructor, including violations of University non-discrimination/sexual harassment policy, the student shall be free to confer directly with the faculty field liaison. The faculty field liaison shall then inform the student of the student's rights and complaint-filing procedures and require the student to submit the grievance in writing to the faculty field liaison within five days. Following receipt of the written complaint, the faculty member will bring the matter to the Program Chair, who shall in turn report it to the appropriate agency administrator or supervisor.

Depending upon the circumstances and the seriousness of the allegations, the Chair may take a number of actions as may be deemed appropriate. Such actions may include: discussing the issues directly with the agency administrator; the field instructor or field instructor's supervisor;

removing the student from the placement; consulting with the Program Advisory Committee; and other actions that appear necessary and appropriate.

Assessment (Evaluation) of Field Placement Sites and Field Instructors:

The assessment of field placements has a two-fold purpose:

1. To enhance student learning opportunities, the professional growth of field instructors, and the BSW field education program.
2. To ensure a good match between the student, the field instructor, and field site.

This assessment process involves the input of students, field instructors and faculty. However, the ultimate responsibility to assess field placements and to provide and solicit feedback lies with the faculty.

Feedback to field instructors is expected to be provided by faculty and students on an ongoing basis. In addition, students are provided with an opportunity to communicate to their field instructors the strengths and concerns related to the learning environment during student assessment conferences. At the end of the academic year, students fill out evaluations of the placement and experience within the Annual Program Evaluation survey. Any areas of concern arising from a student evaluation are typically communicated to field personnel by the Field Coordinator for attention and possible action.

Annually, an evaluation questionnaire, referred to as the *Field Placement Assessment* survey, is completed by the field instructor and reviewed by faculty. This survey elicits the field instructor's comments, opinions, and suggestions regarding the field experience. Results will be placed in the Social Work Professional Program's evaluation/assessment file. Any areas of concern are discussed by both parties resulting in appropriate follow up measures.

Discontinuance of a Field Learning Site and/or Field Personnel:

Any field placement site may be discontinued if contractual agreements have not been met. Discontinuance of a field instructor may occur if the field instructor no longer meets the criteria for selection and retention of field instructors. This must not be confused with the interrupted use of a learning site and/or field instructor.

In the event of the need for discontinuance, the field instructor will be notified by faculty prior to the assignment of students for the coming year. Depending on the reasons for the discontinuance, the Social Work Professional Program Chair may also take a number of actions as may be deemed appropriate. Such actions may include: discussing the issues directly with the agency administrator or the field instructor's supervisor; removing the student from the field placement during the academic year; or other actions that appear necessary and appropriate.

Use of Personal Cell Phones in Field

Occasionally, Social Work students are asked to use their personal cell phones to conduct business for their field agency. This request may range from minimal use to significant use including, but not limited to, the following examples:

- Communications with other agencies or professionals
- Scheduling appointments with clients
- Providing clients with their personal cell phone number

It is the opinion of the Social Work Professional Programs that students should not, or be expected to, use their personal cell phones for agency business as it places them at risk for boundary crossings. Furthermore, there is no certainty of protection of privacy/confidentiality for the client or the student when personal cell phones are used for client contact. However, the Program also supports students' rights to make their own decisions regarding personal cell phone use providing they follow agency policies and professional codes of conduct.

Agencies are asked to apprise the Social Work field coordinators if personal cell phone use is a requirement for placement in their agency so students are aware of the expectation before placements are finalized.

If students are asked to use their personal cell phones for agency business, the agency should provide options that protect the students' personal boundaries. This could include: blocked numbers, apps that allow for transfer numbers, generic voice mail messages, and reimbursement for data overages incurred as a result of agency use.

Appendix A

BSW Competencies with Behavioral Indicators

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

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

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

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

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

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

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse 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 with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

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

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to

effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:

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

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

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