— MASTER OF —
SOCIAL WORK

Policies and Procedures
for
Field Practicum

Weber State University

2022-2023

It should be noted that the MSW Field Manual is a continuous work in progress. As we continue to grow our program, and learn more about MSW field education, we believe that changes and improvements will be made to this manual.

Table of Contents

Introduction

This manual was developed to codify the policies and guidelines that direct student learning experiences in the field placement agency. It reflects our awareness of the investment of executives, field instructors, and other agency personnel in social work education, and our appreciation for their contributions to the professional development of students. We recognize that social work education does not flourish without close collaboration between the university and the social work practice community.

The objectives of Weber State University's Master of Social Work (MSW) Program are consistent with the ethics and values of social work and are designed to provide high quality educational preparation for advanced clinical social work practice with individuals, families, groups, communities and organizations. The purpose of social work, as outlined by the Council on Social Work Education (CSWE), is discussed in the following section.

Mission and Objectives

Weber State University Mission

Weber State University provides transformative educational experiences for students of all identities and backgrounds through meaningful personal connections with faculty and staff in and out of the classroom. The university promotes student achievement, equity and inclusion, and vibrant community relationships through multiple credentials and degree pathways, experiential learning, research, civic engagement, and stewardship.

Weber State University (WSU) is a comprehensive public university authorized to operate and confer degrees under Utah Code section 53B-6-101 et seq and its mission and roles are governed by Utah State Board of Regents policy 312. The university's mission is approved by the Weber State University Board of Trustees (March, 2021) and the Utah Board of Higher Education (July, 2021)

Weber State University Vision

Weber State University will be a leader in transforming lives by meeting all students where they are, challenging and guiding them to achieve their goals academically and in life.

Weber State University Core Values

EVERY INDIVIDUAL
Embracing all identities through the promotion of belonging, creativity, uniqueness, and self-expression;

COLLECTIVE EXCELLENCE

Fostering achievement and transparency in learning and discovery through collaboration; and

TRANSFORMATIVE EXPERIENCES

Nurturing success through engaging, supportive, and personalized opportunities in a rapidly changing world.

Core Themes of Weber State University:

Access: The access core theme reflects WSU's commitment to providing an affordable, quality education to communities with significant socioeconomic and cultural differences.

Learning: The learning core theme is central to WSU's mission to provide transformative educational experiences and its commitment to support student success at every stage of the student life cycle.

Community: The community core theme reflects WSU's role as an educational, cultural and economic steward for the region.

Weber State University Master of Social Work (MSW) Program Mission

The master of social work (MSW) program at Weber State University was designed to be consistent with the mission of the institution, the unique demands of WSU students, local and regional needs for social service and social welfare providers, the purpose and values of the social work profession, the educational policy and accreditation standards of the Council on Social Work Education, and expected knowledge, skills, and ethics of professional social workers. The program is guided by this mission, its specific goals, and core social work competencies. The MSW program's mission is as follows:

> The WSU Master of Social Work (MSW) Program is grounded in principles of harm reduction, a set of practical strategies, practices, and ideas aimed at reducing negative consequences associated with all types of human behavior, and a movement for social justice, built on a belief in, and respect for, the rights of all people. With this as its foundation, the program prepares students for advanced
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> clinical practice with diverse people and systems in a wide variety of settings and contexts, with special focus on the unique needs of individuals, families, and

communities in northern Utah and the broader intermountain region. Particular attention is given to clinical practice skills that are relevant to the culture and needs of the area's growing Latinx population. Emphasis is placed on interdisciplinary collaboration and the development of knowledge, skills, and ethics required of masters-level practitioners. The Program also emphasizes an underlying value of service to individuals, families, groups, communities, organizations, and institutions. Graduates of the MSW Program are charged with commitment to the development of human well-being, to social justice, and to the alleviation of poverty and oppression.

Relationship Between Institutional Mission and Program Mission. The mission of the master's program in social work (MSW) at Weber State University is closely linked to and consistent with the mission of the institution.

Components of the Weber State University Mission and Values	Components of the Weber State University Master of Social Work (MSW) Program Mission
The university's **dual-mission** is reflective of a pragmatic approach to learning and professional preparation, scholarship, and community. The university values learning through **personalized experience, engagement in the community, access and opportunities for all, respect for people and ideas, and nurturing the potential within every individual.**	The program is **grounded in principles of harm reduction** (**practical strategies, practices, and ideas aimed at reducing negative consequences associated with all types of human behavior, and a movement for social justice, built on a belief in, and respect for, the rights of all people**).
The university **encourages freedom of expression and valuing diversity**. The university values **respect for people and ideas**.	**The program prepares students for advanced clinical practice with diverse people and systems in a wide variety of setting and contexts**.
The university serves as an educational, cultural, and economic leader of the region. The university values **engagement in community**.	The program gives **special focus to the unique needs of individuals, families, and communities in northern Utah and the broader intermountain region**.
The university encourages **freedom of expression and valuing diversity**. The university values **access and opportunity for all**.	The program gives particular attention to **clinical practice skills that are relevant to the culture and needs of the area's growing Latinx population**.

The university **provides associate, baccalaureate and master degree programs in liberal arts, sciences, technical and professional fields**. The university values **learning through personalized experience and shared inquiry**.	The program engages in **interdisciplinary collaboration**.
The university engages students in public service and community-based learning. The university values **nurturing the potential within every individual**.	The program emphasizes an **underlying value of service to individuals, families, groups, communities, organizations, and institutions**.
The university engages students in public service and community-based learning. The university values **nurturing the potential within every individual**.	Program graduates are **charged with commitment to the development of human well-being, to social justice, and to the alleviation of poverty and oppression**.

Weber State University Master of Social Work (MSW) Program Goals

From the mission of the WSU Master of Social Work Program flow specific program goals which direct the activities of faculty members and staff and guide students in their professional preparation. With a harm reduction framework and in the context of interdisciplinary collaboration and the needs of local, regional, state, national, and global constituents, the Master of Social Work Program at Weber State University provides teaching and learning opportunities that:

1. Give attention to and understanding of broad changes in individuals, couples, families, groups, communities, organizations, and social systems, but focus on immediate risks and harmful behaviors (**Harm Reduction**);

2. Promote cooperation among social service providers and agencies, and across disciplines and professions (**Collaboration**);

3. Draw attention to the unique needs of individuals, families, and communities in northern Utah and the broader intermountain region (**Local Relevance**);

4. Highlight the specific needs and challenges of Latinx communities (**Cultural Competence**);

5. Prepare graduates for clinical social work practice (**Advanced Clinical Practice**);

6. Facilitate the development and integration of knowledge, values, skills, and cognitive and affective processes, grounded in the profession's history, purposes, and philosophy, for competent and effective professional social work practice (**Integration of knowledge, values, skills, and cognitive and affective processes for practice**);

7. Help ensure practice and behavior that is consistent with the principles, values, and ethics of the profession of social work (**Ethical practice**);

8. Encourage respect for and appreciation of human diversity (**Diversity**);

9. Promote an understanding of the complex network of systems that impact and are impacted by individuals, families, groups, and organizations (**Systems**);

10. Prepare students to work for social and economic justice to assist all people, with a special focus on oppressed and disadvantaged populations, in order to improve their quality of life and achieve acceptance, tolerance, and full participation in society (**Social and economic justice**);

11. Establish a commitment to the implementation and delivery of social services that are designed to enhance functioning of the individual, families, groups, organizations, and the community (**Humane service delivery**); and

12. Create a foundation for lifelong learning through introspection, critical thinking, research skills, continuing education, and advanced professional studies (**Lifelong learning**).

Relationship of Program's Goals to Program's Mission. Each of these specific goals is relevant to the overall mission of the WSU MSW program and is designed to operationalize is its essential components. The following table articulates who the program's goals are relevant to its mission.

Program's Goals	Components of the Program's Mission
1. The program gives attention to and an understanding of broad changes in individuals, couples, families, groups, communities, organizations, and social	Harm reduction is a set of practical strategies, practices, and ideas aimed at reducing negative consequences association with all type of human
systems, but focus on immediate risks and harmful behaviors (**Harm reduction**).	behavior. Principles of harm reduction reflect fundamental values of social work. As a framework for the program, harm reduction emphasizes social justice and guides social workers in selecting pragmatic, evidence-based intervention strategies.

2. The program promotes cooperation among social service providers and agencies, and across disciplines and professions (**Collaboration**).	Inter-disciplinary collaboration is stressed in the program's mission. This is important both in the classroom and in the field. Inter-professional cooperation is essential for effective social work practice.
3. The program draws attention to the unique needs of individuals, families, and communities in northern Utah and the broader intermountain region (**Local relevance**).	The WSU MSW program draws from and serves a community that is unique in many ways, and was created to be locally relevant. While preparing students for advanced clinical practice with diverse people and systems in a wide variety of settings and contexts, the program's mission includes a commitment to support the local community by attending to the unique needs of individuals, families, and communities in northern Utah and the broader intermountain region. Graduates will be prepared to address social issues in the context of local and regional culture.
4. The program highlights the specific needs and challenges of Latinx communities (**Cultural competence**).	Recognizing the rapid growth in Latinx communities, the program's mission gives particular attention to clinical practice skills that are relevant to the culture and needs and this population. While striving for culture awareness, competence, and humility generally, graduates will have a significant degree of exposure to social issues and concerns that affect Latinx individuals, families, and communities.
5. The program prepares graduates for clinical social work practice (**Advanced clinical practice**).	The program is designed to prepare students for advanced clinical social work practice with diverse people in a wide variety of settings and context. This focus is explicit in the program's mission.
6. The program facilitates the development and integration of knowledge, values, skills, and cognitive and affective processes, grounded in the profession's history, purposes, and philosophy, for competent and effective professional social work practice (**Integration of knowledge, values, skills, and cognitive and affective processes for practice**).	The mission of the WSU MSW reflects a recognition that social work practice involves knowledge, values, skills, ethics, and cognitive and affective processes. The integration of these different elements of practice is the result of a combination of classroom activities, field work, and community engagement.

7. The program ensures practice and behavior that is consistent with the principles, values, and ethics of the profession of social work (**Ethical practice**).	Ethical practice is emphasized in the program's mission. The program approaches ethics both philosophically and practically, considering the cognitive and behavioral dimensions of professional principles and values.
8. The program encourages respect for and appreciation of human diversity (**Diversity**).	The program's mission is grounded in a belief in and respect for the rights and well-being of all people. Recognizing that its context does not include the level of difference and variation found in other locations, attention to human diversity is an especially important part of the program's mission**.**
9. The program promotes an understanding of the complex network of systems that impact and are impacted by individuals, families, groups, and organizations (**Systems**).	The program's mission includes a clear acknowledgement that effective clinical social work practice is based on an understanding of diverse people and the complex network of systems with which they interact.
10. The program prepares students to work for social and economic justice to assist all people, with a special focus on oppressed and disadvantaged populations, in order to improve their quality of life and achieve acceptance, tolerance, and full participation in society (**Social and economic justice**).	Social justice is a key part of social work's history, identity, and practice. The importance of social justice is expressed in the program's mission both in the selection of harm reduction as an overall framework and as a collective commitment with which graduates are charged as they leave the academic environment and join the ranks of practice. Students explore and examine mechanisms of oppression throughout the curriculum and leave the program committed to the development of human well-being, to social justice, and to the alleviation of poverty.
11. The program establishes a commitment to the implementation and delivery of social services that are designed to enhance functioning of the individual, families, groups, organizations, and the community (**Humane service delivery**).	Humane service delivery is included in the program's mission statement as a commitment students are expected to take on regarding the development of human well-being and services to individuals, families, groups, communities, organizations, and institutions.

12. The program creates a foundation for lifelong learning through introspection, critical thinking, research skills, continuing education, and advanced professional studies (**Lifelong learning**).	The foundation for lifelong learning is woven throughout the program's mission and is established through the implicit and explicit curriculum. This foundation includes: principles of harm reduction; advanced clinical practice skills; interdisciplinary collaboration; knowledge, skills, and ethics required of masters-level practitioners; value of service; and a commitment to human well-being, social justice, and the alleviation of poverty and oppression.

Social Work's Purpose

"The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally." (pg. 5, 2015 EPAS)

The WSU Master of Social Work (MSW) Program reflects and supports the profession's purpose. The program is guided by a person-in-environment perspective and prepares students for "advanced clinical practice with diverse people and systems in a wide variety of settings and contexts". The curriculum is collaborative and relies on scientific inquiry, investigation, and evidence-based practice. The program's explicit attention to the unique needs of individuals, families, and communities in the local region, particularly the area's Latinx population, takes a broader global perspective and gives it specific relevance to social work practice close to home. While the Utah experience may be somewhat unique, the fundamental issues and challenges faced in the local population (e.g., mental illness, addiction, disparities in health care, poverty, homelessness, disabilities, relationship conflict and abuse, environmental concerns, etc.), are universal and can be extrapolated globally. With roots in harm reduction

thinking, the program's mission is built on a belief in and respect for all people, and is firmly grounded in a movement for social justice, the protection and preservation of basic human rights, and the elimination of poverty. Graduates of the MSW Program are charged with commitment to the development of human well-being, to social justice, and to the alleviation of poverty and oppression.

Social Work's Values

"Service, social justice, the dignity and worth of the person, the importance of

human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice." (EP 1.0, 2015 EPAS)

The Weber State University Master of Social Work (MSW) Program reflects and supports the profession's values. The program's mission expresses a recognition of the value of human relationships. The program "emphasizes an underlying value of service to individuals, families, groups, communities, organizations, and institutions" and was designed explicitly to serve the community and help address the growing gap between local service needs and the availability of trained and credentialed social work professionals. A significant part of the program's mission is to prepare students for "advanced clinical practice with diverse people and systems in a wide variety of settings and contexts" and produce social workers who recognize, respect, and celebrate human diversity. As reflected in its harm reduction framework, the WSU MSW program aims to produce graduates who value social justice, who fight for the rights of all people, and who are committed "to the alleviation of poverty and oppression". Emphasis is placed on "interdisciplinary collaboration and the development of knowledge, skills, and ethics required of masters-level practitioners", reflecting social work values of integrity, competence, and scientific inquiry.

Relationship of the Program's Mission to the Purpose and Value of Social Work. The mission of the Weber State University Master of Social Work (MSW) program is linked to and guided by the profession's purpose and values.

Components of the Profession's Purpose & Values	Components of the Program's Mission Statement
Person-in-environment framework	The program is guided by a person-in-environment perspective and prepares students for "advanced clinical practice with diverse people and systems in a wide variety of settings and contexts".
Global perspective	The program's explicit attention to the unique needs of individuals, families, and communities in the local
	region, particularly the area's Latinx population, takes a broader global perspective and gives it specific relevance to social work practice close to home.
Respect for human diversity	The program's mission is built on a belief in and respect for all people.
Knowledge based on scientific inquiry	The curriculum is collaborative and relies on scientific inquiry, investigation, and evidence-based practice.

Quest for social and economic justice	With roots in harm reduction thinking, the program's mission is built on a belief in and respect for all people, and is firmly grounded in a movement for social justice.
Prevention of conditions that limit human rights	With roots in harm reduction thinking, the program's mission is built on a belief in and respect for all people, and is firmly grounded in a movement for the protection and preservation of basic human rights
Elimination of poverty	With roots in harm reduction thinking, the program's mission is built on a belief in and respect for all people, and is firmly focused on the elimination of poverty.
Enhancement of the quality of life for all persons, locally and globally	While the Utah experience may be somewhat unique, the fundamental issues and challenges faced in the local population (e.g., mental illness, addiction, disparities in health care, poverty, homelessness, disabilities, relationship conflict and abuse, environmental concerns, etc.), are universal and can be extrapolated globally.
Valuing service	The program "emphasizes an underlying value of service to individuals, families, groups, communities, organizations, and institutions" and was designed explicitly to serve the community and help address the growing gap between local service needs and the availability of trained and credentialed social work professionals.
Valuing social justice	As reflected in its harm reduction framework, the WSU MSW program aims to produce graduates who value social justice.
Valuing dignity and worth of the person	A significant part of the program's mission is to prepare students for "advanced clinical practice with diverse people and systems in a wide variety of settings and contexts" and produce social workers who recognize, respect, and celebrate human diversity.
Valuing importance of human relationships	The program's mission expresses a recognition of the value of human relationships, emphasizing "an underlying value of service to individuals, families, groups, communities, organizations, and institutions".
Valuing integrity	Emphasis is placed on "interdisciplinary collaboration and the development of knowledge, skills, and ethics required of masters-level practitioners", reflecting the social work values of integrity.

Valuing competence	Emphasis is placed on "interdisciplinary collaboration and the development of knowledge, skills, and ethics required of masters-level practitioners", reflecting social work value of competence.
Valuing human rights	As reflected in its harm reduction framework, the WSU MSW program aims to produce graduates who fight for the rights of all people, and who are committed "to the alleviation of poverty and oppression".
Valuing scientific inquiry	Emphasis is placed on "interdisciplinary collaboration and the development of knowledge, skills, and ethics required of masters-level practitioners", reflecting social work value of scientific inquiry.

Social Work Competencies

Consistent with the Program's mission, goals, and objectives, and the Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE, 2015), upon completion of the Weber State University Social Work Program, each student will be able to demonstrate growth and development in the following core competencies as assessed in related practice behaviors.

Competency 1: Demonstrate ethical and professional behavior.

Competency 2: Engage difference and diversity in practice.

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

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

Competency 5: Engage in policy practice.

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

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

Competency 8: Intervene with individuals, families, groups, organizations, and communities.
Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities.

Field Education

Field education is a designed, supervised, coordinated, and evaluated based on criteria that affirm that students have developed and demonstrate the social work competencies. The WSU social work

program has a proud tradition of providing high quality field instruction as part of its longstanding undergraduate curriculum. The field education program for Weber State University's MSW program was designed to continue this tradition, providing students with the opportunity to apply knowledge, values, and skills acquired and developed in the classroom to social work practice in supervised, field-based experience in an agency settingThis community-based, experiential learning model gives students a chance to apply and integrate theory in practice environments very much like those that will employ them throughout their career as a social worker.

Though not unique to the professional preparation of social workers, the field education experience is a central component of the social work curriculum and is considered its signature pedagogy. Beginning with foundational content, which leads progressively to more advanced and practice-specific concepts and skills, all course work supports and prepares students for high impact learning in the field internship experience. As a result of this thoughtfully structured and closely supervised experiential learning process, students are expected to demonstrate a high level of professional competence and are prepared for advanced clinical social work practice.

The WSU MSW curriculum is built on a harm reduction framework and is grounded in theory for advanced clinical practice. The field education program integrates theory and practice in a variety of ways. In the classroom, first year students begin with an introduction to the knowledge, values, and skills of professional social work, including its historical and philosophical foundations, a consideration of the social context of human behavior and development, and an examination of human and social diversity and oppression. This takes place both in the classroom and in their first semester of field education. Second year and advanced standing students build on this foundation, whether through the program's first-year curriculum or their BSW program, connecting clinical practice theory and skills to the field experience in subsequent semesters of course work and field education as they become more independent and deal with increasingly complex constructs and objectives.

The classroom curriculum and the field education experience in the MSW program extend generalist practice to a more advanced level and prepare students for advanced clinical practice.

Weber State University's Conceptual Framework of Generalist Practice

The mission statement of the Weber State University Master of Social Work Program indicates that a major focus of the Program is to prepare students "for advanced clinical practice with diverse people and systems in a wide variety of settings and contexts, with special focus on the unique needs of individuals, families, and communities in northern Utah and the broader intermountain region." This advanced clinical focus is supported by a generalist perspective of social work practice, characterized by an ecological systems approach used to understand human beings in their interactions with the environment. The Master of Social Work (MSW) Program at Weber State University reflects the understanding that people do not exist in isolation from their social and physical environment. It is a

way of viewing the art of helping "holistically." From the ecological systems approach, the scope of attention or intervention may extend from the person to society at large. While focusing on the problems within the context of the person-in-environment, the whole range of possible causes and solutions is perceived as interrelated.

A generalist perspective helps prepare students for professional practice with diverse people and systems in a wide variety of settings and contexts. The WSU MSW program goals support its mission and are consistent with generalist practice. These goals reflect an understanding that human behavior is inherently connected to the broader social environment. A key objective of the program is to prepare social work practitioners to use a wide range of models and methods as they engage with diverse individuals, families, groups, organizations, and communities. Generating, understanding, and applying evidence are essential skills that graduates develop in the program. Graduates are also expected to identify with the profession and apply its ethical principles in practice. Consistent with the definition of generalist practice the program provides a harm reduction framework through which students examine oppression, advocate for human rights, and commit to social justice for all human beings.

Agencies and organizations that serve as field experience sites for the WSU MSW program are selected based on their ability to give students opportunities to develop and demonstrate social work competencies with individuals, families, groups, organizations, and communities. Field instructors are credentialed and seasoned professionals who are committed to working with students as teachers and mentors who can help them learn, understand, and apply social work principles, values, ethics, theories, and practice models, not only in their own agencies, but across a wide variety of service settings and situations, with particular attention to the development of advanced clinical skills.

Students are taught evidence-based practice strategies in their formal learning in the classroom. In these agencies, they work with their field instructors to create a learning contract that outlines assignments and tasks that are specific and measurable, and that incorporate the social work competencies and operationalize related professional behaviors. In the foundation year, the focus is on a generalist problem-solving approach within a person-in-environment perspective, whereas the advanced field experience centers on the development of advanced clinical practice skill.

Students engage in social work activities from the moment they begin the field experience. Early tasks involve getting to know the agency, its history, purpose, services, and general guidelines and policies, including risk management and safety protocols. This orientation to the agency familiarizes students with their field setting and is a first and important step in the process of developing a professional identity as a social worker. In addition, students begin to understand how the organization and its services mesh with the nine social work competencies in its unique agency context and with its specific clients and constituents.

Direct practice assignments also constitute a significant focus of the foundational year, especially in the first semester. As soon as appropriate, students begin meeting with clients, as well as considering and reviewing case vignettes with their field supervisor and discussing similar scenarios with classmates in the field seminar. The learning contact helps to organize these activities, establishes a

process for reviewing progress, and further articulates how the field experience builds competency and practice skills.

As students progress in their foundation year, their experience expands to include more work with families, groups, organizations, and communities. The advanced field setting follows a similar pattern, but moves more quickly to hands-on experiences, more independent practice, and a greater focus on advanced clinical skills.

From the very first day, MSW students are expected to function appropriately as social workers, demonstrating professional behavior in their work with clients, colleagues, constituents, and classmates, and adhering to the NASW *Code of Ethics* and WSU student standards. They are to remember that their field setting is not only an in-vivo learning environment for themselves, but also a service setting that is part of the social welfare system, helping to meet the needs of many individuals, families, groups, and communities that are marginalized and vulnerable. Awareness of and respect for diversity and difference is both an essential requirement and a desired outcome. Introspection and self-awareness are key to learning and professional development.

Relationship Between Definition of Generalist Practice and the Program's Missions and Goals.
The following table relates components of the definition of generalist practice with elements of the program's missions and specific program goals.

Component of the Generalist Practice Definition	Components of the Program's Mission	Components of the Program's Goals
Grounded in the liberal arts	Implicit in the program's mission is a recognition of the foundation of liberal arts and the importance of **interdisciplinary collaboration**.	It is a goal of the program to **promote cooperation among social service providers and agencies, and across disciplines and professions**. This goal applies a liberal arts foundation to the learning process and to professional practice. (Goal 2)

Person-in-environment framework	The program's mission includes preparing **students for advanced clinical practice with <u>diverse people and systems in a wide variety of settings</u>.**	The program's goals operationalize the person-in-environment framework by drawing **attention to the unique needs of individuals, families, and communities in northern Utah and the broader intermountain region**, and by highlighting **the specific needs and challenges of Latinx communities**. (Goals 3 and 4)
Promote human and social well-being	The mission's harm reduction framework is, in part, **a movement for <u>social justice</u>, built on a belief in, and <u>respect for, the rights of all people</u>.**	It is a goal of the program that students will **establish a commitment to the implementation and delivery of social services that are**

	Furthermore, graduates **are charged with commitment to <u>human well-being</u>, to <u>social justice</u>, and to the <u>alleviation of poverty and oppression</u>.**	**designed to enhance functioning of the individual, families, groups, organizations, and communities.** (Goal 11)
Range of prevention and intervention methods	Harm reduction is an explicit framework for the program's mission. Harm reduction is **<u>a set of practical strategies, practices, and ideas</u> aimed at reducing negative consequences associated with all types of human behavior.**	It is a goal of the program to **prepare graduates for clinical social work practice**, which involves introduction to a range of evidence-based theories and practice models. (Goal 5)

Practice with diverse individuals, families, groups, organizations, and communities	The program's mission includes preparing **students for advanced clinical practice with <u>diverse people</u> and systems in a wide variety of settings.** The program also gives particular attention **to clinical practice skills that are relevant to the culture and needs of the area's growing <u>Latinx population</u>.**	The program was designed to **encourage respect for and appreciation of human diversity.** The program highlights **the specific needs and challenges of Latinx communities.** (Goals 4 and 8)
Scientific inquiry and best practices	In the WSU MSW program, **emphasis is placed on interdisciplinary collaboration and the <u>development of knowledge</u>, skills, and ethics required for masters-level practitioners.**	Students in the program are expected to integrate **knowledge, values, skills, and cognitive and affective processes for competent and effective social work practice.** (Goal 6)
Practitioner identifies with the social work profession	Graduates of the WSU MSW program are expected to develop and professional identify as a social worker and abide by professional **ethics required of masters-level practitioners.**	All of the program's goals support the development of a professional social work identity. This is seen most specifically in program goals related to collaboration, integration of values and skills, ethical practice, humane service
		delivery, and lifelong learning. (Goals 2, 6, 7, 11, and 12)

Applies ethical principles	In the WSU MSW program, **emphasis is placed on interdisciplinary collaboration and the development of knowledge, skills, and** <u>ethics</u> required for masters-level practitioners.	The program was designed with a goal of ensuring **practice and behavior that are consistent with the principles, values, and ethics of the profession of social work.** (Goal 7)
Critical thinking	Critical thinking is reflected in the program's mission that emphasizes **interdisciplinary collaboration and the development of knowledge, skills, and ethics require for master-level practitioners.**	Students are expected to graduate from the program with **a foundation for lifelong learning through introspection, critical thinking, research skills, continuing educations, and advanced professional studies.** (Goal 12)
Practice at the micro, mezzo, and macro levels	The program's mission **emphasizes an underlying value of service to <u>individuals, families, groups, communities, organizations, and institutions</u>.**	The program prepares **graduates for clinical social work practice.** Advanced clinical skills are ground in the practitioners ability to apply ethical principles and critical thinking at the micro, mezzo, and macro levels, as expressed in a number of the program's goals. (Goals 1, 3, 5, 7, 9, and 11)

Engage diversity in practice	The program's mission includes preparing **students for advanced clinical practice with <u>diverse people</u> and systems in a wide variety of settings.** The program also gives particular attention **to clinical practice skills that are relevant to the culture and needs of the area's growing <u>Latinx population</u>.**	The program was designed to **encourage respect for and appreciation of human diversity**, with **attention to the unique needs of individuals, families, and communities in northern Utah and the broader intermountain region,** highlighting **the specific needs and challenges of Latinx communities.** (Goals3, 4, and 8)

Advocate for human rights and social and economic justice	The mission's harm reduction framework is, in part, **a movement for <u>social justice</u>, built on a belief in, and <u>respect for, the rights of all people</u>.** Furthermore, graduates **are charged with commitment to <u>human well-being</u>, to <u>social justice</u>, and to the <u>alleviation of poverty and oppression</u>.**	The program prepares **students to work for social and economic justice to assist all people, with a special focus on oppressed and disadvantaged populations, in order to improve their quality of life ad achieve acceptance, tolerance, and full participation in society.** (Goal 10)

Recognize, support, and build on the strengths and resiliency of all human beings	The mission's **harm reduction** framework reflects core values of social work, including respect for the inherent dignity and worth of the person, supporting self-determination, and the belief that human beings are resilient and capable of change.	The program uses harm reduction as a general framework. As a program goal and general philosophy of practice, harm reduction gives **attention to and understanding of broad changes in individuals, couples, families, groups, communities, organizations, and social systems,** but places **focus on immediate risks and harmful behaviors.** Guiding principles of harm reduction include respect for the inherent dignity and worth of the person, support for self-determination, and the belief that human beings are resilient and capable of change. (Goals 1)
Engage in research-informed practice	The program's mission emphasizes **interdisciplinary collaboration and the development of knowledge, skills, and ethics**. Implicit in this mission is the connection between research and practice.	The WSU program promotes **collaboration**, cross-disciplinary **cooperation**, and inter-professional education. In addition, students are expected to graduate with **a foundation for lifelong learning through introspection, critical thinking, research skills, continuing educations, and advanced**

		professional studies. (Goals 2 and 12)
Proactive in responding to the impact of context on professional practice	The mission of the WSU MSW program indicates that students will examine the **unique needs of individuals, families, and communities in northern**	It is a goal of the program to **promote an understanding of the complex network of systems that impact and are impacted by**

	Utah and the broader intermountain region. Attention to the impact of context on professional practice is extended further with particular attention **to clinical practice skills that are relevant to the culture and needs of the area's growing Latinx population.**	**individuals, families, groups, and organizations.** Additional program goals localize this systems perspective to **Utah and the broader intermountain region**, with particular attention to **the area's growing Latinx population.** (Goals 3, 4, and 9)

Weber State University's Conceptual Framework of Advanced Clinical Practice

Advanced clinical social work practice builds on social work competencies for generalist social work practice and reflects fundamental values of the profession including: service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry. The WSU Master of Social Work (MSW) Program prepares graduates for advanced clinical practice and is grounded in principles of harm reduction, a set of practical strategies, practices, and ideas aimed at reducing negative consequences associated with all types of human behavior, and a movement for social justice, built on a belief in, and respect for, the rights of all people. With this as its foundation, the curriculum builds on the generalist practice model through courses, assignments, and activities that address client experience at all levels – micro, mezzo, and macro. The WSU program prepares students for advanced clinical practice with diverse people and systems in a wide variety of settings and contexts, with special focus on the unique needs of individuals, families, and communities in northern Utah and the broader intermountain region. Particular attention is given to clinical practice skills that are relevant to the culture and needs of the area's growing Latinx population.

The advanced clinical practice specialization, composed of five required social work courses, three elective courses, and two semesters of specialized field experience, emphasizes knowledge, values, skills, and competencies essential for effective clinical practice. The advanced clinical practice curriculum focuses on mental and physical health and well-being of individuals, families, groups, and communities across the lifespan. The curriculum adapts and extends what was mastered in the generalist curriculum, presenting a more complex set of theories and practice models and giving significant attention to the role of research in practice and practice in research. The use of critical thinking intensifies in coursework and field experience. Course instructors facilitate dialogue and discussion that require greater introspection, reflection, and depth of thought and further assist students in translating practice concepts into practice skills, strategies, and interventions. The link between classroom learning and field practice becomes even more central. In addition, students

have more opportunities to engage in high impact learning activities and explore elective paths of study and practice.

Relationship Between Generalist Practice and Advanced Clinical Specialization. The advanced clinical practice specialization in the WSU MSW program builds on the generalist curriculum as outlined in the following table.

Component of generalist practice	How Advanced Clinical Specialization builds on the generalist curriculum
Grounded in the liberal arts	-uses knowledge of social work history, research methods, and social science theory -applies knowledge of social work history, research methods, and social science theory to more complex theoretical and practice situations -introduces students to advance study in allied disciplines -engages students in inter-professional education -extends critical thinking to more complex practice situations and ethical dilemmas
Person-in-environment framework	-elevates understanding of the person-in-environment framework beyond problem identification, social history, and assessment -extends the person-in-environment perspective to diagnostics and intervention in clinical practice
Promote human and social well-being	-addresses practice models with evidence of effectiveness in promoting human and social well-being -considers prevention and intervention strategies from a harm reduction perspective -uses a harm reduction framework to individualize and select prevention and intervention strategies that are humanistic, pragmatic, and effective in promoting human and social well-being -translates social justice from an ideal to a practice

Range of prevention and intervention methods	-broadens the application of harm reduction to prevention and intervention in advanced clinical practice -exposes students to a wider range of evidence-based practice models (e.g., EMDR, DBT, CBT, Trauma-Focused CBT, Cue Exposure-Response
	Prevention, ACT, PCIT, Motivational Interviewing) -moves toward more specialized practice settings and scope of practice -applies macro practice activities and strategies for prevention and intervention
Practice with diverse individuals, families, groups, organizations, and communities	-maintains and expands the focus on the unique culture and needs of local and regional populations, with greater emphasis on the Latinx community -recognizes the impact of diversity issues on practice at all levels
Scientific inquiry and best practices	-examines the empirical basis of practice models -applies research methods to assess, critique, and appraise professional literature to find evidence-based solutions and best practices -considers empirical research designs to conduct program evaluations, needs assessments, process evaluations, and outcome evaluations -builds presentation and communication skills to share research and evaluation outcomes effectively with clients, colleagues, and stakeholders -uses ethical decision-making in conducting and evaluating research
Practitioner identifies with the social work profession	-deepens involvement in professional practice -requires greater commitment to professional identity as a social worker -offers greater opportunity to engage with professional social work organizations

Applies ethical principles	-presents increasingly complex ethical issues past, present, and future -moves ethics, ethical decisions, and ethical decision-making from the theory to practice -emphasize the situational context of ethical issues in advanced clinical practice
Critical thinking	-requires greater depth of critical thinking -applies critical thinking to research and practice -emphasizes critical thinking as a tool in advanced clinical practice -relates critical thinking to macro practice activities
Practice at the micro, mezzo, and macro levels	-presents explicit content in macro practice activities (e.g., administration, budgeting, program development, marketing, institutional policy, etc.) -engages students in a greater amount of micro and mezzo practice activities in the field -gives students increased independence in practice at the micro, mezzo, and macro levels
Engage diversity in practice	-uses an expanded understanding of the unique needs and culture of local and regional populations, with specific emphasis on the Latinx community, to engage, assess, intervene, and evaluation practice -explores the intersectionality of race/ethnicity, gender, sexuality, economic situation, immigration status, and ability limitations in theory and in practice -builds cultural awareness and moves toward a position of cultural humility

Advocate for human rights and social and economic justice	-reinforces a human rights and social and economic justice perspective -analyzes the multiple impacts and layers of oppression -uses harm reduction as a human rights and social and economic justice lens -incorporates advocacy skills into practice at micro, mezzo, and macro levels -translates social justice from an ideal to a practice
Recognize, support, and build on the strengths and resilience of all human beings	-uses harm reduction as a foundation for understanding the breadth of human experience and recognizing the strengths and resilience of human beings -emphasizes the capacity for change in individuals, families, groups, and communities -explores how practice and intervention strategies can build on the strengths and resilience of all human beings
Engage in research-informed practice	-examines the empirical basis of practice models -applies research methods to assess, critique, and appraise professional literature to find evidence-based solutions and best practices
	-uses an understanding of the scientific method to evaluate the appropriateness of theories, models, and intervention strategies
Proactive in responding to the impact of context in practice	-considers how context affects human behavior and experience -moves this understanding from a cognitive process to a practice application -applies an understanding of the impact of context in specialized practice courses and specialized field experience to respond more proactively

Essential Practice Principles

The following essential principles characterize the Weber State University Social Work Program design and are integrated throughout the generalist and advanced clinical curricula.

A.   _An Ecological Systems Perspective_: This element builds on general systems theory with major

emphasis on the concept of person in environment and the transactions that take place at the boundary where person and environment meet.

B. *Strengths Perspective Focus*: This refers to the access of the multiple strengths that the people with whom we work bring to the social work interaction.

C. *Empowerment Perspective*: This refers to the process of helping individuals, families, groups, organizations and communities to increase their personal, interpersonal, socioeconomic and political strength and to develop influence toward improving their circumstances.

D. *A Problem-Solving Process*: The problem solving process of generalist social work practice is designed around a problem-solving methodology. It is a nine-step process that guides the actions of the generalist:

  i. Definition of issues;

  ii. Collection and assessing data;

  iii. Planning and contracting;

  iv. Identifying alternative interventions;

  v. Selecting and implementing appropriate course of action;

  vi. Using appropriate research to monitor and evaluate outcomes;

  vii. Applying appropriate research-based knowledge and technological advances; and
  viii. Terminating

E. *A Multi-level Approach*: This refers to the various sized systems that generalist practitioners may work with, such as individuals, groups, families, communities, institutions, and organizations. It requires that the social worker assess the situation with the client and decide which system is the appropriate unit of attention, or focus of the work, for the change effort. It also refers to the social worker's working with these systems individually, sequentially, or concurrently.

F. *An Open Selection of Theories and Interventions*: The generalist is not constricted in assessment or intervention by an area of specialization. The particular problem of focus directs the worker's use of theory and intervention strategies. The generalist practitioner frequently refers clients to specialists or uses teamwork when it becomes apparent that the intervention needed is beyond the competencies of the generalist.

The Field Sequence

All students in the WSU MSW program participate in the field education program that involves in-person contacts with clients and constituencies. Field education requires a total of 900 hours of field practicum work. Students in their generalist year register for two sequential courses (MSW 6761 and MSW 6761) and complete a minimum of 400 hours of supervised field work in an agency approved by the MSW program. This part of the field experience is designed to operationalize generalist social work skills. The generalist field experience provides the opportunity for students who are relatively new to the profession to apply social work knowledge, ethics, values, and theory to social work practice and to begin the development of essential core competencies and practice skills Students in their specialized year, including those who enter with advanced standing, register for two sequential field course (MSW 6861 and MSW 6861) and complete 500 hours of supervised field work in an agency approved by the MSW program. The specialized field experience focuses on more advanced professional competencies and skills necessary for effective clinical practice, consistent with the program's mission. Each year's field experience includes participation in 21 hours of professional field seminar, for an additional 42 hours of field-related experience over two years.

Students learn and demonstrate the social work competencies though in-person experiences by interacting with clients and constituents. In addition, students process these experiences as they relate to the social work competencies in weekly on-site meetings with their field supervisor, general discussions with their peers and the field director in regular field seminars, end of semester field evaluations, and reflective writing in a final and culminating portfolio assignment.

Field Agencies

The WSU MSW field education program makes use of an extensive pool of partner agencies in Northern Utah. Each field site is carefully screened and selected for its appropriateness and its ability to provide students with an in-vivo learning environment in which core competencies and related behaviors can be developed and demonstrated. In addition, prospective sites are assessed for their ability to give students a strong clinical practice experience. These field placement sites represent a range of government, non-profit, and for-profit social service agencies, health care settings, mental health and substance use treatment programs, and other social work practice environments. All approved field agencies have shown their commitment to social work values and ethics, social justice, and professional preparation, and have guaranteed that they will make necessary personnel and material resources available.

On-site supervision

Field supervisors are employees of the field agency who have an established level of credential and expertise and who have agreed to use their experience to oversee and support student practice and learning in the field. Field supervisors use their experience as social workers and their knowledge of the agency to guide students through an in-vivo learning process as part of graduate-level preparation in social work. These individuals meet one-on-one for a minimum one hour per week with each student they supervise to problem-solve, process the student's learning experience, and ensure the achievement of core competencies and the development of related behaviors.

Field Seminar

In addition to individualized supervision, students can discuss case experiences in their field seminar, a three-hour session that is conducted seven times during the first semester of the first year, and five times a semester each semester afterward. This is part of the required coursework associated with the field experience. Foundation and advanced field students meet together in their respective sessions to further process the field experience and to receive additional instruction from the field director. The field seminar is also an opportunity for students to discuss case experiences. Taking necessary steps to maintain confidentiality and safeguard clients' identities, students can present case examples and receive feedback from their classmates and the field director. This is a chance not only to problem-solve a particular situation, but for students to learn from others' experiences and insights. Students and the field instructor also discuss the core social work competencies and how these are demonstrated in the field.

Process recordings

Students are expected to prepare regular, ongoing process recordings throughout each field experience. These student notes describe practice "encounters" (i.e., sessions with individuals, families, groups; professional contacts with agency staff, other service providers, community members and groups). Process recordings guide learning, help students conceptualize and organize activities and experiences with client systems, stimulate communication and self-reflection, assist in evaluating personal strengths and areas of growth, and serve as an assessment of learning. In addition, they provide the student an important opportunity to review their experiences in the field and link these to theories, concepts, and experiences from the classroom. Process recordings are an opportunity to identify and highlight how concepts addressed in the classroom (e.g., HBSE, ethics and ethical decision-making, diversity issues, diagnostics, agency and public policies, macro experiences, research) play out in the field setting. This is also a place where students can note their use of specific clinical models and/or the application of theories drawn from their practice courses.

Portfolio

Students are required to prepare a portfolio of field materials throughout the field experience to chronicle their field internship and reinforce learning. Portfolio artifacts may include attendance logs, journal entries, audio or video recordings, grant application forms, brochures, research notes, samples of meeting notes, etc. Thoughtful preparation of the portfolio gives the student a very tangible way of considering and organizing learning and connecting theory and concepts from the classroom to the field experience. For example, a student might include in the portfolio: case examples from the field of DSM-5 diagnoses used for assignments in MSW 6150 Behavioral Health, Diagnostics, and Mental Health; reflective assignments on diversity issues from MSW 6200 Human and Social Diversity and Oppression; a report on a single-subject analysis for MSW 6600 using a case from the field; a paper from MSW 3900 Practice I discussing the application of a particular theoretic perspective to field practice; the micro-level paper from MSW 6910 Practice II analyzing a health of mental health issue involving a Latinx client in the field; or the application of a theory in the field setting for the case presentation assignment in MSW 6930 Practice III.

Admission to Field Instruction

Field Experience Criteria

In order to enter the generalist and specialized field experience, students must meet certain criteria. These criteria include:

1. A student must meet all academic requirements and be accepted in the WSU MSW program.

2. The student must complete the appropriate admission form (Generalist Field Experience Form or Specialized Field Experience Form).

3. All applicants admitted to the MSW program qualify for admission to the generalist field experience.

4. To continue to the specialized field experience, the student must successfully complete the entire generalist curriculum with a grade of "C" or better in all courses and have a minimum GPA of 3.0.

5. The student must complete the field admission process described below before being placed in a field experience setting.

Only those MSW students who have met these criteria are admitted to the generalist and specialized field experience. Before being assigned to a field placement, the field director reviews Generalist and Specialized Field Experience Forms to verify that these criteria have been met.

Field Experience Application Process

The application process for the generalist field experience begins following admission to the MSW program in the spring prior to the beginning of course work. The application process for the specialized field experience also begins in the spring prior to the beginning of the specialized portion of the curriculum. These steps are to be followed in both cases.

1. The student attends an orientation to learn about the field experience and the field placement process.

2. Following the orientation, the student completes the appropriate field application form (Generalist Field Application Form or Specialized Field Application Form).

3. The field director, in consultation with the field team, recommends appropriate placement options that best fit agency parameters and student academic needs and interests.

4. The field director recommends the student to an agency and provides the agency with the student's name and resume.

5. The student makes arrangements for an interview with the recommended agency.

6. The field supervisor (or other appropriate agency representative) notifies the field director with their decision to accept the student for the field placement.

7. The field director contacts the agency by email, or phone to confirm the placement and notifies the student of the agency's decision. (If the agency declines the application, the field director sends notification to the student with contact information for a second option.)

8. The placement is finalized upon agreement of all parties involved (i.e., the student, the field director, the field supervisor), being formalized with the signing of the Field Placement Agreement Form.

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Field Policies

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The MSW field education director, in collaboration and cooperation with the department chair, the MSW program director, and members of the MSW program faculty, develops and updates policies regarding MSW field activities. These include criteria and procedures for selecting graduate field settings, placing and monitoring students, supporting student safety, and evaluating student learning and field setting effectiveness congruent with the social work policies.

Policy for Selecting Field Settings

Field agencies are selected based on their ability to provide WSU MSW student with a high quality practicum experience and an opportunity to practice and master core social work competencies. Organizations that are field sites for the program provide social work services to or on behalf of clients (i.e., individuals families, groups, communities, organizations) in a wide variety of settings including inpatient and outpatient facilities, psychiatric systems, community mental health services, substance abuse treatment programs, schools, child and family welfare agencies, senior care settings, medical and rehabilitation hospitals, health and public health clinics, courts, correctional and juvenile justice facilities, and other human service environments.

Criteria for Selecting Field Settings

To qualify as a field site for the placement of WSU MSW students, organizations and agencies must meet the following criteria. Field settings must:

1. Offer services that include social work practice;

2. Have one or more individuals with the proper credentials and experience to supervise graduate social work students;

3. Provide guidance and an educational experience that will assist students in professional growth and mastery of the nine social work core competencies;

4. Provide a sufficient number and variety of practice assignments to facilitate student

learning and the development of practice skills;

5. Provide students an opportunity to work with individuals, groups, families, communities, and organizations;

6. Allow students sufficient time during the week for regular supervision meetings;

7. Provide adequate office space, office supplies, communication tools (e.g., telephone, cell phone, computer, tablet), and clerical support for the student to perform assigned tasks;

8. Provide a work space that allows student interns to maintain privacy and confidentiality of clients;

9. Provide opportunities for in-service training and access to agency consultants;

10. Be willing to align the agency's practice framework with models, theories, and concepts taught in the classroom.

Procedures for selecting field setting

Field settings are selected using the following procedures:

1. Discussion of the possible use of a setting for graduate field instruction may be initiated either by an agency or organization, or the MSW field director. In the initial discussion, the MSW field director explores the agency's interest and ability to provide the range of learning opportunities necessary to carry out the purposes of the field instruction courses.

2. Following the initial discussion, a site visit to the agency or organization is conducted by the MSW field director. The purpose of this visit is to meet with agency representatives to discuss and review the learning opportunities available in the agency, identify potential field instructors, and evaluated the professional climate of the agency and its identification with the social work profession.

3. As a result of these discussions, the agency or organization decides whether it wishes to accept students from the Weber State University MSW program for field work. At the same time, the MSW field directors determines whether the required educational expectations and standards for field instruction can be met.

4. When an agency is accepted as an MSW field instruction site, a contract is executed, in the form of a Field Education Affiliation Agreement between the MSW program and the agency. Once signed, the agency becomes an affiliate of the Department of Social Work and Gerontology.

Selection of Field Instructors

Field instructors are carefully selected based on their qualifications and their potential for providing student with a high quality field experience and expert supervision, according to the following criteria and procedures:

1. Field supervisors are recommended by the agency and approved by the field director.

2. The Field Supervisor is expected to have, at minimum:

    a. An earned Master of Social Work (MSW) degree from a school accredited by the Council on Social Work Education;

    b. Completed two years of post-master's, supervised social work practice. It is preferable that at least one year has been in the agency where field instruction will be provided; and

    c. In those exceptional cases where the field instructor does not hold a master's in social work degree, the social work program faculty assumes responsibility for identifying the specific areas that will require additional faculty involvement to ensure that a social work focus and identification are sustained, and for providing whatever involvement is judged necessary to achieve this objective. The program should be accountable for carrying out this responsibility. Faculty involvement includes frequent and sustained liaison visits to the agency to coordinate and monitor field learning assignments.

        1) In cases where a field instructor does not hold a master's in social work degree or the required practice experience, the social work perspective is reinforced through additional involvement with the field supervisor, another approved field supervisor, and/or a member of the social work faculty as deemed necessary. This may involve:

            1. Joint supervision meetings with another approved field supervisor or member of the WSU social work faculty who meets the minimum credential requirements; or

            2. Regular supplementary supervision meetings with another approved field supervisor or member of the WSU social work faculty who meets the minimum credential requirements.

        2) At the discretion of the MSW field director, a student who is in an approved field placement where a field instructor does not hold a CSWE-accredited master's social work degree or does not have the required experience may be required to complete additional assignments related to the field as a means of documenting and assuring that a social work perspective is part of the learning experience.

3. The person recommended as a field instructor is required to complete a curriculum vitae and/or application for the Field Instructor (form furnished by the department).

4. The person recommended as a field supervisor is interviewed by the Coordinator of Field Practicum to review expectations and ensure:

    a. An interest in teaching and supervising students in the field setting.

    b. A potential for providing students with knowledge of social work concepts, principles, and values, and capacity for stimulating and supporting students in the learning process.

5. Each semester that a student is placed at the agency, the new or existing field instructor is provided orientation with the student regarding paperwork, supervision, evaluation forms, etc., with the Field Director. New field instructors are <u>required</u> to attend this initial orientation with the student at the field site and /or attend the on-campus training seminar prior to supervising students in the field.

Policy for Placing Students in the Field

The field experience is a key part of the graduate social work curriculum. Placement in field agencies is made on an individual basis and takes into consideration: availability of field settings; the student's previous experience; the student's professional interests and career goals; specific learning opportunities available at a given placement site; location of the field site; opportunities for monetary support (e.g., stipends, scholarships); and other special needs. Though the field experience may vary according to the uniqueness of each agency, program requirements, expectations, and criteria must be met.

Criteria for Placing Students in the Field

In order to enter the generalist and foundation field experience, students must meet certain criteria. These criteria include:

1. A student must meet all academic requirements and be accepted in the WSU MSW program.

2. The student must complete the appropriate admission form (Generalist Field Practicum Application or Specialized Field Practicum Application).

3. All applicants admitted to the MSW program qualify for admission to the generalist field experience.

4. To continue to the specialized field experience, the student must successfully complete the entire generalist curriculum with a grade of "C" or better in all courses and have a minimum GPA of 3.0.

5. The student must complete the field admission process described below before being placed in a field experience setting.

Only those MSW students who have met these criteria are admitted to the generalist and supervised field experience. Before being assigned to a field placement, the field director reviews Generalist and Specialized Field Experience Forms to verify that these criteria have been met.

Procedures for Placing Students in the Field

The application process for the generalist field experience begins following admission to the MSW program in the spring prior to the beginning of course work. Likewise, the application process for the supervised field experience begins in the spring prior to the beginning of the specialized portion of the curriculum. These steps are to be followed in both cases.

1. The student attends an orientation to learn about the field experience and the field placement process.

2. Following the orientation, the student completes the appropriate field application form (Generalist Field Practicum Application Form or Specialized Field Practicum Application Form).

3. The field director, in consultation with the field team, recommends appropriate placement options that best fit agency parameters and student academic needs and interests.

4. The field director recommends the student to an agency and provides the agency with the student's name and resume.

5. The student makes arrangements for an interview with the recommended agency.

6. The field supervisor (or other appropriate agency representative) notifies the field director with their decision to accept the student for the field placement.

7. The field director contacts the agency by mail to confirm the placement and notifies the student of the agency's decision. If the agency declines the application, the field director sends notification to the student with contact information for a second option.

8. The placement is finalized upon agreement of all parties involved (i.e., the student, the field director, the field supervisor), being formalized with the signing of the Field Placement Agreement Form.

Policy for Monitoring Students

The WSU MSW field program accepts that its students are adults and are capable of self-management. However, the field director and other faculty members in the department also take seriously the program's responsibility to ensure a quality learning experience. Students in the program are expected to integrate knowledge and skills from the classroom instruction with the field

experience. Built into the field experience are several ways to monitor progress in learning and professional development, including regular meetings with a site supervisor, the program's field director, and fellow students in the field seminar.

Criteria for Monitoring Students

Field agencies are expected to provide meaningful opportunities for students to develop and demonstrate social work competencies. Field agencies, through field site supervisors, have the most direct opportunity to monitor students during their practicum experience, providing support and supervision throughout the process. In addition to having a good working relationship with field students, site supervisors must be able and willing to communicate regularly with the field director assessing student progress, reporting concerns when/if they arise, and staying current with program information and requirements and updates.

Procedures for Monitoring Students

Monitoring of students occurs through the following procedures that occur of the course of each academic year:

1. Monitoring students occurs primarily through the supervision process at the agency. Students and their field supervisors meet weekly throughout the course of the field placement.

2. The student meets at least once a semester with the field supervisor and the field director have regularly scheduled meetings to review the learning contract.

3. Student attend field seminars five times each semester to process the field experience, discuss growth and learning, and evaluate practicum learning.

4. Students are encourage to bring concerns regarding their field experience to their directly to their field supervisor.

5. If concerns cannot be resolved, or if they involve the field supervisor and/or the field agency, students can bring their concerns directly to the attention of the field director. The field director may choose to arrange a phone class, a face-to-face visit with the field supervisor, or a virtual meeting. Issues that cannot be resolved through this process may lead to a change in the field placement site, which is covered by a separate policy and set of procedures.

Policy for Supporting Student Safety

Student safety in field placement is a mutual responsibility, involving the program, the field placement agency, and the student. These entities must work together to create and ensure a safe work and learning environment. The program is judicious and deliberate when selecting field placement sites, considering history and reputation of prospective field agencies.

Criteria for Supporting Student Safety

Students pay a malpractice insurance fee as part of the commitment deposit when they are admitted to the MSW program. Each field agency is responsible to provide an orientation to specific safety procedures, protocols, and risk management.

Procedures for Supporting Student Safety

The following procedures have been established to support student safety:

1. The field director discusses personal safety issues in general orientation to field;

2. Agencies are expected to address specific policies and procedures during students' orientation to the placement site and field supervisors are available to discuss students' safety concerns during supervision;

3. For their part, students in the MSW program are encouraged to advocate for themselves and raise any concerns regarding their own physical and emotional safety in a proper manner with the appropriate party(ies) (e.g., field supervisor, field director, program director, etc.).

Policy for Evaluating Student Learning

The field experience is the pedagogical hallmark of social work education where theory and concepts from the classroom are translated into practice skills and competencies. The WSU MSW program has developed a number of tools for continuously evaluating student learning from admission to graduation. Progress varies with individual students, but all are expected to grow personally and professionally and meet minimum expectations with regard to specific course requirements and the core social work competencies.

Criteria for Evaluating Student Learning

Assignments in the field are designed to demonstrate achievement of specific program and field educational outcomes. They are reflective of the core social work competencies and related behaviors in practice.

Procedures for Evaluating Student Learning

Major assignments that are required in the field practicum include the following activities:

1. **Learning Goals and Expectations.** A learning contract is created in the field experience at the beginning of both the generalist and specialized year. In this document, the student and the field instructor plan jointly for assignments and learning tasks to be accomplished during the year. These are expected to be specific and measurable, and include target dates for completion. The learning contract incorporates core competencies and

operationalizes behaviors of practice that demonstrate the student's professional skills and development. In addition to being a means of integrating theory and concepts from the classroom, these contracts are also used to establish accountability, assess progress, and evaluate student performance (Appendix. E).

2. **Supervisor Meeting Contact Form**. Students are to prepare written contact sheets for documentation of field instruction, supervision, and faculty conferences (MSW 6760 Generalist Field I, MSW 6761 Generalist Field II, MSW 6860 Specialized Field I, and MSW 6861 Specialized Field II). These contact sheets are completed at the mid-term and end-of-semester marks to document student learning and supervision. The Contract Meeting Form also serves as a communication tool between the Field Director, Field Supervisor, and Student to document the progress of the student (Appendix. F).

3. **Process Recording**. Students are expected to prepare regular, ongoing process recordings throughout each field experience. These student notes describe practice "encounters" (i.e., sessions with individuals, families, groups; professional contacts with agency staff, other service providers, community members and groups). Process recordings guide learning, help students conceptualize and organize activities and experiences with client systems, stimulate communication and self-reflection, assist in evaluating personal strengths and areas of growth, and serve as an assessment of learning. In addition, they provide the student an important opportunity to review their experiences in the field and link these to theories, concepts, and experiences from the classroom.

4. **Field Portfolio**. Students are required to prepare a portfolio of field materials throughout the field experience to chronicle their field internship and reinforce learning. Portfolio artifacts may include attendance logs, journal entries, audio or video recordings, grant application forms, brochures, research notes, samples of meeting notes, etc. Thoughtful preparation of the portfolio gives the student a very tangible way of considering and organizing learning and connecting theory and concepts from the classroom to the field experience.

5. **Student Field Evaluation**. Students are expected to complete a final evaluation at the end of each semester in MSW 6761 Generalist Field I, MSW 6761 Generalist Field II, MSW 6860 Specialized Field I, and MSW 6861 Specialized Field II. Each student transfers her/his learning objectives from the learning contract and engages in a self-assessment and collaborative assessment with their field supervisor evaluating the student at the midpoint and completion of their foundation and advanced field experience.

6. **Field Evaluation Form**. Field supervisors are required to evaluate their practicum student on the social work competencies and behaviors using the field evaluation form at the midpoint and completion of their foundation and advanced field experience.

Policy for Evaluating Field-Setting Effectiveness

Ensuring a high quality experience at approved WSU field placement sites is a priority of the program. Prospective sites must demonstrate their ability to provide an effective learning environment that is consistent with the MSW program's mission and goals and, once selected, need to maintain this level of performance as a result of self-assessment and in response to feedback from the department. The field director visits each field site once a year for contact meetings with the students and the site supervisor, allowing for an up-close view of the setting, field supervisor attend and annual recognition and training event where they receive updates program information and are reminded of the core competencies, and students provide feedback about their experience it the field. The program is committed to maintaining a strong field component and works to monitor and improved field education in every possible way.

Criteria for Evaluating Field-Setting Effectiveness

Quality field education is the product of three intersecting and closely linked sources of information and input:

1. Direct feedback from students;

2. Direct input from field supervisors and indirect communication through student evaluations and other reports.

3. Data collected by the field supervisor from various sources including student feedback, information from field supervisors, and direct experience with agencies during site visits. In addition, the field director is responsible for broad oversite of student and training and updating field supervisors. The field director also supports rapport and facilitates communication between students, field site supervisors, and the MSW program.

Procedures for Evaluating Field-Setting Effectiveness

The effectiveness of field settings is evaluated in a number of ways:

1. Various informal contacts with field site supervisors and personnel by MSW program faculty including in-person and virtual visits, telephone calls, and e-mails.

2. Regular formal meetings with students, field supervisors, and the field director to review the student's learning contract and progress.

3. Final field evaluations completed by students at the end of each field placement (Appendix J).

4. An end-of-of placement evaluation completed for each student by the field site supervisor.

5. Communication and discussion with field site supervisors at an annual field site recognition and training event.

Data from these different sources of information and compiled and reviewed by the field director at the end of the academic year and are used for the purpose of program evaluation and improvement. These data allow the program to:

6. Identify strengths and weaknesses of the field placement process and individual field placement sites;

7. Evaluate the experience of students;

8. Plan for future changes;

9. Determine training needs for those involved in the field program, including students, field site supervisors, overall program faculty, and the field director.

Rights and Responsibilities Related to Field

The following exhibit outlines the rights and responsibilities of those involved in graduate field education at Weber State University (i.e., the MSW field director, field agencies, field site supervisors, and the field students).

1. <u>WSU MSW Field Director Responsibilities</u>:

The WSU MSW field director has the responsibility to:

A. Administer the field instruction program and make all decisions that affect the progress of the student, e.g., grades, field instruction hours, etc.

B. Select students to be referred to agencies for field placement.
C. Maintain an information system for the purpose of effective field education planning and communication.

D. Provide pertinent information on students to the placement agency.

E. Provide consultation to agencies (and staff) with regard to the general development of the agency's field placement program.

F. Recruit and develop new field sites and appropriate field supervisors within those agencies.

G. Evaluate all components of the field placement program including field supervisors, field liaisons, and agencies.

H. Be alert to and intervene, as appropriate, in all field placement situations that are problematic from the perspective of any of the following participants: field student, field supervisor, field liaison, other MSW program faculty, or agency staff.

I. Investigate issues in field education, including both problems and opportunities.

J. Conduct meetings, institutes, and seminars for the professional development of field supervisors and other agency staff.

K. Acquaint agency directors and field supervisors with CSWE Educational Policy and Accreditation Standards (including core competencies), the educational objectives of the WSU MSW curriculum, and the policies of the MSW field program.

L. Participate actively in curriculum analysis and development that contributes to the integration of classroom and field learning.

M. Take action as necessary to maintain the educational quality of all components of the field placement program.

N. Identify and recommend to the university those agencies with which a formal contract should be signed.

O. Ensure students' physical and emotional safety.

P. Report to the chair of the Department of Social work and Gerontology.

2. <u>Rights and Responsibilities of the Field Placement Agency</u>:

The field agency has the right to:

A. A signed written formal agreement with the Department of Social Work and Gerontology.
B. Identify their setting as an approved field placement site with the Weber State University MSW program.

C. Interview all prospective students and complete the Placement Decision Form, retaining the right to reject individual students who cannot function in the agency's program.

D. Regular contact with the Department of Social Work and Gerontology through regularly scheduled visits by the MSW program field directors and other consultations as requested.

E. Assure that its field supervisors attend all trainings and educational seminars related to

their role with the WSU MSW program.

F.   Ask that a student be removed from the agency for cause.

The agency accepts the responsibility to:

A.   Designate qualified agency personnel to serve as field supervisors.

B.   Structure the workload of those who function as field supervisors for the WSU MSW program in order to make time available to provide appropriate supervision (e.g., it takes approximately two hours per week to meet field supervision responsibilities for one student).

C.   Conduct initial interviews with all assigned students regardless of race, ethnic origin, gender, age, religion, disability, sexual orientation, or political belief.

D.   Facilitate the development of a climate in the agency that is conducive to field instruction and student learning.

E.   Provide appropriate workspace, an accessible telephone, sufficient clerical assistance, necessary office supplies, and reimbursement for expenses if possible.

F.   Provide students with an orientation to the agency.

G.   Provide students the opportunity to participate in the overall agency program and activities, as appropriate to educational needs, educational preparation, and practice competency.

H.   Balance service delivery needs with students' learning needs (e.g., it is avoid using students to fill staffing deficits).

I.   Ensure that students are aware of policies and procedures regarding personal safety and protect the physical and emotional well-being of students while they engaged in field placement activities.

3.   <u>Rights and Responsibilities of the Field Supervisor</u>

Field supervisors have the right to:

A.   Receive appropriate information from the WSU MSW program regarding students assigned to their agencies.

B.   Participate in interviewing the prospective student.

C. Two on-site conferences each semester with the WSU MSW field director and consultation with other personnel from the Department of Social Work and Gerontology as requested.

D. Participate in relevant training and workshops given by the WSU MSW program and the Department of Social Work and Gerontology.

E. Use of the university library and discounts at the university bookstore.

F. Receive information about the WSU MSW program curriculum.

Field supervisors accept the responsibility to:

A. Attend training seminars for field supervisors.

B. Select and assign tasks that are appropriate to students' individual learning needs and competencies and that are consistent with the defined objectives of field instruction.

C. Plan appropriate orientation activities and beginning tasks for students prior to the first day of field placement.

D. Hold an individual weekly conference with each student under her/his supervision for the purpose of reviewing the student's work and providing field instruction.

E. Give ongoing feedback to students about their performance in field education.

F. Provide the WSU MSW program with written and oral evaluation of students at the end of each semester.

G. Attend meetings sponsored by the WSU MSW program and meet regularly with the field director (i.e., twice a semester).

H. Ensure that students are familiar with the agency's policies and procedures regarding personal safety and protect the physical and emotional well-being of students while they engaged in field placement activities.

I. Notify the MSW field director immediately if a student's performance is unsatisfactory.

J. Make specific arrangements with another appropriate agency staff member (MSW) to assume the field supervisor's responsibilities to students if the field supervisor is to be away from the agency for any significant period of time]. The MSW field director should be notified.

4. Rights and Responsibilities of the Student

All students have the right to:

A. A field placement experience that is consistent with WSU MSW expectations and requirements and focuses on their learning needs.

B. Feel safe, both physically and emotionally, in their field placement setting.

C. Meet with their field supervisor individually at least one hour a week.

D. Ongoing feedback regarding their progress in the field placement.

E. Meet with the field director to sign a field placement contract with the agency.

F. Meet with the MSW field director three times a semester, completing the student evaluation in the final meeting at the agency.

G. Access, by appointment, to the WSU MSW field director for consultation.

All students accept the responsibility to:

A. Adhere to agency policies, norms, and standards governing professional practice, including professional presentation of self.

B. Adhere to the NASW *Code of Ethics* in their practice at the field placement agency.

C. Maintain strict observance of the principles and rules of confidentiality, specifically:

1. No identifying client information is to be shared with anyone except the field supervisor and/or other appropriate agency staff.

2. When case material or agency material is to be used by students for classroom purposes, permission of the agency must be obtained.

3. When case material or agency material is used in class or in process recordings, all identifying information must be disguised.

D. Know about policies and procedures regarding field instruction and adhering to them.

E. Participate actively in their own learning in the field placement, including identification of learning goals and taking initiative, with the appropriate individual(s), to identify and work

through any learning difficulties that may arise.

F.   Advocate for themselves and raise any concerns regarding their own physical and emotional safety in a proper manner with the appropriate party(ies) (e.g., field supervisor, field director, program director, etc.).

Problem Solving/Grievance Procedures/Reassignment to Another Agency

The following procedures are designated to promote communication and constructive problem solving among university and agency participants in dealing with the issues which may arise during the practicum experience.

1.   If students experience any kind of difficulty *(from his/her perspective)* with the field placement, the following steps are to be followed:

   A.   After the identification of a problem by the student, he/she will be encouraged to discuss the problem in an issue-oriented way with the field supervisor.

   B.   If the issue remains unresolved, the Coordinator of Field Practicum will next be involved in the discussion with the student.

   C.   If a satisfactory solution cannot be achieved, the Director of Field Practicum will make recommendations in conjunction with the student's faculty advisor in the Social Work Program as to the student's continuance with the agency or another agency setting.

2.   If students experience any kind of difficulty *(from the agency supervisor perspective)* with the field placement, the following steps are to be followed:

   A.   The agency supervisor will be instructed to discuss the issues and concerns with the student in an issue-oriented way for problem resolution.

   B.   If the issue remains unresolved, the Director of Field Practicum will next be involved in the discussion. This will include the field supervisor, the student and the Director of Field Practicum.

   C.   If a satisfactory solution cannot be achieved, the Director of Field Practicum will make recommendations in conjunction with the student's faculty advisor in the Social Work Program as to the student's continuance with another agency or termination from the Social Work Program

Policy about Field Placements in Employment Settings

In order for a student to complete field placement at her/his place of employment, the following must

occur:

1. Students who choose to arrange placement at their place of employment may do so. However, a student may not complete a generalist-year field placement in an agency or organization with which she/he is employed.

2. The agency must agree to the availability of release time for course and field instruction.

3. Student field experiences and populations served must differ from those associated with the student's employment. The student will be required to complete academic assignments and field work that are separate from regular work assignments.

4. The field setting must be an approved field site and must be able to provide the educational experiences and activities required for by the Weber State University MSW program.

5. The student's field work supervisor must be formally affiliated with the WSU MSW program. This person should differ from the student's employment supervisor, enabling the student to give and receive feedback without jeopardizing her/his employment,

6. In collaboration with the field work supervisor, the agency director and/or the student's employment supervisor must establish separate blocks of time from regular work responsibilities which are dedicated to uninterrupted field education.

7. All paperwork required by the WSU MSU program for the field placement must be completed and submitted by established deadlines.

Ensuring Separate Assignments from Employment. When a student is doing a field placement in her/his place of employment, the "field experiences and populations served must be different from those associated with the student's employment. The student will be required to complete academic assignments and field work that are separate from regular work assignments." In addition, #6 above indicates that "In collaboration with the field work supervisor, the agency director and/or the student's employment supervisor must establish separate blocks of time from regular work responsibilities which are dedicated to uninterrupted field education."

Ensuring Separate Supervision from Employment. The student's field work supervisor "should differ from the student's employment supervisor, enabling the student to give and receive feedback without jeopardizing her/his employment."

Health Insurance and Accidents

1. Health insurance is necessary for all students in the event of accidental injury or serious illness requiring hospitalization. Students who are not covered under the health insurance

policy of a parent or spouse should consider the student insurance policy sponsored by the university.

2. The university is not responsible for accidents occurring to students in connection with class, laboratory, field work, athletics, student activities, travel, or other activities.

Attendance

1. Students are to be present and engaged in the work of the field setting for as scheduled with the agency.

2. Students are to notify field supervisors when they must be absent because of illness or other reasons; if the absence is expected to last more than one week, they must also notify the faculty field liaison.

3. All absences, except for official university holidays and required meetings arranged for by the department, are to be made up in a manner mutually agreed to by students, field instructor, and the faculty field liaison.

4. Absences due to observance of religious holidays, attendance at professional meetings, or participation in professional conferences may be excused with the approval of field instructors and the faculty field liaison.

Written Work

The assignments in the field are designed to demonstrate achievement of specific program and field educational outcomes. They are reflective of the generalist framework.

Major assignments that are required in the field practicum include the following activities:

1. **Learning Goals and Expectations:** A learning contract is created in the field experience at the beginning of both the foundational and advanced year. In this document, the student and the field instructor plan jointly for assignments and learning tasks to be accomplished during the year. These are expected to be specific and measurable, and include target dates for completion. The learning contract incorporates core competencies and operationalizes practice behaviors that demonstrate the student's professional skills and development. In addition to being a means of integrating theory and concepts from the classroom, these contracts are also used to establish accountability, assess progress, and evaluate student performance. (See Appendix E.)

2. **Supervisor Meeting Contact Form**: Students are to prepare written contact sheets for documentation of field instruction, supervision, and faculty conferences (MSW 6760, MSW 6761, MSW 6860, and MSW 6861). These contact sheets will be completed at the mid-term and end-of-semester marks to document student learning and supervision. It equally serves as a communication tool between the Field Director, Field Supervisor, and Student

to document the progress of the student. (See Appendix F.**)**

3. **Process Recording**: Students are expected to prepare regular, ongoing process recordings throughout each field experience. These student notes describe practice "encounters" (i.e., sessions with individuals, families, groups; professional contacts with agency staff, other service providers, community members and groups). Process recordings guide learning, help students conceptualize and organize activities and experiences with client systems, stimulate communication and self-reflection, assist in evaluating personal strengths and areas of growth, and serve as an assessment of learning. In addition, they provide the student an important opportunity to review their experiences in the field and link these to theories, concepts, and experiences from the classroom.

4. **Field Portfolio**: Students are required to prepare a portfolio of field materials throughout the field experience to chronicle their field internship and reinforce learning. Portfolio artifacts may include attendance logs, journal entries, audio or video recordings, grant application forms, brochures, research notes, samples of meeting notes, etc. Thoughtful preparation of the portfolio gives the student a very tangible way of considering and organizing learning and connecting theory and concepts from the classroom to the field experience.

5. **Student Field Evaluation**: Students are expected to complete a final evaluation at the end of each semester in MSW 6761, MSW 6761, MSW 6860, and MSW 6861. Each student transfers her/his learning objectives from the learning contract and engages in a self-assessment and collaborative assessment with their field supervisor evaluating the student at the midpoint and completion of their foundation and advanced field experience.

6. **Field Evaluation Form**: Field supervisors are required to evaluate their practicum student on the social work competencies and behaviors using the field evaluation form at the midpoint and completion of their foundation and advanced field experience. (See Appendix J.)

Students with Disabilities

Any student requiring accommodations or services due to disability must contact Disability Services (DS), Student Service Building, room 181, telephone 626-6413. SD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary.

Nondiscrimination Policy

The Social work Program is committed to providing an environment free from harassment and other forms of discrimination bases upon race, color, ethnic background, political orientation, national origin, religion, creed, age, lack of American citizenship, disability, status of veteran of the Vietnam era, sexual orientation or preference or gender, including sexual/gender harassment. Such an environment is a necessary part of a healthy learning and working atmosphere because such

discrimination undermines the sense of human dignity and sense of belonging to all people in the environment.

Professional Licensing

Professional licensing in social work is a function of state agencies and national professional organizations. Licensing laws vary from one state to another and different professional organizations have different criteria for licensing and membership. Students should consult specific states and/or organizations to determine the specific requirements for licensure in areas of their interest. Some forms of licensor may require special consideration in planning academic programs. Requirements for social work licenses in the state of Utah are defined in paragraph 2 of the Mental Health Professional Practice Act (USC 58-60-205). What follows is information about the license from DOPL's website (see also Appendix B of Student Manual section):

http://www.dopl.utah.gov/

State of Utah – License Clinical Social Worker (LCSW)

(1) An applicant for licensure as a clinical social worker shall:

(a) submit an application on a form provided by the division;

(b) pay a fee determined by the department under section 63j-1-504;

(c) provide certified transcripts from an accredited institution of higher education recognized by the division in collaboration with the board verifying satisfactory completion of an education and an earned degree as follows:

(i) a master's degree in a social work program accredited by the Council on Social Work Education or by the Canadian Association of Schools of Social Work; or

(ii) a doctoral degree that contains a clinical social work concentration and practicum approved by the division, by rule, in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, that is consistent with Section 58-1-203;

(d) Have completed a minimum of 4,000 hours of clinical social work training as defined by division rule under Section 58-1-203:

(i) in not less than two years;

(ii) under the supervision of a supervisor approved by the division in collaboration with the board who is a:

     (A)   clinical mental health counselor;

     (B)   psychiatrist;

     (C)   psychologist;

     (D)   registered psychiatric psychiatric nurse practitioner;

     (E)   marriage and family therapist; or

     (F)   clinical social worker; and

(e)   document successful completion of not less than 1,000 hours of supervised training in mental health therapy obtained after completion of the education requirement in Subsection (1)(c), which training may be included as part of the 4,000 hours of training in Subsection (1)(d), and of which documented evidence demonstrates not less than 100 of the hours were obtained under the direct supervision, as defined by rule, of a supervisor describe in Subsection (1)(d)(ii);

(f)   have complete a case work, group work, or family treatment course sequence with a clinical practicum in content as defined by rule under Section 58-1-203; and

(g)   pass the examination requirement established by rule under Section 58-1-203.

State of Utah – Certified Social Worker (CSW)

(2)   An applicant for licensure as a certified worker shall:

(a)   submit an application on a form provided by the division;

(b)   pay a fee determined by the department under section 63j-1-504;

(c)   provide certified transcripts from an accredited institution of higher education recognized by the division in collaboration with the board verifying satisfactory completion of an education and an earned degree as follows:

     (i)   a master's degree in a social work program accredited by the Council on Social Work Education or by the Canadian Association of Schools of Social Work; or

     (ii)   a doctoral degree that contains a clinical social work concentration and practicum approved by the division, by rule, in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, that is consistent with Section 58-1-203;

(d)   pass the examination requirement established by rule under Section 58-1-203.

State of Utah – Certified Social Worker Intern

(3)   (a)   An applicant for certification as a certified social worker intern shall meet the requirements of Subsections (2)(a), (b), and (c).

(b)   Certification under subsection (3)(a) is limited to the time necessary to pass the examination required under Subsection (2)(d) or six months, whichever comes first.

(c)   A certified social worker intern may provide mental health therapy under the general supervision, as defined by rule, of a supervisor described in Subsection (1)(d)(ii).

Registering for the Examination

There are two graduate-level licenses in the field of social work in Utah. They are Certified Social Worker (CSW) and Licensed Clinical Social Worker (LCSW). Applicants for these licenses must pass the appropriate exam for their license type before applying. All examines are administered by the Association of Social Work Board (ASWB). A prospective licensee must register for the licensing exam by visiting the ASWB website:

https://www.aswb.org/

In order to take an ASWB examination, you must register with ASWB and pay the **required exam fee of $230.** It typically takes three business days to receive email confirmation of registration.

A guide to the social work exam and online practice tests are available from ASWB listing the various rules and regulations on testing, rescheduling, etc. at https://www.aswb.org/products

Licensure Process

Upon completion of all licensure requirements, including passing the examination and completing practice hours and supervision (for LCSW), you can apply for your license online at https://dopl.utah.gov/soc/

Examination and Licensure Fees

ASWB Bachelors Examination $230.00
DOPL Licensing fee $120.00

Continuing Education

A social work license in Utah has a two-year renewal cycle. As a condition for renewal of the LCSW,

during each licensure cycle, the licensee must complete qualified continuing professional education. The continuing education requirement for the LCSW is 40 hours every two years. This must include three hours in ethics and/or law and 2 hours in suicide prevention. A maximum of 15 of these hours can be taken online. Licenses expire on September 30th of even years.

License Renewal Fee

The renewal fee for the CSW or the LCSW is $93.00.

Appendixes of Field Education Forms

Appendix A: MSW Field Supervisor Application

MSW Field Supervisor Application

Applicant Information

Name:	

Agency:	Phone:

Current address:

City:	State:	ZIP Code:

E-mail:	Fax:

Position at Agency:

Name of Agency Administrator:

Educational History from most recent degree earned:

University: _____ Degree earned: _____ Year Graduated: _____

University: _____ Degree earned: _____ Year Graduated: _____

Current Professional License: Please Check

_____ Licensed Clinical Social Worker	_____ Marriage and Family Therapist
_____ Certified Social Worker	_____ Licensed Practicing Counselor/LMHC
_____ Social Service Worker	_____ Psychologist

OTHER (PLEASE LIST) _____

Areas of Clinical Expertise:

Experience in Supervising Students:

Interest in Allowing Students to Tour Your Facility?	Please Circle	Yes	or	No
Interest in Serving on Boards and Committees with the Department? Please Circle		Yes	or	No
Willing to attend at least two meetings per year at the university as related to Field Placement?	Please Circle	Yes	or	No

Number of years supervising students at Weber State University?

Signatures

Please attach a Resume to this Application with at least 3 references.

I hereby request that I be considered as a Field Supervisor, and I am willing to mentor Masters Level Students for the Department of Social Work and Gerontology. I agree and comply with the Terms and Conditions of the MSW Field Education Program

MSW Field Supervisor Application

Signature of applicant: Date:

Appendix B: Field Education Affiliation Agreement

WEBER STATE UNIVERSITY
College of Social & Behavioral Sciences

— DEPARTMENT OF —
SOCIAL WORK
& GERONTOLOGY

WEBER STATE UNIVERSITY
College of Social & Behavioral Sciences

— MASTER OF —
SOCIAL WORK

Field Education Affiliation Agreement

Date of Agreement: (Date)

The Master of Social Work (MSW) Program in the Department of Social Work and Gerontology of Weber State University (hereinafter "Department"), by signing of this agreement designates (Agency Name) (hereinafter "Agency"), as an approved setting for field education in the Master of Social Work Program.

Purpose

The field education program for Weber State University's MSW program was designed to provide students with the opportunity to apply knowledge, values, and skills acquired and developed in the classroom to social work practice in supervised, field-based experience in an agency setting. This community-based, experiential learning model gives students a chance to apply and integrate theory in practice environments very much like those that will employ them throughout their career as a social worker.

Responsibilities of The Department of Social Work and Gerontology

A. Consider the Agency as a partner in the field education program and work with relevant Agency staff in order to further the goals of the curriculum.

B. Consider appointment of Agency nominated staff members to the Department's field education faculty.

C. Maintain responsibility for the administration of the field education program, including decisions which affect the progress of the student, such as grades, credits, and field education hours in the Agency.

D. Assume responsibility for the selection of students to be placed at the Agency.

E. Provide the Agency pertinent written information concerning students selected for placement in the Agency.

F. Provide consultation to the Agency Executive, Field Supervisor(s), and other appropriate staff in the general development of its field education program.

G. Provide a designated member of the faculty to serve as MSW Field Director to the Agency in matters pertaining to field education. The MSW Field Director will:

    a. Serve as principle liaison between the Department and the Agency;

    b. Make periodic visits to the Agency to review student progress and consult with the Field Supervisor on ways to facilitate student learning or to handle problems. For Agency sites outside of the State of Utah such visits may be virtual.

    c. Be reasonably available to the Field Supervisor for immediate consultation when requested.

    d. Share with the Field Supervisor knowledge of the educational program of the school and pertinent information about student progress in other areas of the curriculum.

    e. Be alert to and intervene, as appropriate, in all field placement situations that are problematic from the perspective of any of the following participants: field student, field supervisor, field liaison, other MSW program faculty, or agency staff.

f. Acquaint agency directors and field supervisors with CSWE Educational Policy and Accreditation Standards (including core competencies), the educational objective of the WSU MSW curriculum, and the policies of the MSW field program.

H. Provide opportunities for professional development of the Field Supervisor(s) and other appropriate members of the Agency staff through provisions of meetings, institutes, and seminars.

I. Provide information about the WSU MSW program curriculum.

Responsibilities of the Agency

A. Accept students for placement in the Agency with service delivery needs balanced with students' learning needs (e.g., avoid using students to fill staffing deficits), the exact number of students to be determined through mutual agreement annually by the Agency and the MSW Field Director.

B. Interview all prospective students regardless of race, ethnic origin, gender, age, religion, disability, sexual orientation, or political belief and complete the Agency Decision Form after interview is completed.

C. Provide students the opportunity to participate in the overall agency program and activities, as appropriate to educational needs, educational preparation, and practice competency.

D. Help implement and facilitate the development of a climate in the agency that matches the Department's objective that field education provides opportunities for students to gain new knowledge and understanding in all areas of the curriculum.

E. Provide orientation to the students assigned to the Agency, including instruction on the relevant policies and procedures of the Agency.

F. Permit the use of its facilities by students during the period of placement, including providing;
   a. Students with an orientation to the agency.
   b. Appropriate and reasonable space for students, including a desk for each student in an area sufficiently private for carrying on independent work and activity, in which privacy for interviews and conferences can be assured.
   c. Convenient access to a telephone, office supplies needed in the performance of responsibilities, clerical services for those records and reports which are produced for the Agency, and access to client and Agency records appropriate to the learning experiences.

G. Designate qualified agency personnel to serve as field supervisors (to be paid solely by Agency) and ensure that each has adequate time within his/her work schedule to fulfill the following responsibilities:
   a. Provide educationally sound field education placements consistent with the program and level of students accepted for placement. Including the following;
      i. Select and assign tasks that are appropriate to students' individual learning needs and competencies and that are consistent with the defined objectives of field education.
      ii. Hold an individual weekly conference with each student under her/his supervision for the purpose of reviewing the student's work and providing field education.
      iii. Give ongoing feedback to students about their performance in field education.
   b. Have regular contact with the Department of Social Work and Gerontology through regularly scheduled visits by the MSW Field Director and other consultations as requested. And advise the

MSW Field Director of changes in agency policy and/or service.

    c. Attend required field education training as well as appropriate Department sponsored meetings.

    d. Prepare reports and evaluations as required by the Department and described in the Field Education Manual

    e. Make specific arrangements with another appropriate agency staff member (MSW) to assume the field supervisor's responsibilities to students if the field supervisor is to be away from the agency for any significant period of time. The MSW Field Director should be notified.

    f. Inform both the Department and the student concerning the student's level of clinical growth and competence. The Agency further agrees to maintain other such records as may be requested by the Department to evaluate the student's performance in the clinical experience. Notify the MSW Field Director immediately if a student's performance is unsatisfactory.

H. Allow students to share with the Field Director case materials which are relevant to the student's learning and require students to adhere to confidentiality practices.

I. Cooperate with the Department in the use of Agency materials for classroom discussions and assignments, based on the understanding that the department requires students to obtain permission of the field supervisor for any outside use of Agency materials; that records must never be removed from the Agency; and, that all case material used for papers must be adequately censored.

Responsibilities of the Student

A. Adhere to agency policies, norms, and standards governing professional practice, including professional presentation of self.

B. Adhere to the NASW *Code of Ethics* in their practice at the field placement agency.

C. Maintain strict observance of the principles and rules of confidentiality, specifically

    a. No identifying client information is to be shared with anyone except the field supervisor and/or other appropriate agency staff.

    b. When case material or agency material is to be used by students for classroom purposes, permission from the agency must be obtained.

    c. When case material or agency material is used in class or in process recordings, all identifying information must be censored.

D. Know about policies and procedures regarding field education and adhere to them.

E. Participate actively in their own field placement learning, including identification of learning goals and taking initiative, with the appropriate individual(s), to identify and work through any learning difficulties that may arise.

F. Advocate for themselves and raise any concerns regarding their own physical and emotional safety in a proper manner with the appropriate party(ies) (e.g., field supervisor, field director, program director, etc.)

Additional Terms

A. The administration of this agreement shall be under the direct supervision of the WSU MSW Field Director in consultation with the Agency's designated contact person.

B. The student shall be subject to the authority, policies and regulations of the Agency during clinical assignment. The Department may withdraw any student from the Program whose progress, achievement, or adjustment does not appear to justify his or her continuing in the Program. Wherever possible, such withdrawal shall be planned cooperatively by the Department and the Agency.

C. The Agency may temporarily suspend, and/or request the Department to withdraw, any student from the Program whose conduct or failure to meet Agency requirements, as determined by the Agency, may have a detrimental effect on professional staff, patients, or clients. The Agency agrees to notify the Department of such temporary suspension immediately. Wherever possible, such suspension or withdrawal shall be planned cooperatively by the Agency and the Department, and the Agency representative agrees to discuss any grievance against the student with the student and the Department's Program representative. The Agency reserves the right to exclude any student from the Agency if the student presents an immediate threat to health or safety.

D. This agreement becomes effective on the date of signing by Department and shall remain in force for a period of one year. Thereafter, the Agreement will renew automatically for one-year periods up to 4 additional years unless either the Department or the Agency indicates a need for review or change or cancelation with 90 days' notice. If, for whatever reason, the agency is unable to continue to provide an in-person field education for a student from the Department, they must notify the Department as soon as possible, but at least four weeks prior to the end of placement within the agency.

E. Each party agrees, at its own cost, to maintain reasonable insurance coverage at all times during the term of this Agreement either through commercial insurance or self-insurance, the nature of which will be reasonably provided to the other party including a certificate of insurance evidencing coverage. Department and its students are insured through its participation the Risk Management Fund of the State of Utah, see Utah Code 63A-4-101 - 104, and 201. Department may also carry private insurance providing coverage for it and/or its students while engaged in a clinical experience. The Agency shall be named as an additional insured with regard to the Department's and its students negligent acts or omissions.

F. There are no indemnification duties between the parties. To the extent such duties are negotiated and added to this Agreement in writing, it is understood and agreed that Department is a governmental entity under the Governmental Immunity Act of Utah, Utah Code Ann., Section 63G-7-101 et seq., as amended (the "Act"). Nothing in the Agreement shall be construed as a waiver by Department of any protections, rights, or defenses applicable to Department under the Act, including without limitation, the provisions of Section 63G-7-604 regarding limitation of judgments. It is not the intent of Department to incur by contract any liability for the operations, acts, or omissions of Agency or any third party and nothing in the Agreement shall be so interpreted or construed. Without limiting the generality of the foregoing, and notwithstanding any provisions to the contrary in the Agreement, any obligations of Department to indemnify, hold or save harmless, and/or defend contained in the Agreement are subject to the Act, are limited only to claims that arise from the negligent acts or omissions of Department, and the total amount of any such obligations, inclusive of attorney's fees, are

limited to the amounts established in Section 63G-7-604 of the Act. If Department is required to defend, indemnify or hold harmless Agency, a defense may be provided by the State of Utah Division of Risk Management through its contracted Assistant Attorneys General.

G.   Force Majeure: Without affecting any right of cancellation or termination set forth in this Agreement, either party may suspend this agreement at any time because of a labor dispute or disruption of its personnel, war, the declaration of a state of national emergency, acts of God or the public enemy, pandemics, or other cause beyond the control of such party, by giving the other party written notice of such suspension and the reason for the same.   Services to be provided hereunder shall be made and performed to the date of such suspension and shall thenceforth cease until the period of such suspension has ended.

H.   Use of Name: Neither party shall use the other's name, corporate or business, in any promotional or advertising material which is reasonably likely to suggest that the parties are related, without obtaining the written consent of the other party.

I.   Non-Assignment: Neither party shall assign, transfer, or contract for the furnishing of services to be performed under this Agreement without the prior written approval of the other.

J.   Entire Agreement and Modification: This Agreement and its attachments, if any, constitutes the entire understanding between the parties with respect to the training or instructional experience and may be modified only be a writing signed by both parties.

K.   Governing Law: This Agreement shall be governed by and construed under the laws of the State of Utah, which shall be the forum for any lawsuit arising from or incident to this Agreement.

L.   Severability: In the event one or more clauses of this Agreement are declared illegal, void, or unenforceable, that shall not affect the validity of the remaining portions of this Agreement.

Signature page

By signing this agreement, both the Department and the Agency commit themselves to cooperative efforts, as described above, in the provision of field education to students of the Master of Social Work Program. And agree to adhere to the policies and procedures delineated in the Weber State University MSW Social Work Field Manual.

(Insert Agency name Here)

_____

Agency Administrator Signature   Date

*This contract must be signed by an agency administrator, e.g., Executive Director, Director of Training, etc.

The Master of Social Work Program in the Department of Social Work and Gerontology

_____

MSW Field Director Signature   Date

_____

MSW Program Director Signature   Date

_____

Chair, Department of Social Work/Gerontology Signature   Date

Appendix C: Student Field Practicum Application

MSW STUDENT FIELD PRACTICUM APPLICATION

NAME: _____ W#: _____

ADDRESS: _____
INCLUDE CITY--STATE--ZIP

Phone: Home: _____ Work: _____ Cell: _____

Email address: _____ Birthdate _____
(Month/Day/Year)

<u>INSTRUCTIONS</u>: Indicate below the level of field education for which you are applying.

_____Generalist Field (MSW 6760/MSW 6761) I have been admitted to the Weber State University Master of Social Work Program.

_____Specialized Field (MSW 6860/MSW 6861) I have completed or am in the process of completing all required courses for the foundation year in the Weber State University Master of Social Work Program. -OR- I have been admitted to the Weber State University Master of Social Work Program with advanced standing status and have completed or am in the process of completing the required bridge course.

Are you employed? (   ) Yes (   ) No If yes, where?_____

Are you bilingual? (   ) Yes (   ) No If yes, what Language?_____

Specific areas of interest (please list areas of interest that you would like to consider for your field placement):

First choice: _____

Second choice: _____

Third choice: _____

Fourth choice: _____

Name of your Social Work Faculty Advisor: _____

_____I will abide by NASW's *Code of Ethics*. I hereby give full informed consent to have the above information revealed to prospective field practicum supervisor(s).

_____Please read and sign the attached "Statement of Behavioral Expectations and Readiness Form"

Signature: _____ Date: _____

Appendix D: Statement of Behavioral Expectations and Readiness for Field Form

WEBER STATE UNIVERSITY
College of Social & Behavioral Sciences

MASTER OF
SOCIAL WORK

Master of Social Work Program
STATEMENT OF BEHAVIORAL EXPECTATIONS AND READINESS FOR THE FIELD

The provision of social work services to clients requires a high level of professionalism. In addition, social work is a high stress profession. In order to successfully practice this profession, a social worker must not only possess expert skills and knowledge, but also abide by a set of ethical and behavioral expectations that safeguard the client, the agency, the sponsoring academic program, and the profession as a whole. Violations of these expectations can be detrimental to the student, the client, the agency, the WSU Social Work Programs, and the profession. In addition, the Weber State University Social Work Program, the student, and cooperating community social service agencies may be the subject of a claim should a social work intern's behavior interfere with the delivery of quality professional services.

Therefore, prior to being placed in the field, you must assess your own readiness for this experience. If you have reservations or concerns about your readiness for the field, you should discuss them with the field director well in advance of beginning your practicum. Be advised that many agencies require a background check and/or drug testing. If there are criminal charges on your record or you are likely to test positive for drugs, it would be wise to discuss these issues with the field director early in the placement process.

When you are placed in a field agency, you are agreeing to the following expectations:

1. You will abide by the NASW *Code of Ethics* (a copy of the NASW *Code of Ethics* is available on the Social Work and Gerontology Department website and at the following website: https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English
2. You will abide by the policies and procedures of the field agency where you are placed;
3. You will demonstrate professional demeanor in behavior as defined by your field agency;
4. You will demonstrate professional demeanor in dress/appearance as defined by your field agency;
5. You will demonstrate professional demeanor in communication as defined by your field agency;
6. If required by the agency, you will complete a qualifying background check and/or drug test;
7. You will arrive on time at your field agency for all appointments and meetings according to an assigned or agreed upon schedule through your field supervisor;
8. You will attend all training and staff meetings as required by your field agency;
9. At a minimum, you will meet with your field supervisor weekly (more often if requested or required by your field supervisor);
10. In addition to regularly scheduled meetings with your field supervisor, you will make appropriate use of supervision by consulting with this person regarding any questions or concerns related to your practicum experience;
11. In the event of conflict between you and a client or between you and a colleague, you will seek to resolve these issues directly and professionally, following an appropriate line of supervision (the person her/himself, the field supervisor, the MSW Field Director, the MSW Program Director, the Chair of the Department of Social Work and Gerontology, the Dean of the College of Social and Behavioral Sciences; the WSU due process officer);

12. Should problems arise between you and your field agency or between you and your field supervisor, you will immediately contact the WSU Master of Social Work Program's field director for consultation;
13. You will be honest in completing and reporting your internship hours;
14. You will complete and submit on time all paperwork required by the agency and by the WSU Master of Social Work Program;
15. You will not physically harm or assault clients or colleagues, or threaten or imply physical harm or assault;
16. You will maintain proper professional boundaries and will not enter into sexual, romantic, or otherwise personal or intimate relationships with any client, current or past;
17. You will maintain proper professional boundaries and will not enter into other "dual relationships" with any client (e.g., social, business, economic, etc.);
18. You will not engage in any practice beyond the scope of your professional training;
19. You will only use assessment tools and intervention techniques with your clients that are approved by your field agency;
20. You will demonstrate respect for clients and colleagues whose gender, sexual orientation, ethnicity, cultural background, and/or religion differ from your own;
21. You will demonstrate appropriate self-disclosure with clients and refrain from sharing personal information with clients that is irrelevant, exploitive, self-serving, potentially harmful, or in any way violates legal statutes, agency policies, or ethical standards;
22. You will not share clients' confidential information, except as appropriate in supervision or as required by law;
23. You will not use illegal drugs during the course of your field placement;
24. You will not use alcohol during the course of your field placement in a manner that impairs your ability to perform your duties (e.g., coming to the field agency drunk or hung-over, using alcohol during business hours);
25. You will not engage in any other activity that might impair your judgment while conducting your duties as an intern;
26. You will not commit any criminal offenses during the course of your field experience;

In addition, I understand and agree to the following:

A. I understand that I may not be placed at an agency wherein I or a member of my family was or is a client I also understand that I may not be placed at an agency where a member of my family or my friend is an employee. I understand that if I am found attempting to secure a placement in an agency within these circumstances that my entry into my field practicum may be delayed. Additionally, the field supervisor must not be a family member, friend, spouse, partner, ex-spouse/partner, etc. of mine. Since the MSW Field Director does not ascertain client or employee information from agencies or students, it is my responsibility of to decline (or not select) a placement based on the before described conflict of interest.
B. I understand and agree that a failure to successfully complete a Field Agency Placement may result in my removal from the Program and that I may be unable to obtain a certificate or degree.
C. I understand that a Field Agency Placement may be a placement with a non-Weber State University Provider. I understand that I have no right to a placement and that my participation is completely voluntary on the part of the Provider.
D. I understand that the Field Agency Placement may be with an entity not controlled by WSU. If problems arise during the Field Agency Placement, including issues of harassment, I understand that I should immediately report the problem to Department of Social Work and Gerontology or to the WSU Affirmative Action/Equal Opportunity Office

IX Coordinator and Disability ADA/504 Coordinator who can be reached at Miller Administration Building, Room 101, Office: 801-626-6239. I understand that I also have the option to go to the proper authorities including police if I feel it necessary. Further information can be found at Safe@Weber https://www.weber.edu/safeatweber

E. I understand that I am required to be on my best behavior while with a Field Agency Placement Provider. I will familiarize myself with policies, rules and regulations of the Provider and abide by them. I understand that a failure to comply with the policies, rules, regulations, and direction given me by the Provider, inappropriate behavior, poor performance, unacceptable attendance, being late or other misbehavior may result in my expulsion from the Field Agency Placement at the Provider's sole discretion. If this occurs I understand that I may be removed from the program and that I may be unable to obtain a certificate or degree.

F. I understand that I may be required to obtain a background check, including criminal records, drug screen, and various immunizations and that information associated with these may be supplied to the Field Agency Placement Provider. I hereby authorize Weber State University and its designated agents and representatives ("WSU") to disclose any and all information, verbal or written, pertaining to my background check report, drug screen results, immunizations and other related information as required to the Field Agency Placement where as necessary to the Field Agency Placement Provider including grades obtained in prerequisite qualified for the Field Agency Placement, meet the Provider's requirements and expectations, and to allow information to flow between the Provider and WSU to evaluate my performance.

G. I understand and agree that while participating in a Field Agency Placement unless it is specifically agreed to in writing prior to the placement that I am not an employee of the Provider. I will not be entitled to or receive remuneration of any kind (unless a stipend is agreed to beforehand in writing), will not be entitled to any benefits given to employees of Provider including I will not be entitled to workers' compensation benefits for any accident, illness or injury arising during a Field Agency Placement. I agree not to make any claim arising out of the Field Agency Placement including for remuneration, salary, wages, or benefits and will hold harmless and indemnify Weber State University including for all expenses it may incur in defending a claim including attorney's fees. This applies even if in a separate capacity I am employed by the Provider.

H. I acknowledge that some states may also require state licensure for professionals to be able to work in that particular state. This may include requirement above and beyond obtaining a certificate and/or degree from Weber State University. Visit https://continue.weber.edu/wsuonline/state-authorization/ to see if this applies to the state you wish to be employed in. Students who are seeking employment in states with licensure requirements are responsible for completing any licensure requirements beyond the degree.

By signing this document, you certify that you have reviewed the NASW *Code of Ethics* and that you have read, understand, and agree to abide by the expectations outlined above. You also understand that any violation of these standards is grounds for removal from the field and possible dismissal from the Master of Social Work Program.

_____   _____

Student Signature

Date

_____   _____

MSW Field Director Signature

Date

cc: Student file
cc: Field Supervisor

Appendix E: Field Learning Goals and Expectations

Field Learning Goals and Expectations

Student Name:

Agency Name:

Field Supervisor:

Field Director: Heidee Miller, LCSW; P-626-6205, heideemiller1@weber.edu

At the completion of the Field Experience, the student will meet the following:

Have Experience With:		Complete:
Client and related party interviews	1	Community Organization Project
Client assessments	1	Administrative Project
Development of written client service plans/strategies	2	Educational Groups
Assisting clients acquire needed services	4	Experiences with Family Treatment
Client Follow-Up and ongoing problem resolution	6	Individuals for Case Management
Practice at a Micro, Mezzo, and Macro level	10	Outcomes with assigned agency tasks
Written Documentation		Weekly Supervision with Field Supervisor

OUTCOME ONE

Understand the value base of the profession and its ethical standards and principles, and practice accordingly.

(Competency 1: Demonstrate Ethical and Professional Behavior in Social Work Practice.)

A.	Makes ethical decisions by applying the NASW *Code of Ethics* and demonstrates identification with the professions' values.
B.	Uses reflection and self-regulation to manage areas of potential conflict between personal, agency, client, and/or professional values.
C.	Takes appropriate steps to safeguard confidentiality within the practicum setting.
D.	Uses technology ethically and appropriately to facilitate practice outcomes
E.	Assesses practice behavior and pursues additional study to improve practice skills and accountability.
F.	Respects and supports client right to self-determination.
G.	Uses professional knowledge, values, skills, and experiences as the basis for action.

STUDENT/SUPERVISOR/AGENCY TASKS

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

G. _____

OUTCOME TWO

Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation. (Competency 2: Engage Diversity and Difference in Social Work Practice)

A.	Engages with clients, including those distinguished by ethnicity, gender, race, national origin, culture, age, ability, socio-economic, class, religion, and sexual orientation in effective working relationships.
B.	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
C.	Present themselves as learners and engage clients and constituencies as experts of their own experiences.
D.	Advocates to ensure that social services are culturally relevant and appropriate.
E.	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
F.	Appropriately individualizes client and client issues in a culturally competent manner.
G.	Understands how the agency provides services towards the Latinx population, and evaluates ways that the agency could improve services towards the Latinx population.

STUDENT/SUPERVISOR/AGENCY TASKS

A. _____
B. _____
C. _____
D. _____
E. _____
F. _____
G. _____

OUTCOME THREE

Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice. (Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice)

A.	Advocates for and promotes the equal participation of oppressed groups in society.
B.	Promotes prevention, normalization, social development, and empowerment.
C.	Identifies strategies to address institutional and societal barrier to service delivery.
D.	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

STUDENT/SUPERVISOR/AGENCY TASKS

A. _____
B. _____
C. _____

D. _____

OUTCOME FOUR

Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities. (Competency 4: Engage in Practice-informed Research and Research-informed Practice)

A.	Plans and develops interventions utilizing a variety of evidence-based practice models and employing change-oriented strategies which meet client needs.
B.	Use and translate research evidence to inform and improve practice, policy, and service delivery.
C.	Demonstrates understanding of relevant theories and is able to select them and prepare clients appropriately.
D.	Applies relevant research findings to professional activities.

STUDENT/SUPERVISOR/AGENCY TASKS

A. _____
B. _____
C. _____
D. _____

OUTCOME FIVE

Analyze, formulate, and influence social policies. Function within the structure of organizations and service delivery systems and seek necessary organizational change. (Competency 5: Engage in Policy Practice)

A.	Articulates the understanding of relevant state and federal policies applicable to the population that is being served.
B.	Demonstrates awareness of the impact of social policy on the agency (i.e. through funding, hiring, services provided, etc.)
C.	Demonstrates basic knowledge of social policy and service system context in which the agency operates.
D.	Demonstrates awareness of how change in social policy effect the client, worker, agency, and community.
E.	Organizes and develops resources for program development through collaboration, mediation, and/or networking.
F.	Attends staff meetings and evaluates the function of each provider in the service delivery system.

STUDENT/SUPERVISOR/AGENCY TASKS

A. _____
B. _____
C. _____

D. _____

E. _____

F. _____

OUTCOME SIX

Use communication skills differentially across client populations, colleagues, and communities. (Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities)

A.	Clearly and specifically identifies client and worker roles and intervention approaches that will be followed.
B.	Mutually involves clients in negotiating contracts that specify goals, tasks, roles, intervention methods, time frames and other relevant factors.
C.	Assumes various social work roles (broker, advocate, mediator, counselor, collaborator, researcher, administrator, planner, etc.) according to the needs of the client.
D.	Demonstrates knowledge of community resources and seeks to expand this knowledge and to engage relevant community resources.
E.	Consistently perceives non-verbal cues and skillfully draws out and identifies emotions that hinder the helping process.
F.	Responds to client aggressiveness, hostility, or criticism without defensiveness.
G.	Maintains focus and continuity with clients within and between meetings.
H.	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

STUDENT/SUPERVISOR/AGENCY TASKS

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

G. _____

H. _____

OUTCOME SEVEN

Apply critical thinking skills within the context of professional social work practice. (Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities)

A.	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.
B.	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
C.	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

D.	Recognizes and focuses on strengths and personal resources as well as dysfunctional patterns.
E.	Utilizes instruction to appropriately assess current professional skills and identify learning goals and objectives on a micro, mezzo, and macro level of practice.
F.	Utilizes instruction to appropriately assess current professional skills and identify learning goals and objectives in the areas of community organization and administrative change.
G.	Understands the influence of the organizational environment upon both worker and client functioning.

STUDENT/SUPERVISOR/AGENCY TASKS

A. _____

B. _____

C. _____

OUTCOME EIGHT

Apply the knowledge and skills of generalist social work practice with systems of all sizes. (Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities)

A.	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
B.	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
C.	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
D.	Facilitate effective transitions and endings that advance mutually agreed-on goals.
E.	Recognizes manifestation of inadequate motivation and ambivalence and demonstrates skill in enhancing motivation.
F.	Applies an understanding of local, national, and global issues to client intervention.

STUDENT/SUPERVISOR/AGENCY TASKS

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

OUTCOME NINE

Evaluate research studies, apply research finding to practice, and evaluate their own practice interventions. Understand and interpret the history of the social work profession and its contemporary structures and issues. (Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities)

A.	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
B.	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

C.	Evaluates the effectiveness of interventions employed and makes modifications as needed.
D.	Assesses practice behavior and pursues additional study to improve practice skills and accountability.
E.	Demonstrates awareness of the impact of one's own personal style, biases, and reactions upon clients and adjusts as needed.
F.	Evaluates the agency history and associates the history of social work to the agencies service delivery system.

STUDENT/SUPERVISOR/AGENCY TASKS

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

OUTCOME TEN

Use supervision and consultation appropriate to social work practice

A.	Under supervision, evaluates practice related to the Laws and Ethics of Social Work.
B.	Assumes responsibility for bringing to the attention of the field instructor perceived needs and interests, and works collaboratively to enhance one's educational experiences.
C.	Use supervision and consultation to guide professional judgement and behavior.
D.	Consistently follow through on assignments with appropriate supervisory assistance.
E.	Makes appropriate use of field instruction on a regular basis to develop knowledge, skills, and values for the optimal benefit of client systems.

STUDENT/SUPERVISOR/AGENCY TASKS

A. _____

B. _____

C. _____

D. _____

E. _____

Date: _____

Students Signature: _____

Field Supervisor: _____

Approval, MSW Field Director: _____

Heidee Miller, LCSW

Appendix F: Supervisory Meeting Contact Form

WEBER STATE UNIVERSITY
College of Social & Behavioral Sciences

— MASTER OF —
SOCIAL WORK

Supervisory Meeting Contact Form
MSW6760 [ ] MSW6761 [ ] MSW6860 [ ] MSW6861 [ ]

Student Name: Phone/Cell:

Field Supervisor: Phone/Cell:

Agency Name:

Field Director: Heidee Miller, LCSW   Date:

Type of Meeting	1	2	3
[ ] Joint(Faculty/Field Sup/Student)	[ ]	[ ]	[ ]
[ ] Field Sup/Student	[ ]	[ ]	[ ]
[ ] Faculty/Student	[ ]	[ ]	[ ]

Type of Contact

[ ] Face-to-Face   [ ] Phone/Virtual   [ ] Written

Place of Contact

[ ] Agency   [ ] Faculty Office   [ ] Other_____   [ ] N/A

Individuals Involved

[ ] Student_____[ ] Faculty_____[ ] Field Sup _____   [ ] Other

Topics Covered

[ ] Course Orientation   [ ] Review of Site Performance   [ ] Review of Seminar Performance

[ ] Mid-Term Evaluation   [ ] Final Evaluation   [ ] Other – Explain

Conclusion/Recommendation(s)

[ ] There exists no issues, performance is satisfactory or better and student expectations are met

[ ] Recommendations/Things I am working on:

Student_____ Date _____

Field Supervisor _____ Date _____

Field Coordinator _____ Date _____

Heidee Miller, LCSW

Appendix G: Midterm Evaluation

Mid-Term Evaluation

(To be completed by Field Supervisor)

(Please use computer to complete form)

Student Name:

Agency Name:

Field Supervisor Name:

Evaluation Prepared By:

Field Director: Heidee Miller, LCSW

SECTION 1 (General Information)

1.   Do the functions performed by the student provide for documented experiences in the following areas?

       A.   Client and related party interviews   [ ] yes   [ ] no
       B.   Client assessments   [ ] yes   [ ] no
       C.   Development of written client service   [ ] yes   [ ] no
              plans/strategies
       D.   Assisting client with directly acquiring   [ ] yes   [ ] no
              needed agency and other community services
       E.   Client follow-up and ongoing problem resolution   [ ] yes   [ ] no

2.   Does the agency provide for the student, the above experience at the following level?

       A.   Micro level   [ ] yes   [ ] no
       B.   Mezzo level   [ ] yes   [ ] no
       C.   Macro level   [ ] yes   [ ] no

SECTION 2 (Acquisition of Knowledge)

1.   How do you view the student's level of knowledge in the following areas?

		Very good	Satisfactory	Problem
A.	Agency's overall mission and programs	[ ]	[ ]	[ ]
B.	Specific mission of program area involved in	[ ]	[ ]	[ ]
C.	Specific policies & procedures for program area involved in	[ ]	[ ]	[ ]
D.	Generalist intervention model	[ ]	[ ]	[ ]

2.   If you have marked any area as a problem, please state concerns and your recommended action.
SECTION 3 (Performance, Generalist Functions)

		Very good	Satisfactory	Problem
1.	Overall, how well does the student perform assigned tasks?	[ ]	[ ]	[ ]

2.   Specifically in the following areas?

		Very good	Satisfactory	Problem
A.	Interviewing	[ ]	[ ]	[ ]

B.	Assessment	[ ]	[ ]	[ ]
C.	Client service plan development	[ ]	[ ]	[ ]
D.	Client needed resource acquisition	[ ]	[ ]	[ ]
E.	Client follow-up	[ ]	[ ]	[ ]
F.	Written documentation	[ ]	[ ]	[ ]
G.	Adherence to agency policy & procedures	[ ]	[ ]	[ ]

3.   If you have marked any area as a problem, please state concerns and your recommended action.

SECTION 4

1.   How well does the student exhibit professional conduct in their involvements with?

		Very good	Satisfactory	Problem
A.	Clients	[ ]	[ ]	[ ]
B.	Professional peers	[ ]	[ ]	[ ]

2.   How well does the student exhibit basic social work values and ethics in their professional dealings?

		Very good	Satisfactory	Problem
A.	Regard for individual worth and dignity.	[ ]	[ ]	[ ]
B.	Client's right to make independent decisions and participate in helping process.	[ ]	[ ]	[ ]
C.	Commitment to assisting client and systems to obtain needed resources.	[ ]	[ ]	[ ]
D.	Respect for and acceptance of the unique characteristics of diverse populations.	[ ]	[ ]	[ ]
E.	As a social worker assuming Responsibility for our ethical conduct.	[ ]	[ ]	[ ]

3.   If the student was being evaluated as a regular employee, at the same point in time, how would you rate their overall performance?

Very good	Satisfactory	Problem
[ ]	[ ]	[ ]

4.   If you have marked any area as a problem, please state concerns and your recommended action.

SECTION 5

The preceding evaluations have been read by the student and the student agrees:

[ ] yes   [ ] no

If no, please state Section Area, and why:

Comments:

Signatures:

_____
Field Supervisor   Date

_____
Student   Date

_____
MSW Field Director, Heidee Miller, LCSW   Date

Appendix H: Time Log of Practicum Hours

WEBER STATE UNIVERSITY
College of Social & Behavioral Sciences

DEPARTMENT OF
SOCIAL WORK
& GERONTOLOGY

Time Log of Practicum Hours
(Type in the requested information)

Student Name:
Agency Name:
Period of Practicum Experience From: **To:**
Name of Field Supervisor:

Date	Hours Worked	Total to Date	Brief Description of Services

I certify that the student completed the above practicum hours

_____

Field Supervisor   **Date**

Appendix I: End-of-term Field Student Final Evaluation

End-of-Term Field Evaluation of Student

MSW 6760/MSW 6761 (Foundation) and MSW 6860/MSW 6861 (Specialized)

Student Name: Phone/Cell:

Dates Covered: to

Agency Name:

Agency Address: City/State: Zip:

Field Supervisor: Phone/Cell:

Course   Date Submitted

MSW 6760   _____

MSW 6761   _____

MSW 6860   _____

MSW 6861   _____

Supervision Dates: Please list the dates of weekly supervision for this semester:

_____   _____   _____   _____   _____   _____

_____   _____   _____   _____   _____   _____

_____   _____   _____   _____   _____   _____

Social Work Generalist Practice Expectations			
Practice with:	Briefly Describe	Required	Completed Date
Community Organization		1	
Administrative Project		1	
Educational Groups		2	

Families		4	

Individuals Case Management		6	

USE OF THIS FORM:

This evaluation form is to be completed at the end of each term of the student field experience (i.e., MSW 6760/MSW 6761 for foundation field and MSW 6860/MSW 6861 for advanced field). It is important that evaluation of the student be a shared process. It is our expectation that not all categories will be rated at a "5", especially the first semester of the placement as students are in their initial training and may not be able to meet the expected outcomes in early part of the field experience. An average or better score is expected in order for the student to enter the next phase of their training. In the event the student is below average, it is the field supervisor's responsibility to provide the student the necessary feedback and scoring to their level of competence.

Rating scale

Please rate the student behaviors in accomplishing the selected activity to fulfill program/practicum outcomes.

ALL CATEGORIES ARE APPROPRIATE FOR AN EVALUATION FROM A GENERALIST PERSPECTIVE THAT CHARACTERIZES THE FRAMEWORK OF FOUNDATION FIELD WORK AND ADVANCED CLINICAL PRACTICE THAT CHARACTERIZES THE FRAMEWORK OF ADVANCED FIELD WORK IN THE MASTER OF SOCIAL WORK PROGRAM AT WEBER STATE UNIVERSITY.

	GRADE	
0.....	no basis for judgment at this time	No Score
1.....	behavior below standard and/or expectation (way below average)	E
2.....	behavior present, in minimum degree (below average)	D
3.....	behavior present, to some degree (average)	C
4.....	behavior present to the degree expected (above average)	B
5.....	behavior present beyond degree expected (exceeds average)	A

SOCIAL WORK PROGRAM OUTCOMES AND STUDENT RATING SCALE	
COURSE OUTCOME 1 Understand the value base of the profession and its ethical standards and principles, and practice accordingly. (Competency 1: Demonstrate Ethical and Professional Behavior is Social Work Practice)	RATING

	STUDENT TASKS	0	1	2	3	4	5
A	Makes ethical decisions by applying the NASW *Code of Ethics* and demonstrates identification with the professions' values.						
B	Uses reflection and self-regulation to manage areas of potential conflict between personal, agency, client, and/or professional values.						
C	Takes appropriate steps to safeguard confidentiality within the practicum setting.						
D	Uses technology ethically and appropriately to facilitate practice outcomes						

	STUDENT TASKS						
E	Assesses practice behavior and pursues additional study to improve practice skills and accountability.						
F	Respects and supports client right to self-determination.						
G	Uses professional knowledge, values, skills, and experiences as the basis for action.						

COURSE OUTCOME 2							
Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation. (Competency 2: Engage Diversity and Difference in Social Work Practice)				RATING			
	STUDENT TASKS	0	1	2	3	4	5
A	Engages with clients, including those distinguished by ethnicity, gender, race, national origin, culture, age, ability, socio-economic, class, religion, and sexual orientation in effective working relationships.						
B	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.						
C	Present themselves as learners and engage clients and constituencies as experts of their own experiences.						
D	Advocates to ensure that social services are culturally relevant and appropriate.						
E	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.						
F	Appropriately individualizes client and client issues in a culturally competent manner.						
G	Understands how the agency provides services towards the latinx population, and evaluates ways that the agency could improve services towards the latinx population.						

COURSE OUTCOME 3 Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice. (Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice)				RATING			
STUDENT TASKS	0	1	2	3	4	5
A	Advocates for and promotes the equal participation of oppressed groups in society.						
B	Promotes prevention, normalization, social development, and empowerment.						
C	Identifies strategies to address institutional and societal barrier to services delivery.						
D	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels.						

COURSE OUTCOME 4 Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities. (Competency 4: Engage in Practice-Informed Research and Research-informed Practice)				RATING			
STUDENT TASKS	0	1	2	3	4	5
A	Plans and develops interventions utilizing a variety of evidence-based practice models and employing change-oriented strategies which meet clients needs.						
B	Use and translate research evidence to inform and improve practice, policy, and services delivery.						
C	Demonstrates understanding of relevant theories and is able to select them and prepare clients appropriately.						
D	Applies relevant research findings to professional activities.						
COURSE OUTCOME 5 Analyze, formulate, and influence social policies. Function within the structure of organizations and service delivery systems and seek necessary organizational change. (Competency 5: Engage in Policy Practice)				RATING			
STUDENT TASKS	0	1	2	3	4	5
A	Articulates the understanding of relevant state and federal policies applicable to the population that is being served.						
B	Demonstrates awareness of the impact of social policy on the agency (i.e. through funding, hiring, services provided, etc.)						

C	Demonstrates basic knowledge of social policy and service system context in which the agency operates.						
D	Demonstrates awareness of how change in social policy effect the client, worker, agency, and community.						
E	Organizes and develops resources for program development through collaboration, mediation, and/or networking.						
F	Attends staff meetings and evaluates the function of each provider in the service delivery system.						

COURSE OUTCOME 6
Use communication skills differentially across client populations, colleagues, and communities. (Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities.

RATING

	STUDENT TASKS	0	1	2	3	4	5
A	Clearly and specifically identifies client and worker roles and intervention approaches that will be followed.						
B	Mutually involves clients in negotiating contracts that specify goals, tasks, roles, intervention methods, time frames and other relevant factors						

C	Assumes various social work roles (broker, advocate, mediator, counselor, collaborator, researcher, administrator, planner, etc.) according to the needs of the client.						
D	Demonstrates knowledge of community resources and seeks to expand this knowledge and to engage relevant community resources.						
E	Consistently perceives non-verbal cues and skillfully draws out and identifies emotions that hinder the helping process.						
F	Responds to client aggressiveness, hostility, or criticism without defensiveness.						
G	Maintains focus and continuity with clients within and between meetings.						
H	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.						

COURSE OUTCOME 7
Apply critical thinking skills within the context of professional social work practice. (Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

RATINGS

	STUDENT TASKS	0	1	2	3	4	5
A	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.						

B	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.						
C	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.						
D	Recognizes and focuses on strengths and personal resources as well as dysfunctional patterns.						
E	Utilizes instruction to appropriately assess current professional skills and identify learning goals and objectives on a micro, mezzo, and macro level of practice.						
F	Utilizes instruction to appropriately assess current professional skills and identify learning goals and objective in the areas of community organization and administrative change.						
G	Understands the influence of the organizational environment upon both worker and client functioning.						

COURSE OUTCOME 8 Apply the knowledge and skills of generalist social work practice with systems of all sized. (Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities)				RATINGS			
STUDENT TASKS		0	1	2	3	4	5
A	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.						

B	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.						
C	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.						
D	Facilitate effective transitions and endings that advance mutually agreed-on goals.						
E	Recognizes manifestation of inadequate motivation and ambivalence and demonstrates skill in enhancing motivation.						
F	Applies an understanding of local, national, and global issues to client intervention.						

COURSE OUTCOME 9 Evaluate research studies, apply research finding in practice, and evaluate their own practice interventions. Understand and interpret the history of the social work profession and its contemporary structures and issues. (Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities)	RATINGS					
STUDENT TASKS	0	1	2	3	4	5
A	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.						
B	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.						
C	Evaluates the effectiveness of interventions employed and makes modifications as needed.						
D	Assesses practice behavior and pursues additional study to improve practice skills and accountability.						
E	Demonstrates awareness of the impact of one's own personal style, biases, and reactions upon clients and adjusts as needed.						
F	Evaluates the agency history and associates the history of social work to the agencies services delivery system.						

COURSE OUTCOME 10 Use supervision and consultation appropriate to social work practice.	RATINGS					
STUDENT TASKS	0	1	2	3	4	5
A	Under supervision, evaluates practice related to the Laws and Ethics of Social Work						
B	Assumes responsibility for bringing to the attention of the field instructor perceived needs and interests, and works collaboratively to enhance one's educational experiences.						
C	Use supervision and consultation to guide professional judgement and behavior.						

D	Consistently follow through on assignments with appropriate supervisory assistance.						
E	Makes appropriate use of field instruction on a regular basis to develop knowledge, skills, and values for the optimal benefit of client systems.						

Field Supervisor Narrative Statement

1. Comment on the progress or how the student has demonstrated personal growth?

2. What are the student's strengths in the practicum setting.

3. Concerns regarding student's practicum progress?

4. What are your suggestions for the student in order to improve professional competence?

5. Additional comments?

WEBER STATE UNIVERSITY
College of Social & Behavioral Sciences

MASTER OF
SOCIAL WORK

Students Narrative Statement

1. Comment on your progress or what have been your areas of personal growth?

2. What have been your strengths in the practicum setting?

3. What concerns do you have regarding your field placement in completing the micro, mezzo, macro, administrative, or community organization requirements?

4. What suggestions do you have for your field supervisor to assist you and other field placement students that utilize this agency for their field practicum?

5. Additional comments?

Signatures:

Student_____ Date_____

Field Supervisor_____ Date_____

Field Coordinator _____ Date _____
        Heidee Miller, LCSW

Appendix J: Field Evaluation Form

Field Evaluation Form

(07/2020)

INSTRUCTIONS: Evaluation of students in the field is an essential part of their professional preparation and provides important assessment data for the Weber State University Master of Social Work Program regarding students' development of core competencies and associated practice behaviors. Students are evaluated at the completion of each semester of their foundation field experience (MSW 6760 and MSW 6761) and the completion of each semester of their advanced foundation field experience (MSW 6860 and MSW 6861).

1. During what month are you completing the current evaluation? (SELECT ONE.)

   _____ JANUARY   _____ JULY

   _____ FEBRUARY   _____ AUGUST

   _____ MARCH   _____ SEPTEMBER

   _____ APRIL   OCTOBER

   _____ MAY   _____ NOVEMBER

   _____ JUNE   _____ DECEMBER

                                                  _____

2. During what year are you completing the current evaluation? (PLEASE INDICATE THE YEAR.)

   _____(YEAR)

3. What is the name of the student you are evaluating?

   _____(STUDENT NAME)

4. What is the name of the agency where the students is placed for field instruction?

   _____(AGENCY NAME)

5. What is your name (field supervisor)?

   _____(SUPERVISOR NAME)

6. Which semester of field experience has the student completed? (PLEASE SELECT THE APPROPRIATE TERM OF FIELD WORK.)

   _____ FOUNDATION FIELD I (MSW 6760)   _____ ADVANCED FIELD I (MSW 6860)

   _____ FOUNDATION FIELD II (MSW 6761)   ADVANCED FIELD II (MSW 6861)

_____

7. Core competency 1: The student demonstrates ethical and professional behavior.

_____ EXCELLENT

_____ GOOD

_____ ACCEPTABLE

_____ UNSATISFACTORY

_____ NOT APPLICABLE

8. Practice behavior 1.1: The student makes ethical decisions by applying the standards of the NASW *Code of Ethics*, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to the context.

_____ EXCELLENT

_____ GOOD

_____ ACCEPTABLE

_____ UNSATISFACTORY

_____ NOT APPLICABLE.

9. Practice behavior 1.2: The student uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

_____ EXCELLENT

_____ GOOD

_____ ACCEPTABLE

_____ UNSATISFACTORY

_____ NOT APPLICABLE

10. Practice behavior 1.3: The student demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.

_____ EXCELLENT

_____ GOOD

_____ ACCEPTABLE

_____ UNSATISFACTORY

_____ NOT APPLICABLE

11. Practice behavior 1.4: The student uses technology ethically and appropriately to facilitate practice outcomes.

_____ EXCELLENT

_____ GOOD

_____ ACCEPTABLE

_____ UNSATISFACTORY

_____ NOT APPLICABLE

12. Practice behavior 1.5: The student uses supervision and consultation to guide professional judgment and

behavior.

    _____EXCELLENT
    _____GOOD
    _____ACCEPTABLE
    _____UNSATISFACTORY
    _____NOT APPLICABLE

13. Core competency 2: The student engages diversity and differences in practice.

    _____EXCELLENT
    _____GOOD
    _____ACCEPTABLE
    _____UNSATISFACTORY
    _____NOT APPLICABLE

14. Practice behavior 2.1: The student applies and communicates understanding of the importance of diversity and differences in shaping life experiences in practice at the micro, mezzo, and macro levels.

    _____EXCELLENT
    _____GOOD
    _____ACCEPTABLE
    _____UNSATISFACTORY
    _____NOT APPLICABLE

15. Practice behavior 2.2: The student presents her/himself as a learner and engages clients and constituencies as experts of their own experiences.

    _____EXCELLENT
    _____GOOD
    _____ACCEPTABLE
    _____UNSATISFACTORY
    _____NOT APPLICABLE

16. Practice behavior 2.3: The student applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

    _____EXCELLENT
    _____GOOD
    _____ACCEPTABLE
    _____UNSATISFACTORY
    _____NOT APPLICABLE

17. Core competency 3: The student advances human rights and social, economic, and environmental justice.

    _____EXCELLENT
    _____GOOD

ACCEPTABLE

UNSATISFACTORY

NOT APPLICABLE

18. Practice behavior 3.1: The student applies her/his understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

EXCELLENT

GOOD

ACCEPTABLE

UNSATISFACTORY

NOT APPLICABLE

19. Practice behavior 3.2: The student engages in practices that advance social, economic, and environmental justice.

EXCELLENT

GOOD

ACCEPTABLE

UNSATISFACTORY

NOT APPLICABLE

20. Core competency 4: The student engages in practice-informed research and research-informed practice.

EXCELLENT

GOOD

ACCEPTABLE

UNSATISFACTORY

NOT APPLICABLE

21. Practice behavior 4.1: The student uses practice experience and theory to inform scientific inquiry and research.

EXCELLENT

GOOD

ACCEPTABLE

UNSATISFACTORY

NOT APPLICABLE

22. Practice behavior 4.2: The student applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

EXCELLENT

GOOD

ACCEPTABLE

UNSATISFACTORY

_____NOT APPLICABLE

23. Practice behavior 4.3: The student uses and translates research evidence to inform and improve practice, policy, and service delivery.

_____EXCELLENT

_____GOOD

_____ACCEPTABLE

_____UNSATISFACTORY

_____NOT APPLICABLE

24. Core competency 5: The student engages in policy practice.

_____EXCELLENT

_____GOOD

_____ACCEPTABLE

_____UNSATISFACTORY

_____NOT APPLICABLE

25. Practice behavior 5.1: The student identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

_____EXCELLENT

_____GOOD

_____ACCEPTABLE

_____UNSATISFACTORY

_____NOT APPLICABLE

26. Practice behavior 5.2: The student assesses how social welfare and economic policies impact the delivery of and access to social services.

_____EXCELLENT

_____GOOD

_____ACCEPTABLE

_____UNSATISFACTORY

_____NOT APPLICABLE

27. Practice behavior 5.3: The student applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

_____EXCELLENT

_____GOOD

_____ACCEPTABLE

_____UNSATISFACTORY

_____NOT APPLICABLE

28. Core competency 6: The student engages with individuals, families, groups, organization, and communities.

_____EXCELLENT

_____GOOD

_____ACCEPTABLE

_____UNSATISFACTORY

_____NOT APPLICABLE

29. Practice behavior 6.1: The student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

_____EXCELLENT

_____GOOD

_____ACCEPTABLE

_____UNSATISFACTORY

_____NOT APPLICABLE

30. Practice behavior 6.2: The student uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

_____EXCELLENT

_____GOOD

_____ACCEPTABLE

_____UNSATISFACTORY

_____NOT APPLICABLE

31. Core competency 7: The student assesses individuals, families, groups, organizations, and communities.

_____EXCELLENT

_____GOOD

_____ACCEPTABLE

_____UNSATISFACTORY

_____NOT APPLICABLE

32. Practice behavior 7.1: The student collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.

_____EXCELLENT

_____GOOD

_____ACCEPTABLE

_____UNSATISFACTORY

_____NOT APPLICABLE

33. Practice behavior 7.2: The student applies knowledge of human behavior and the social environment,

person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

_____EXCELLENT

_____GOOD

_____ACCEPTABLE

_____UNSATISFACTORY

_____NOT APPLICABLE

34. Practice behavior 7.3: The student develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

_____EXCELLENT

_____GOOD

_____ACCEPTABLE

_____UNSATISFACTORY

_____NOT APPLICABLE

35. Practice behavior 7.4: The student selects appropriate intervention strategies based on assessment, research knowledge, and values and preferences of clients and constituencies.

_____EXCELLENT

_____GOOD

_____ACCEPTABLE

_____UNSATISFACTORY

_____NOT APPLICABLE

36. Core competency 8: The student intervenes with individuals, families, groups, organizations, and communities.

_____EXCELLENT

_____GOOD

_____ACCEPTABLE

_____UNSATISFACTORY

_____NOT APPLICABLE

37. Practice behavior 8.1: The student critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.

_____EXCELLENT

_____GOOD

_____ACCEPTABLE

_____UNSATISFACTORY

_____NOT APPLICABLE

38. Practice behavior 8.2: The student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

    _____EXCELLENT

    _____GOOD

    _____ACCEPTABLE

    _____UNSATISFACTORY

    _____NOT APPLICABLE

39. Practice behavior 8.3: The student uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

    _____EXCELLENT

    _____GOOD

    _____ACCEPTABLE

    _____UNSATISFACTORY

    _____NOT APPLICABLE

40. Practice behavior 8.4: The student negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.

    _____EXCELLENT

    _____GOOD

    _____ACCEPTABLE

    _____UNSATISFACTORY

    _____NOT APPLICABLE

41. Practice behavior 8.5: The student facilitates effective transitions and endings that advance mutually agreed-on goals.

    _____EXCELLENT

    _____GOOD

    _____ACCEPTABLE

    _____UNSATISFACTORY

    _____NOT APPLICABLE

42. Core competency 9: The student evaluates practice with individuals, families, groups, organizations, and communities.

    _____EXCELLENT

    _____GOOD

    _____ACCEPTABLE

    _____UNSATISFACTORY

    _____NOT APPLICABLE

43. Practice behavior 9.1: The student selects and uses appropriate methods for evaluation of outcomes.

        EXCELLENT

        GOOD

        ACCEPTABLE

        UNSATISFACTORY

        NOT APPLICABLE

44. Practice behavior 9.2: The student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

        EXCELLENT

        GOOD

        ACCEPTABLE

        UNSATISFACTORY

        NOT APPLICABLE

45. Practice behavior 9.3: The student critically analyzes, monitors, and evaluates intervention and program processes and outcomes.

        EXCELLENT

        GOOD

        ACCEPTABLE

        UNSATISFACTORY

        NOT APPLICABLE

46. Practice behavior 9.4: The student applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

        EXCELLENT

        GOOD

        ACCEPTABLE

        UNSATISFACTORY

        NOT APPLICABLE