Social Work Community Placement Handbook

For Social Work Students,

Faculty Liaisons & Community Placement Instructors (Supervisors)

SW 455/456, SW 555 & SW 655

PRACTICUM and PRACTICUM SEMINAR

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2025-26 Academic Calendar

FALL 2025	
Monday, Aug. 25	Classes & Placement Hours begin
Friday, August 29	Campus Practicum Orientations @ Jefferson Community Center ● BASW **10:30 am - 12:00 pm** ● MSW Foundation **1:00 - 2:00 pm** ● MSW Advanced **3:00 - 4:30 pm**
Tuesday, Sept. 2	DL MSW Advanced-Year Practicum Orientation **12:00 - 1:30 pm** *Zoom*
Wednesday, Sept. 3	DL BASW Senior Practicum Orientation **12:00 - 1:30 pm** *Zoom*
Rescheduled, TBA	DL MSW Foundation-Year Practicum Orientation **12:00 - 1:30 pm** *Zoom*
Monday, September 1	*Labor Day – Holiday - No placement activities - campus closed*
Monday, October 6*	Student Learning Agreements due – *Confirm date with faculty liaison
Tuesday, November 11	Veterans Day – *Holiday - No placement activities - campus closed*
November 24 – 28	Fall Break - *Students may continue in placement activities, but are not required to do so*
Friday, December 12	**Fall Placement Hours End & Fall Evaluations DUE** Submit Hours and Mid-year Student Performance Evaluation in S4 **(*REQUIRED*)**

SPRING 2026	***Plans for earning hours over winter break must be approved by placement supervisor and faculty liaison in advance, based on availability of supervision.***
Monday, January 19	Martin Luther King Jr. Day – Holiday
Tuesday, January 20	Spring Classes Begin/Practicum Continues
TBD by Faculty Liaison	Student Learning Agreements Review and Revision Form DUE
March 16 - 20	Spring Break - *Students may continue in placement activities, but are not required to do so*
Tuesday, March 31	Cesar Chavez Day – *Holiday - No placement activities - campus closed*
Friday, May 8	**Spring Placement Hours Ends & Spring Evaluations DUE** Submit Hours and Mid-year Student Performance Evaluation in S4 **(*REQUIRED*)** **Student Evaluation of Agency Placement** (optional) - sent as digital survey **Save the DATE - Placement Reception- Celebrating students and supervisors!**
Saturday, May 16th	Commencement 2026

Welcome Letter from the Director

To our Practicum Supervisors, Interns, Mentors, and Faculty Liaisons:

On behalf of the Social Work faculty and staff at Cal Poly Humboldt, we extend our welcome and appreciation to you, our community partners and students. I am deeply grateful to have the opportunity to work together on behalf of our students and the communities where our students are placed. It is our goal that there is mutual benefit from this shared learning experience, that our communities are strengthened, and that all of our combined efforts are successful. The Social Work Department is dedicated to supporting our community partnerships while building sustainable community-based practicum experiences in our region and beyond.

The purpose of community placements is to enable students to receive structured preparation for the world of social work practice. By placing students in community practice settings under the experienced guidance of skilled professionals, students have the opportunity to develop essential competencies in applying social work knowledge, values, and skills. This experience provides students with an opportunity to apply classroom course content to community situations. The community placement experience is to be educationally focused and challenge each student to develop an authentic identity reflective of the values, knowledge, and skills of the social work profession. It is in community settings that students work across systems with different populations and support folks in navigating challenging times.

The Department of Social Work wishes to thank the tribes, agencies, community programs, and staff within those settings who choose to take on the role of teaching and mentoring our students.. We acknowledge and honor the investment of time, energy, and resources that such a commitment takes and we truly appreciate the opportunity to work with each of you in the education and training of compassionate and competent social workers. With your generous support, our students and communities benefit now and for years to come.

This handbook is intended to provide you with the information, guidance, and forms you will need for a successful experience. Please contact me with any questions or concerns you may have. Our ongoing communication is essential to sustaining a positive learning experience and a healthy partnership. If there is anything we can do to help, please call upon us. We welcome your support and assistance.

In community,

Calla Peltier-Olson, Community Placement & Practicum Education Director

p.s.
For those site supervisors who have been doing this a while, there have been changes to the competencies, please make sure you review them and all forms/templates are reflective of them.

Introduction and Overview of the Practicum Education Experience

We strongly believe in the importance of collaboration and partnership. The practicum experience is the opportunity to actualize learning as a lifelong process.

For our students, the community placement component is the context to integrate theory with practice within a social service agency. The challenges for each student will be different. Students gain a greater understanding of the social work profession, community/agency/tribal services culture, and the importance of commitment and persistence in their learning especially in these challenging times. The willingness to try new experiences, understand the organizational culture and the multiple demands on social workers can be emotionally challenging but satisfying when students work through apprehensions and differences with clients, co-workers, supervisors, and other community providers during their practicum studentship. A greater sense of themselves, their profession, and a more thoughtful and compassionate presence emerge by their persistence and dedication. Real life experience is a valuable teacher.

For Practicum Supervisors, the responsibility and enjoyment of sharing knowledge and skills and participating in the development of new professional social workers remain critical reasons for a commitment to the practicum experience. Along with the joys of supporting the successful development of professionals, Practicum Supervisors engage and support the student's desire to question and examine existing organizational practices and explore the possibilities of alternative approaches and actions. By providing a guided experience, Practicum Supervisors are able to adjust and adapt the learning opportunities to match the unique learning styles of each student. Life-long colleagues remain a part of the supportive network of graduates.

For Faculty Liaisons, their responsibility is to provide support and assistance to both Interns and Practicum Supervisors to ensure a positive working environment of open communication and shared participation in this endeavor. The program will offer many opportunities for Interns and Practicum Supervisors alike to maximize the unique challenges and conditions of each placement setting. For faculty, the challenges and joys emerge in supporting the relationships of their students and their agency/tribal settings.

Our social work program is based on a commitment to partnership whether the practicum experience is going smoothly or struggling with complications. The Faculty Liaisons are invested in working together to establish the best possible communication and learning that strengthens the experience for the Intern and the Practicum Supervisor by supporting both in the process.

 The primary goal of the Practicum Education Program is in the development of competent, beginning generalist and advanced generalist social workers that demonstrate a reflective and self-evaluative practice guided by professional values of human dignity and social justice.

Generalist practice refers to innovation, leadership, insight, and respect in social work across multiple communities of practice and multiple system levels (i.e., individuals, families, groups, organizations, and communities). Cal Poly Humboldt's program embraces an advanced generalist conceptualization because we believe this best describes the orientation necessary for effective work in rural and Indigenous Communities. Social workers must engage, assess, intervene, and evaluate in collaboration with people to make sense of distress and build on existing strengths in rural and Indigenous communities. Advanced generalists perform complex roles and have rich knowledge of how experiences and histories shape various systems (i.e., individuals, families, groups, organizations, communities). They are also acutely and reflectively aware of their own position in broader contexts and how this interacts with their practice.

The Practicum Education Handbook provides the necessary information about requirements, expectations, and evaluative processes as well as providing suggestions for structuring and enhancing the practicum experience. Policies, procedures, and forms are offered for your reference.

The Faculty Liaison is responsible for arranging regular meetings (site visits) and ongoing communication to ensure that the challenging nature of practicum experience is progressing throughout the year.

The Practicum Education Handbook is designed to guide the learning process for Interns and Practicum Supervisors. We welcome feedback to ensure that the Practicum Education Handbook provides clarity and supports the efforts of Interns, Faculty Liaisons, and Practicum Supervisors as we partner in this important endeavor.

Social Work Program Curriculum

We acknowledge the Wiyot people who are the traditional custodians of the land on which Cal Poly Humboldt and the Department of Social Work stands. We also pay respect to the Chilula, Hupa, Karuk, Mattole, Tolowa, Tsenungway, Wiyot, and Yurok elders both past and present, and extend that respect to other Tribal communities on the North Coast and in the northern California region.

In consultation with Tribal communities, our program curriculum maintains an emphasis on working with Indigenous and other rural peoples and is designed to assist our students to engage in "decolonizing social work," which refers to (1) recognizing that most social work practice approaches and theories in the United States have been developed from Western-European paradigms that, in many cases, are not relevant to, or supportive of, Indigenous Peoples' values, beliefs, culture, and rights; (2) privileging and actively supporting the sovereignty, well-being, and cultural, spiritual, and land rights of Indigenous Peoples; and (3) working with Indigenous communities to implement traditional practices and philosophies in a contemporary context for the purposes of healing and empowerment of the community.

Our Program Commitments best represent our program goals for both the BASW and MSW programs. These are reflected in our Department Purpose, Vision, Values, & Culture set out below.

Purpose

The purpose of the Department of Social Work at Cal Poly Humboldt is to:

1.   Provide high quality educational programs that promote excellence in the social work profession.

2.   Engage with tribal, academic, and professional communities to improve the wellbeing of individuals, families, groups, organizations, and communities, and enhance the physical and natural environments within which people live, with particular emphasis on rural Northwestern California.

3.   Offer students and community members opportunities to develop skills, leadership capacity, knowledge, practices, and methodologies for fostering change; bringing about social justice, environmental justice, and economic justice; and addressing and healing the ongoing effects of colonization.

Vision

The Department faculty, staff and students are viewed and utilized as highly skilled, innovative, creative, competent, and collaborative social work partners. Our reputation, activities, and partnerships attract students and other constituents from local, state, tribal, national, and practicum students in relational contexts. The Department actively contributes to making social work a liberatory profession and the world a more just place.

Values

· Academic Rigor
· Accessibility
· Compassion
· Criticality
· Excellence
· Professional Development

Culture

We strive to create a departmental culture for students, staff, and faculty that is characterized by:

1. Transparency — In decision making, distribution of resources, staffing, special projects, administration, etc.

2. Mindfulness — Thoughtful, centered speech and action.

3. Inclusiveness —Embracing differences in background, experience, expertise, ideas, and perspectives.

4. Supportive Workplace Climate —Mutual respectfulness, support, appreciation, and acknowledgment of each person's contributions, including humor and playfulness.

5. Culture of Inquiry — Suspension of judgment, listening to learn.

6. Congruence — Clear, direct, respectful communication; consistency between talk and action, including caring, respectful, mutually supportive behavior.

7. Sustainability — Prioritizing long-term sustainability over short-term benefit; collective good over personal agendas.

Curriculum plans for the BASW and MSW Programs are on the Cal Poly Humboldt Department of Social Work Website: https://socialwork.humboldt.edu/

Organization of the Practicum Program: Policies

Placement Process

Social work students who have or will have completed all of the prerequisites apply for practicum experience to the Director of Community Placement & Practicum. This process typically begins with students submitting an application to practicum education indicating their Practicum interests to the Director.

Upon receipt of all the students' applications, the Practicum Director makes an assessment of the areas of interest upon which to plan the practicum placement process. For the BASW students, SW 356 is the preparation course and placement process for the BASW Senior Year practicum studentship. For MSW students, an individual meeting is held to determine where the student will interview.

Students are kept informed of the placement process and of those meetings that they are required to attend. The SW 356 Practicum Preparation class meets twice a week for the Spring Semester and includes orientation to the practicum, agency/tribal program information, presentations by supervisors, coordination of interviews, and finalizing of placements. In addition, students are asked to do self-assessments of their learning styles, identify their level of knowledge, skill development, their own perceptions and goals for personal and professional development for the coming year.

For MSW foundation year students, an Orientation to Practicum Basics is held in the first week of the fall semester to prepare students to begin their practicum studentship. For MSW students continuing into their advanced year, the placement process typically occurs in the spring semester of foundation year.

All students are required to interview with at least two-three different agencies/tribal programs prior to placement. The process is to enhance student choice and to support agency/tribal participation in determining the placement of students.

The Director of Community Placement & Practicum will confirm with student and agency/tribal staff that there is a mutual agreement to finalize the placement. The Director of Community Placement & Practicum will handle any unforeseen changes in placement settings or student enrollment and to keep all parties informed.

Policy on Alternative Generalist Practicum Experience for BASW Students

Practicum coursework is required for all students and no exceptions are made. Academic credit for life, work, or volunteer experiences is not given in whole or in part, in lieu of the practicum experience courses.

All practicum experience placements should begin in the fall and end in the spring semester.

The student's advisor and the Director of Community Placement & Practicum must approve any exceptions to the standard Practicum curriculum. If these two faculty members can reach no agreement, a consultation will be made with the faculty as a whole. Any plans to do an alternative practicum placement should be made well in advance of the start of fall semester.

The following guidelines are used in planning alternative placements:

1. Out of country placements require that the Practicum supervisor have a BA/BS or MSW or extensive experience in social work or be the designated professional social worker by

that country's social work organization. CSU/Cal Poly Humboldt does not currently support practicum student international placements.

2. Out of area placements require that the student apply to and be accepted to the Cal Poly Humboldt Social Work Distributed Learning program. BASW students select either DL or Campus as their path when they apply to the BASW program in the January prior to Junior year.

3. If the student wishes to do a practicum placement in their place of employment, there must be a formal plan submitted for approval to the Director of Community Placement. This plan must include designation of specific practicum studentship supervision to meet CSWE standards and include opportunities for learning and growth in alignment with program competencies.

Policy on Using Place of Employment as Practicum Placement

It is the policy of the Department of Social Work that all practicum placements must have a primary focus on the education and development of the student as a social worker.

To ensure this, students should experience and be exposed to a broad variety of social work practice experiences while they are in the social work program. Therefore, using a student's place of employment as an practicum studentship site is not encouraged.

Students may, however, use their place of employment as a Practicum placement site under certain circumstances including, but not limited to:
  · economic hardship for the student
  · lack of other available placements in the area where the student resides
  · agency/tribal setting hardship
  · the loss of a social work position in a rural community

The Council on Social Work Education (CSWE) standards require that we maintain the educational focus of the Practicum and focus on the learning and professional skill development of the student. The option of using the student's place of employment as the practicum studentship site is **considered on an individual basis by the Director of Community Placement** to ensure that students receive a variety of practicum experiences and supervision during their practicum studentship.

General *recommendations* for student placement in employing agency/tribal setting:

1. The student's **Practicum/ community supervisor for the Practicum placement would not be the direct supervisor for the student in their job.**

2. Learning experiences for the student would be available in a unit of the agency/tribal setting different from the area where the student functions as a current employee. Most students are most successful when practicum work *assignments are clearly delineated and separate from prior employment responsibilities* so that they consist of different tasks, and are located in a different program or division. It is also **recommended that the clients served are different from those served in the student's job assignments.** The agency/tribal setting *must be an approved practicum placement site* (See Selection of Agency/Tribal Setting)

3. The proposed *Supervisor must meet the criteria established* for all other Practicum supervisors (See Selection of Supervisor)

4. Practicum instruction *assignments and supervision must be educationally focused* rather than centered on provision of agency services. The Learning Agreement must

have substance that reflects learning opportunities that go beyond the student's past work experience.

5. The student and the Supervisor **must have release time for practicum supervision.**

Any plan for such a practicum placement is implemented well in advance. It is necessary that such placement requests be discussed with the Director of Community Placement before the student applies for a placement site.

To request such a practicum placement, the student first completes an application for placement and discusses the appropriateness of the placement with the Director of Community Placement. If the preliminary discussion suggests that a placement at the student's place of employment may be appropriate and feasible, the student then provides the Director of Community Placement with:

· A **Proposal** for employment-based placement from the student and the agency describing how the above guidelines will be followed, describing how the practicum studentship assignments will be **separate and distinct** from work assignments, including the identification of the days and hours of the practicum studentship.

· **If the proposal is accepted by the Director of Community Placement ,** it must also be approved by the primary employment supervisor as well as the designated Practicum Supervisor at the organization. If the proposal is not approved, the Director of Community Placement will work with the student to find another placement.

Please keep in mind that employment issues can affect your approved employment-based practicum studentship. If you are terminated from your employment, your practicum studentship can also be terminated. Employers may have existing policies which limit who is qualified to be supported for employment-based practicum studentship opportunities, or require other contingencies to be met in terms of probationary status or other parameters separate from educational standing. Employment tasks and the risks associated with those activities fall solely under the authority of the employer.

Policy on Paid Practicum Placements

Paid Practicum placements are appreciated by the Department of Social Work and the students. A paid practicum placement may be offered to a student in an agency/tribal setting **where the student is not already an employee.** The Supervisor's assignments and supervision **must be educationally focused** rather than centered solely on agency services.

Placement Process for MSW Interns

Placements are made by the Director of Community Placement after considering student preferences, educational needs, and agency/tribal setting capacity.

All practicum practicum studentships begin in the fall semester. The procedure for securing a practicum practicum studentship is as follows:

1. The student will complete an Application to Practicum and give it to the Director of Community Placement by the required due date. Not submitting the application on time may affect the student's ability to participate in a practicum practicum studentship.
2. The Director of Community Placement, along with the student will identify relevant agencies/tribal settings for potential interviews based on a student's preferences and educational needs.
3. The student will contact the agency/tribal setting directly to set up an interview. The student will prepare a one-page resume to present at the interview.

4. The agency/tribe will report back to the Director of Community Placement as to whether or not a student will be accepted at a particular agency/tribal setting for placement. The student will also report back to the Director of Community Placement and indicate where they would like to be placed for the Practicum practicum studentship. When there is an agreement between all three parties the student and the agency/tribe will receive confirmation of the practicum placement.

*The Following Policies Pertain To All Social Work Students *

Unsuccessful Placement Interview(s)

The Practicum Program attempts to place all students in accordance with its placement procedures; **it does not guarantee that all students will be successful in the placement interview process.** Students who are denied a placement by three different placement sites, or who refuse to accept three different placement sites, or a combination thereof, will be asked to meet with the Director of Community Placement and their educational Program Director (BA or MSW). The possible outcomes of such a meeting are as follows:

The student will be advised to extend their academic program another full year and pursue a placement the following academic year. They may also be advised to volunteer at a human service agency or community organization to gain more experience and understanding of the social work profession, attend additional career preparation seminars, and participate in any other practicum preparation activities deemed necessary.

The student will be advised to take a year leave due to personal life complications that seemingly interfere with the student's ability to present well in interviews or perform the work of a social worker. The student will be referred to appropriate campus and community resources.

The student will be advised that social work may not be the most appropriate profession for him/her and will be afforded career counseling through the University Career Center, and/or referred to Student Psychological Services for personal counseling.

Conflict of Interest

No student may be placed in an agency or tribal setting where an immediate family member or friend is the Supervisor. The Department of Social Work does not ascertain employment information from agencies/tribes or students, thus it is the responsibility of the student to decline a placement based on conflict of interest.

Felony Convictions

The Department of Social Work expects students with prior felony convictions to inform the Director of the MSW Program or the BASW Program Director and the Director of Community Placement of such convictions prior to the practicum placement process. A question regarding all felony convictions is on the Application to Practicum and the student must provide complete answers. Convictions do not mean that a student cannot be placed, however each placement setting determines their own screening guidelines and students must be prepared to discuss their prior convictions and may need to provide documentation to demonstrate rehabilitation.

Students who do not inform both the BASW/MSW Program Directors and the Director of Community Placement of a felony conviction(s) and the conviction becomes known to the Department of Social Work and/or the agency/tribe, the student in question may be administratively dropped from the social work program.

Criteria For/Selection Of Community Instructor

The Community Instructor (social work supervisor) supervises the student and serves as their teacher /mentor in the community placement site. The Community Instructor instructs, supervises, provides ongoing feedback, and assesses student acquisition of knowledge, skills, and values. Community Instructors are selected for the quality of their community instruction and commitment to the educational standards and requirements of the Practicum Education Program.

The Community Education Program looks for the following qualifications when selecting a Community Instructor:

- BASW/MSW from an accredited program
- Two years post BASW/MSW experience in social services with extensive supervision experience
- Commitment to be available for the full term of the practicum studentship
- Knowledge and practice competence related to integrative practice

All potential Community Instructors will be reviewed by the Director of Community Placement & Practicum Education, to ensure they meet the criteria listed above.

New supervisors are encouraged to complete the Community Instructor training process before supervising a student. ALL supervisors must complete the Community Instructor Training at least once per year. The Social Work Department offers training in both Fall and Spring.

Attendance at the Practicum Orientation each Fall is also required for ALL supervisors.

The Director provides BASW and MSW orientations for all Community Instructors prior to students beginning their practicum studentships in agencies/tribal settings. The orientation introduces the supervisor to Cal Poly Humboldt policies, our Program Competencies and Behaviors, the curriculum, development of the learning agreement, and the university's academic policies. The annual Community Instructor Training also prepares them to carry out agency orientations, educational assessments, determine student's learning styles, conduct effective supervision, evaluate the progress of learning, and complete student evaluations. Web based resources are provided for out of the area supervisors.

Community Instructors are expected to hold a BASW or MSW from an accredited social work program and/or a minimum of two years of post-degree practice experience. ***Exceptions to this policy may be made when it is determined that the agency/tribal setting can provide a high quality placement and/or is a significant program meeting the unique needs of this rural area but lacks BA/MSW social work staff.***

In such cases, the Community Instructor should have an equivalent degree and/or extensive practice experience in the agency/tribal setting including supervision/mentorship of other employees. If the agency/tribal setting cannot identify a community partner with the appropriate degree to provide social work supervision, the social work program assumes responsibility for providing additional guidance regarding social work practice. This could be in the form of assigning an off-site co-supervisor holding the appropriate degree and/or additional weekly guidance for the student from the Faculty Liaison. The Community Instructor will be expected to become familiar with the social work professional values, the program's theoretical and skill based emphases, and to attend training with other Community Instructors. For additional information, please review the ***Policy on Community Instruction When the Supervisor Does Not Hold a CSWE-Accredited Social Work Degree*** in the policy section.

Selection of Agency/Tribal Setting

The Practicum Education Program places students in a variety of social service agencies and tribal settings located in the Pacific Northwest region and beyond. The program gives priority to placing students with public/non-profit agencies and tribal settings providing services and programs to children, youth and families, elders, in the communities of public child welfare and mental health, substance abuse services, advocacy organizations, peace and justice organizations, and community development efforts. Additional placements include health related services, residential care and emergency shelters, and school settings.

Agencies/tribal settings are selected for their ability to provide quality instruction, commitment to collaborative participation in professional education, and commitment to client/community service. Priority is given to agencies involved in formal collaborative relationships with other human service systems and community agencies providing integrated services to diverse populations.

Agency administrative and tribal council support is a valued and necessary component of the practicum studentship, and represents a significant commitment to professional social work education. Agency administrators and tribal councils demonstrate their commitment to professional education by signing the university contract and ensuring that the placement meets the BASW/MSW program standards. The Community Instructor responsibilities should be adjusted to make time available for student instruction and supervision. Necessary resources such as space, access to a computer, clerical support if possible, and community transportation may also be provided.

When an agency or tribal setting expresses initial interest, the agency/tribal setting contact person is asked to complete an agency profile form and forward it to the Community Director. This form is used to determine the offering of practice areas and activities. A site meeting is scheduled for determining the suitability of an agency/tribal setting for community placement. The Director of Community Education assesses an agency/tribal setting interest and long-term commitment to the Community Education Program.

During preliminary discussions with the agency/tribal setting, the following areas are considered: populations served, nature and scope of services/programs provided, size of social services staff, extent of community involvement, linkages with other agencies/tribes, standards of practice, availability of qualified staff for community instruction, facilities for students (e.g. space, access to telephone/computer, etc.), and the willingness of the agency's administration/tribal council to support the Community Education Program so that placement meets the purpose and objectives for all practicum studentship courses.

The purpose of the agency/tribal setting visit is to determine whether the agency/tribal setting meets the criteria for foundation and advanced year placement.

The criteria used in selecting an agency or tribal setting to determine use as a community education setting are as follows. The agency or tribe:

- is able to provide a comprehensive range of learning experiences involving all size systems of intervention or community development activities, particularly collaborative multi-agency systems of care
- has a philosophy of service and practice compatible with the educational objectives of social work
- practices are consistent with the NASW Code of Ethics
- is able to provide students exposure to diverse client populations with particular emphasis on cultural and ethnic diversity and under-served oppressed groups

- agrees to accept students assigned to the Agency without regard to race, ethnic origin, sex, sexual orientation, gender, gender identity, gender expression, age, religion, disability, handicap, or political belief
- is in compliance with Title IV of the Civil Rights Act of 1964; and in the delivery of services, no person shall be excluded from participation or denied benefits, or is otherwise subjected to discrimination under any program or activity of that agency or center on the basis of race, color, national origin, sex, sexual orientation, AIDS, AIDS related condition, age, disability, handicap or veteran status
- maintains a working and learning environment free from discrimination and harassment of students and employees (see University Policies on the SW website)
- is committed to the philosophy and mission of the Cal Poly Humboldt Department of Social Work;
- maintains sufficient staff to support the service mission of the agency/tribe without reliance on students
- has sufficient staffing resources to provide a qualified supervisor or agrees to work with the Practicum Director to establish other supervision arrangements as required
- agrees to sign a contract with Cal Poly Humboldt

Once it is determined that an agency/tribal setting is satisfactory, the university sends an Agency Agreement for signature. The agreement is valid for one to five years, and must be reviewed and renewed at its expiration.

Formal Agreements

The Community Education Program considers agencies/tribes as our partners in educating students. This partnership exists both on paper and in practice. To become a community placement site, the University requires a contractual relationship with an agency/tribe. The University's Contracts, Procurement, & Risk Management generates an agreement that spells out the conditions of practicum studentship placements. This is a contract between the director of the agency or chair of the tribal council and Cal Poly Humboldt.

The second formal agreement is the "Learning Agreement" that describes the student's goals and objectives for the community practicum studentship, which is developed and signed by the student, the Supervisor, Off Site Supervisor (if applicable) and the Faculty Liaison. The Agency Agreement is filed in the Department of Social Work and the Learning Agreement is placed in the student's file.

The Community Education Program requires that an agency/tribe be able to provide certain learning conditions in order for students to meet their educational goals and objectives. **Because the program is designed to prepare students for beginning and advanced generalist practice, an agency/tribe must be able to offer a learning environment that include opportunities for students to work with individuals, families, groups, organizations, and communities (e.g., collaboratives) across systems of care or help the student have access to activities outside of the agency/tribal program.**

To support the student, the agency/tribal setting, and the Community Instructor, a Faculty Liaison is assigned to every student in the community. Community experience instruction begins in the first weeks of classes in the fall semester. The faculty conducting the student's community experience seminar will serve as the Faculty Liaison for the placement year. Community placements are a combination of efforts by many different partners.

Responsibilities

The responsibilities of the Practicum Student, the Faculty Liaison, the Agency or Tribal Setting, the Community Instructor, the Director of Practicum Education, and the Department of Social Work are addressed as follows:

Student Responsibilities

1. Acquire a working understanding of agency services, protocols, and procedures and to abide by the rules and policies of the agency.

2. Develop and maintain professional work habits in completion of agency assignments including promptness, good recording skills, reliability, and responsibility.

3. **For BASW:** Complete at least **200 hours per semester for a total of at least 400 hours** of generalist practicum experience. **For MSW:** Complete at least **240 hours per semester for a total of at least 480 hours** of advanced practicum experience per year.

4. Observe the agency's schedule for working hours. In case of illness or other extraordinary circumstances, students are expected to notify their Community Instructor immediately. Students must make up all missed hours in order to complete the hours requirement. Agency designated and Cal Poly Humboldt designated holidays are not required community days.

5. Seek out and use supervision from the Community Instructor and other agency staff.

6. Work cooperatively with the Community Instructor and the Faculty Liaison in planning, monitoring, and evaluating progress.

7. Practice social work according to the standards of ethical behavior framed in the NASW Code of Ethics.

8. Maintain regular attendance and take an active part in the weekly community seminar.

9. Write and submit CSWE competency based journals and other reflection activities about the community experience and complete on time any assignments, tasks, or readings as outlined by the Faculty Liaison.

10. Demonstrate the ability and commitment to self-reflect, self-evaluate, and use supervision effectively.

Agency/Tribal Setting Responsibilities

1. Sign the University and Agency Agreement to meet the terms developed for the placement of a Cal Poly Humboldt social work student practicum student.

2. Select a Community Instructor who is competent to supervise BASW/MSW FY level generalist social work and MSW AY advanced generalist students. Preference should be given to staff with a BA/BASW or Masters in Social Work or if no one has a BASW/MSW, the staff person should have extensive community service and supervision skills.

3. Support staff to attend the training and orientations offered by Cal Poly Humboldt to help orient the Community Instructor to the expectations of the Social Work Program,

supervision guidelines, and the processes to support the resolution of difficulties or concerns.

4. Provide the Community Instructor with the time necessary to meet, orient, supervise, and evaluate the student in a constructive and effective manner.

5. Provide the student with adequate working space, clerical help if possible, parking permits, access to files/computer, and other such necessities of professional work.

Community Instructor (Supervisor) Responsibilities

1. Offer selected social work experiences/activities through which the practicum student can develop abilities as a generalist/advanced generalist social worker. Review learning agreement and offer feedback.

2. Respect students as professional personnel and to extend to them those staff privileges that are appropriate.

3. Meet with the student for weekly supervision (one hour) and with the Faculty Liaison regularly.

4. Complete evaluations and attend orientation, training, and community reception.

Faculty Liaison Responsibilities

1. Work with the Community Instructor and the student in the development of the community experience and the student's learning objectives.

2. Monitor the student's progress and meet with the student and the Community Instructor at least three times during each semester and additional times when needed as determined by the Intern, the Community Instructor, or the Faculty Liaison.

3. Assist the Community Director in planning and facilitating the orientation for the Community Instructors and practicum students at the start of each community placement.

4. Provide the Community Instructor support and guidance in facilitating student learning.

5. Plan SW 456/555/655 Community Experience Seminar and facilitate the weekly seminar sessions, give students on-going written feedback about their journal entries and seminar assignments, take an active role in giving feedback, facilitating peer feedback, and helping to resolve any problems arising in the community placement or seminar.

6. Monitor student's awareness and use of the NASW Code of Ethics in his/her practice in the agency and in seminar with particular attention to confidentiality.

7. Assign the student's final grade for SW 455 & SW 456, SW 555 and SW 655.

Practicum Director Responsibilities

1. Contact potential agencies/tribal settings as community experience placements that can offer students generalist/advanced generalist social work practice experience and meet the expectations outlined herein for the agency/tribal setting and Community Instructor responsibilities.

2. Plan and implement orientations, the Community Instructor Training Program and other educational seminars for Community Instructors in areas of interest as determined by input from the Community Instructors, Advisory Committees, Faculty Liaisons, and on-going assessment by the social work program faculty and students.

3. Develop and update the Community Agency Directory database.

4. Plan and implement the community placement process each academic year including contacting eligible students, assisting students in deciding their areas of interest, contacting potential agencies/tribes as community experience sites, arranging the placement process, and preparing students through a spring semester community preparation class and the MSW FY Orientation to Community Basics.

5. Prepare a final list of student placements for the academic year with student names and agency names, addresses and telephone numbers, and the name of the supervisor to be made available to the Faculty Liaisons.

6. Keep in contact with the Community Instructors, providing them with relevant on-going training, and formally thanking them at the annual Community Reception.

7. Facilitate the process for resolution of issues/problems in the community.

The Department of Social Work Responsibilities

1. Conducts a Community Education Program in the community of social work in conformity with all applicable statutes and regulations of the State of California and the United States, and in keeping with the Council of Social Education Accreditation policies.

2. Expects social work Interns and Community Instructors to abide by the National Association of Social Workers' Code of Ethics.

3. Designates members of the Department of Social Work to serve as Faculty Liaisons between the university and the agency/tribal settings.

The Nature of the Community Experience

 The quality of the community experience is often determined equally by unexpected opportunities as it is with structured and planned activities. One essential aspect that ensures a meaningful, developmental experience for students and Community Instructors is the growth of their relationship to mutually learn and communicate with one another through their shared experience. A Student -Community Instructor relationship that continually evolves over time tends to organize opportunities and activities that are more relevant to the student's readiness to learn and better able to incorporate unexpected experiences to support growth rather than become distractions or disruptions to learning.

The academic year long practicum experience provides students with an opportunity to develop a process of professional and personal growth that is unique to their diverse life experiences. The goal for students is not only to apply what they have learned in the classroom but, perhaps more importantly, through experiences, develop a genuine, compassionate presence, committed to social justice that is actualized through their social work practice. The challenge for Students and Community Instructors alike is to cultivate a relationship that supports learning and questioning of existing practices, the patience to develop a greater understanding of current conditions, and the exploring of potential and creative approaches to increase possibilities for the students' learning and to improve services or program activities.

Historically, Students and Community Instructors have experienced a challenging process to meet the unique needs of the agency/tribal setting, their emotional and intellectual desires, and the satisfying outcome of learning and guiding one another in their professional development as social workers. Each year, there have been disappointments as well as fulfilling experiences for Interns and Community Instructors. The following is offered as a way to initiate and provide a framework for Interns and Community Instructors to dialog, plan, and approach their relationship in an effort to maximize the community experience.

Structuring the Community Experience

The social work community experience is guided by the Community Instructor's skill in transitioning from professional practitioner to teacher and providing a learning experience for the social work student rather than a job-training setting. Communitywork teaching is the art of structuring and teaching from immediate experiences. Community experience provides the context in which students are challenged to integrate knowledge (what is known) with learning the "how to" of doing and, so, they develop and gain awareness of new knowledge guided by professional values that can continually enhance their development as generalist social workers.

Structuring the community experience by providing consistent supervision times, exploring similarities and differences in learning styles, exploring the knowledge and life experiences of the student in order to begin where the student is at, and orienting the student to be well situated within the agency context, allow both the Student and the Community Instructor to establish a positive beginning in formulating and actualizing the learning experience.

Orientation Process

A positive and clear beginning helps to reduce anxiety and increase open communication between the Student and the Community Instructor.

Some important areas to keep in mind together are:

1. Introduce the student to all staff, the layout of the agency facility, record keeping processes and communication protocols, and the clear expectations that allow the student to

demonstrate professional conduct within agency/tribal program guidelines. Make sure staff are prepared and knowledgeable of the student's practicum studentship expectations and agency responsibilities.

2. Explore together what does the student hope to learn and what does the Community Instructor hope to teach? What does the Community Instructor look forward to in the role of an educational supervisor?

3. Identify and explore student and Community Instructor responsibilities and expectations, clarifying availability, define schedules for student hours and establish supervision meeting times, requirements of dress, time cards, and absences. Inform students of who can be accessed if the Community Instructor is not available.

4. Provide a clear description of the agency/tribal setting: policies and procedures, the purpose and function of the programs, the population served, the funding base, collaborative agency relationships, socio-political and economic implications, the vision and mission of the agency, composition of staff, and future directions.

5. Inform the student of the agency's/tribal policies and procedures for security and safety issues within the agency, with clients, and their rights and avenues to address sexual or racial harassment concerns of clients and/or of themselves.

6. Explore and examine ways that each person learns and how different approaches might enhance both people to gain new perspectives. What is to be learned and how will this learning occur? This leads to formulating the written student learning agreement.

7. Selection of activities and tasks that provide a student with opportunities to observe and learn from others' modeling before independently operating for the best interests of clients.

Weekly Supervision

 The purpose of scheduled, weekly, one hour supervision sessions by the Community Instructor with the student is to create an opportunity for the student to share interests and concerns, for the Community Instructor to teach concepts, provide assignments and direction, to plan for activities, and for both to examine together the evolving, learning process. Setting a consistent time right from the beginning establishes a clear message that supervision is a significant, and essential component of the experience.

 Supervision provided in a private, uninterrupted environment can result in a greater depth of learning. The Community Instructor helps to examine the student's thinking, feelings, and actions in given situations allowing the Community Instructor to assist the student to articulate what they are learning and to identify areas for growth.

One important way to view supervision is to recognize it as a parallel process to the one in which students are expected to develop with clients/communities and to know the value of being a great supervisor.

In doing so, both the Community Instructor and the student develop a trusting and mutually respectful relationship in which feedback can be given genuinely and that learning takes place in a progressive fashion.

When supervision is provided in a consistent, scheduled manner, the student benefits from learning to maximize the use of time to prepare issues of concern, select experiences that when examined will provide the best learning opportunities, and be able to formulate and identify priorities when time and demands conflict. Students learn a more disciplined approach to participating in their learning, trying to make sense out of new experiences, and being more competent in their preparation and responses.

The Community Instructor benefits from becoming aware of how the learning is taking place for the student, the learning style, the pace and sequence of experiences that will best help the student to develop skills, and help to identify the integration of classroom knowledge with agency/tribal program practice. When a student is having difficulty in some area of the placement experience, the Community Instructor is able to maintain awareness and can quickly help to explore ways to improve the situation.

When students are demonstrating a quicker pace of learning than initially anticipated, the Community Instructor is able to revise and adjust the learning experience so the student can continue to progress without boredom or frustration.

When the Community Instructor and Student meet throughout the year, the effort is to explore how best to support the learning process by considering these questions that guide supervision:*

A. What is it that the student already knows and can do? How well can the student do it and in what kinds of situations?

B. What is it that the student already knows but is unable to do and in what circumstances? What needs to happen in order for the student to develop the competency to move from knowing to doing more effectively?

C. What is it that the student doesn't know and needs to know and is ready to learn? What needs to be done so that opportunities for learning take place?

D. What is it that the student doesn't know and is not ready yet to learn? What needs to be done so that the student will be ready to learn?

(Adapted from: Turner, Dorothy, Student Community Manual, University of California, Berkeley, 1981)

It is the policy of the Department of Social Work that all placements must have a primary focus on the education and development of the student as a social worker with appropriate supervision to accomplish the tasks of professional development and to demonstrate program competencies.

The Council on Social Work Education's (CSWE) 2022 Educational Policy and Academic Standards require that Community Instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience. Community Instructors for master's level students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a Community Instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective.

Due to the remote, economically challenged, and rural nature of the regions we serve, a student may be supervised by a Community Instructor who does not hold a CSWE-accredited social work degree or meet the requisite post-degree practice experience. This supervisor is required to hold an equivalent degree and/or years of professional practice experience, including supervision experience. In addition to the standard expectations for the community experience, the social work program, agency, and student are expected to comply with the following in such situations:

Students will be provided an additional off-site Community Instructor who will meet the required degree credentials for the placement setting and weekly supervision meetings will be part of the student's required practicum studentship activities. On-site and off-site supervisors will collaborate in supporting the students' professional development, will jointly review and approve the learning agreement and participate in the final evaluation.

1.   Students will attend a supplementary Community Experience Seminar for at least 30 minutes per week with their Faculty Liaison.

2.   Faculty Liaisons will meet with the Community Instructor more frequently. The frequency will be determined by the Faculty Liaison and the Director of Community Education and they will occur no less frequently than one time per month.

3.   Faculty Liaisons will be available for immediate consultation with back up from the Director of Community Education. Calls for assistance will be responded to within 24 hours.

All approved social work practicum placements will have an identified community instructor who holds a social work degree from a CSWE accredited institution, available for regular supervision and for consultation in emergencies. If an onsite social worker is not available, the site must provide an onsite preceptor from a very closely related community, or with direct expertise in the area of practice in a very closely related community, or with direct expertise in the area of practice, available for direct training, weekly supervision, and emergencies. Supplemental weekly supervision with a social worker who possesses CSWE required credentials is then required.

Off Site Supervision Support & Coordination

For this site to be appropriate for placement, students must be supervised 'on-site' by someone with equivalent training and education, ideally with a degree in a closely related community to social work. This site supervisor must be available for direct training, weekly supervision, and emergencies, as well as (minimum) monthly communication with the off-site supervisor and participation in meetings with the student, off-site supervisor and community faculty. These meetings typically occur 2-4 times per year. The on-site supervisor will also participate in the review of hours documentation and evaluations of student learning at the end of each semester. The on-site supervisor is also requested to complete the annual Community Instructor Training and participate in student orientation activities.

 The student will also need to receive supplemental weekly supervision with a social worker who possesses CSWE required credentials. It is the joint responsibility of the site and the social work department to identify and plan for this supervision. The social work department is developing a pool of faculty and alumni who are willing to provide this volunteer service. We recognize that it may be a challenge in some rural communities to identify someone with this degree and do support the use of web-based supervision when appropriate. It may be necessary to develop some form of agreement for off-site supervision in order to address confidentiality or other concerns for the site.

We strongly recommend a meeting between the student and both supervisors occur as close to the beginning of the community placement as possible to allow for clear communication and expectations regarding the roles of all parties. Consistent and regular communication between on-site and off-site supervisors is key for effective team supervision of the student. On and off site supervisors are trained by the program in program-expected competencies, and linking of program-stated competencies with community assignments.

Relevant Tasks and Activities for Community Experience

In order for the student to meet the objectives of the Community Education Program and depending upon the agency/tribal setting placement, the types of tasks and activities should vary. The identification and planning of the kinds of tasks consistent with agency's service functions and relevant for the student's development as a beginning generalist or advanced generalist social worker, ensures the student has opportunities to demonstrate her/his increasing integration of theory with practice.

Though one can never predict that a situation will be "simple or complex" or have unanticipated complications, as a Community Instructor, pacing the intensity and complexity of tasks allows the student to gain new skills, integrate the learning while developing a way to generalize knowledge from the experiences.

When tasks are too comprehensive, students may have difficulty differentiating areas that need attention in their learning. The better a Community Instructor can recognize what progression of tasks will help develop the student's abilities, the more likely the student will be able to become effective in the agency/tribal setting. The most ideal sequence for any task-oriented learning is:

- share verbally the purpose of the task, the rationale for a particular approach, and the manner in which the worker will evaluate the benefit of the task with the client/consumer;

- engage in the task with the student observing or sharing in the work;

- process the experience later with the student to see the level of understanding and the nature of the emotional and intellectual challenges for the particular student;

- when appropriate, have the student lead the task and be present to observe and support her/him through the experience;

- give feedback and have the student reflect on his or her realization of the experience

- allow the student to act independently and process the experience through her own reporting, so that the student learns to be able to articulate her experiences and learning;

- If possible, have the student teach another person the activity/task and learn to process with that person to get feedback on how she prepared the new person to learn.

At whatever level of complexity, the opportunity to reflect and self-evaluate are essential components of the student's learning and of the Community Instructor's planning of the next selected activities. Some aspects of a new task or skill require greater repetition than others; while other tasks may move quickly into more complexity for the individual student with less guidance. However, if the Intern and Community Instructor have not taken the time to help the student identify and reflect on their interactions, progress is assumed rather than the student genuinely experiencing confidence in and integration of their skill development.

The following tasks and activities provide some ideas for the agency to help facilitate opportunities for the student and offer a challenging, positive learning environment. The examples are offered as a guide with the understanding that each setting will organize the student's experience taking into consideration the student's present level of preparation and interests, the services, the organizational structure, and the needs of the local communities. For the advanced MSW practicum student, breath, depth, specificity, and independence should guide the planning of increasingly more complex learning experiences.

Examples of Community Activities

Individuals, families, and groups as client/community systems

- conduct interviews in the agency/tribal setting and/or on home visits
- to handle a caseload with the responsibilities to arrange appointments, make visits, record keeping and follow-up contacts for each individual or family
- providing information and facilitating referrals
- advocate on behalf of a client for services from agencies to meet assessed needs
- testify in court on behalf of a client or accompany client
- do outreach work, prevention, and educational activities
- mediate conflicts between clients or between clients and staff
- co-facilitate or facilitate a group session or community meeting
- initiate, plan, and implement a new group service or community event

Agency or community organizational or tribal setting functions

- participate in staff meetings
- give presentations at a staff meeting
- attend a Board of Directors, Advisory Board, or Tribal Council meeting
- serve on an agency committee or task force to raise funds, plan community education, write a newsletter, help develop policy, or other agency program development
- assist in or independently write a grant proposal for the agency's resource needs
- assist in developing an evaluation tool for review of programs/activities
- responsible for written case recordings of client contacts, summaries, assessments, plans
- attend case management and quality assurance reviews
- participate in agency sponsored in-services, conferences, events
- facilitate agency awareness and responses to the needs of diverse groups in the community
- facilitate or improve agency policies regarding racial or sexual harassment or discrimination

Community-oriented tasks

- make visits to other agencies in order to understand the community system of care
- observe court sessions related to legal issues in social services
- join or participate in local community task force or county wide planning groups
- interview or learn about a local grassroots organization
- writes a letter to the editor or local, state, national representatives in government about social issues
- provide testimony at a local hearing, at local city council sessions, at Board of Supervisors' meetings, tribal council
- participate in collaborative or inter-disciplinary meetings developing or evaluating community services
- do a needs assessment of a client group
- participate in culturally diverse community organizations and programs
- educate the community about pending legislation
- organize with welfare rights organization or any other human or social rights organization
- make a presentation to a community group to provide education about their agency/tribal program or a social concern

Optional Student Projects for Community Experience

Students may, as part of the community experience, develop and complete a project as an opportunity for a specific, focused activity in one aspect of social work practice. **Though not required, a meaningful project could add greatly to the student's learning experience.** The planning and decision of the project might involve some research of professional literature, agreement between the student, the Community Instructor, and the Faculty Liaison as to the benefits and intentions of the proposed project. In the past, students have completed projects of particular benefits to the agency and consumers of the services.

Some student projects have included:

- developing a directory of pharmaceutical companies and their application procedures for free prescription medication for indigent clients
- for an annual organizational awards banquet, planned and created a short video of clients expressing appreciation of the agency staff in addressing and meeting their needs during difficult family times
- planned and implemented a life skills group for recovering substance abusing mothers by soliciting financial sponsors (community service organizations) and generating business donations for materials and goods that the women desired to improve their self-esteem
- set up an evaluation tool to measure client progress in an alcohol and other drug program using the Beck Depression Inventory Scale and other existing measures at specified intervals; conducting the interviews of residents for progress evaluation
- set up a computer directory system of resources for individuals and families of veterans
- did the layout, writing of articles, soliciting articles from staff and clients, printing and distribution of the agency newsletter
- researched potential funding sources, computerized a list of relevant sources and wrote letters of inquiry for over sixty national funding sources
- helped organize the next volunteer recruitment and training program and conducted one of the sessions on basic interviewing skills
- gathered data on abuse of children to write a testimony to be used by her supervisor in Washington, D.C.

Getting Started: Ideas for the First Weeks of Community

The community placement rarely starts with responsibility for a project or giving direct services to clients within the first three weeks of arrival. The following list offers some ideas for initial learning opportunities that the student might want to discuss with the Community Instructor. These ideas can also be included in the Learning Agreement (LA).

1. Develop a list of questions with the Community Instructor when beginning a survey of the community, examining the needs and concerns the agency/tribal setting is addressing by speaking with clients in the waiting room, to staff members, or through interaction with referral agencies. The student may want to review prior needs assessments that have been conducted by the agency/tribe or look at similar assessments in the social work literature.

2. Shadow a social worker or other key staff member during their workday at the agency/tribal setting, in their interaction with clients, at meetings and presentations, and assisting with work on their projects. Discuss observations and questions with the Community Instructor.

3. Gain insight into the client's experience of the agency's/tribal setting services/activities by walking through each program or unit of the agency/tribal setting, from the point of referral to completing the program services. Consider the questions, concerns, and needs a client/community member may have at each stage of the process. The student may also want to briefly talk with clients or referral agencies to get their impressions.

4. Attend interdisciplinary team meetings, case conferences, board meetings, community meetings, tribal council meetings or task force meetings along with the Community Instructor. By using process recording to examine what is taking place at these meetings, the student can gain insight into how social workers function in the agency/tribal setting and explore strategies for facilitating a meeting successfully.

5. Observe the intake process, examining and discussing with the Community Instructor how clients are referred to the agency/tribal setting, the range of concerns or issues presented, how decisions are made related to opening or referring a case, as well as what other resources in the community are utilized. If the student will be offering intakes as part of the practicum studentship, arrange to have a staff member or supervisor observe during an intake and offer feedback on the interviewing style.

6. Using a case review form provided by the agency/tribal setting, review selected case files provided by the Community Instructor. Often done with the intent of organizing case records or updating database information, the review of selected case files can teach the student a great deal about the agency's/tribal setting reporting requirements, how services are provided and recorded, and offer a profile of clients served.

7. Orientation in many agencies/tribal settings include the student being assigned a project. Examples of tasks in the early weeks of projects include informing other service providers of a new service offered, making calls as part of a needs assessment or program evaluation, examining a gap in service delivery or researching potential grant funding sources.

8. The student should be familiar with the significant legislation and funding that impacts the agency/tribal setting, as well as the ethical and practice issues that they present. The student should begin a file of professional journal articles related to issues and concerns that may be encountered in the practicum studentship community experience.

Developing the Learning Agreement (LA)

Each student in cooperation with the Community Instructor is responsible for developing a learning agreement (LA). The LA is designed to focus on each student's unique learning environment, individual learning needs and interests, and further development of skills, knowledge, and values of a generalist and advanced generalist social worker in alignment with the CSWE Competencies and Behaviors. The LA needs to be monitored by the Intern, the

Community Instructor, and the Faculty Liaison throughout the year to assure that it continues to be relevant for the student's development.

The completion of the goals and objectives in alignment with the CSWE Competencies and Behaviors outlined in the learning agreement will constitute the fall and spring evaluation of the student's performance. Modifications and updating should be completed in the beginning of the spring semester. For the LA to be meaningful, it will be necessary for the Community Instructor to spend time with the student to help articulate what areas of development the student is interested in and how best to focus on those areas as they relate to the CSWE behaviors.

The Faculty Liaison will assist in clarifying the goals and objectives integrating the competencies and behaviors into the learning agreement and if any changes need to occur. The LA is best if based on the possibilities for social work experiences within the agency/tribal context, the student's interests and needs, and the overall expected competencies (the fall and spring evaluation forms) of the SW 455/555/655 Community Experience.

The LA is to emphasize the particular aspects that the student can identify as their areas of need or interest. The role of faculty and Community Instructor is to provide guidance in the formulation of such objectives.

 Each student will be provided guidance from the Faculty Liaison for the Learning Agreement process. It is the student's responsibility to create this document and have it reviewed and approved (with signature) by the Community Instructor and the Community Liaison. Ideally, it becomes a tool for evaluation and support.

As a starting point, begin by forming a list of essential "building blocks" to provide structure for Learning Agreement goals, objectives, outcomes and alignment with CSWE behaviors.

The following questions and considerations may facilitate this process:

- What **SKILLS** will I need to build on? Identify 5 – 8 social work skills, choosing at least 3 – 5 to build into the objectives.

- Is there a **THEORY** central to the community work that I need to learn? Discuss with the Community Instructor the theories and methodologies applied in the agency/tribal setting.

- What **SERVICES or ACTIVITIES** will be offered to individual clients? families? the community? (needs assessments, summaries, group work, family counseling, home visits, advocacy, writing a policy manual, assisting in a tribal program, convening an advisory board, facilitating a focus group, etc.).

- What Social Worker **ROLES** will this setting engage in? What will I learn?

- How can **SUPERVISION** time best be used? What areas can be built on? What structure or tools will facilitate this: agenda? progress recording? How can supervision time best be used for growth? What has the Community Instructor suggested?

- How will **CROSS-CULTURAL COMMUNICATION** be addressed in this setting? What will I learn or be reflecting on during the community experience? What areas do I need to develop as a knowledge base in order to work effectively with different populations?

- What are the **ETHICAL** and **POLICY** issues that may arise in this community placement? What ethical issues emerge for social workers practicing in this agency/tribal setting? Are there policy considerations or constraints the agency/tribal program faces? How will the next legislative budget session impact this placement site? its clients? the community? What are the opportunities for systems change? advocacy?

- What **TOOLS** are available that will maximize the learning experience? There are many learning tools and resources available, such as process recording, case studies, literature reviews, audio/video taping, and clinical assessment tools and measures. You may even want to design your own clinical or outcome measures to assist in evaluating progress and learning during the placement. A CSWE Competency based journal-writing assignment will be outlined in the seminar course syllabus.

Key components of every learning objective/activity are:

1. **Be specific:** the more the objective/activity/practice behavior is focused on a specific aspect, the more meaningful. It may help for the student to consider "what do I want to learn and why am I doing this?" The focus is on what will be done in order to benefit the student's development.

2. **Knowledge and skill based:** Each objective/activity/ behavior can be constructed with a knowledge-based focus (what it is that I want to know or need to know) and/or a skill-based focus (what it is that I want to learn how to do).

3. **Define tasks:** Identify what tasks the student will do in order to achieve the practice behavior. These need to be developed together with the Community Instructor to ensure the activities will occur and in appropriate sequence to the student's development. They need to be realistic and attainable, while also challenging.

4. **Measurement/evaluation method:** The objective/ practice behavior needs to identify how the student will be able to monitor the progress or fulfillment of desired learning. Review the evaluation form first.

Faculty Liaison Site Visits

The Faculty Liaison is required to visit students in their agency/tribal settings and to consult and collaborate with the Community Instructor to enhance the integration of the community work experience with classroom learning and with the CSWE Competencies and Behaviors. The Faculty Liaison will schedule a minimum of three visits each academic year: the initial visit to organize and help plan the semester; one to two interim visits to monitor progress and support the student's learning as a generalist/advanced generalist; and at least one visit to support implementation of formal evaluation of the student's work. Site visits may occur in person or via virtual web-based platforms. Additional site visits can be arranged as needed either to provide additional support or address concerns. The Faculty Liaison will also check in with Community Instructors on a consistent basis, typically monthly, to establish pro-active open lines of communication.

The initial visit is intended to co-facilitate a discussion about the student's learning agreement, CSWE Competencies and Behavior integration and the overall general plan of the community experience. Identifying opportunities to establish consistent supervision times; a progressive, sequenced learning experience; and to coordinate the supportive participation of the social work program, the agency/tribal setting, and the student's commitment for the year long placement.

Other visits may provide opportunities to process the experiences of the Intern and Community Instructor as they relate to course objectives and CSWE Competencies and Behavior integration, the student's learning agreement use and vitality, and the agency or tribal program expectations. The purpose of the visits are to enhance and increase the student's potential to observe, reflect, and evaluate their own progress and to recognize and identify the conditions that affect clients and providers in the community/tribal setting. Also, the visits can help with anticipatory planning of new tasks for increasing competencies or areas of growth that would benefit from closer examination.

One visit, either late fall semester or early spring will address areas of generalist and advanced generalist social work practice that need attention and to make any adjustments to the student learning agreement for the spring. More visits can always be arranged and should be if there are any concerns.

Documentation - Digital Tracking System

In Spring of 2020, as our campus rapidly pivoted to fully remote learning and then closure of practicum studentship placements, our program moved into adoption of a CSU wide database system called S4. S4 was initially designed for Service Learning and academic programs, but has been utilized by other Social Work programs across the state for several years. With support from Sacramento State especially, we have now been utilizing S4 for digitally tracking student placement matches, community safety requirements, hours logs, as a platform for digital signatures for finalized learning agreements, and for the completion of both midterm and final evaluations.

Timelog #161655
For — Placement #161655

Download PDF

Student Jose Moreno
Placement 161655
Program Social Work
Course SW 455 (2): Social Work Field Experience
Site County of Del Norte DHHS: Child Welfare Services

Date/Time ^	Calculated Hours	How have the identified activities contributed to the goals/mission of the organization?	Status		
08/25/2021 - 8:00am to 5:00pm	9.00	Practicing safety and risk, in order to ensure no confidential information is shared.	Approved	Delete	Copy
08/26/2021 - 8:00am to 5:00pm	9.00	Creating connections and understanding of the agency's mission to family connections.	Approved	Delete	Copy
09/01/2021 - 8:00am to 5:00pm	9.00	Learning how to properly write a contact for each time we meet a client.	Approved	Delete	Copy
09/02/2021 - 8:00am to 5:00pm	9.00	Writing good contact notes is important to knowing how you're engaging with clients and making sure they're getting the resources as needed.	Approved	Delete	Copy
09/09/2021 - 8:00am to 4:30pm	8.50	Understanding CMS and being able to navigate it for when we put information into cases.	Approved	Delete	Copy
09/09/2021 - 8:30am to 5:00pm	8.50	Ensuring that clients are given visitations with relatives to ensure they continue having a strong relationship with them.	Approved	Delete	Copy
09/15/2021 - 8:00am to 4:30pm	8.50	To ensure that our practice is safe and affective, to promote the overall wellness of our clients.	Approved	Delete	Copy
09/16/2021 - 8:30am to 5:00pm	8.50	Today I went on two home visits with my mentor to check in on clients and families, along with providing services such as gas cards or resources. This connects to our practice as we need to actively engaging with clients to ensure that their is progress in the home and to promote family maintenance services.	Approved	Delete	Copy

For sites who may have partnered with one of our sister universities, such as Chico State, it's important to note that the infrastructure and way that this system is used looks different between each university, and is maintained first at the university level, and then through the Center for Community Engagement at the Chancellor's Office level.

Since Academic Year 2023- 2024, Cal Poly Humboldt has now shifted to include supervisor direct log-in to S4. If you are a supervisor that also has a log in with another university, please notify us so that we can adapt

Learning Agreement Upload

Download PDF   Resend e-mails

Supplemental Forms
✓ Faculty Learning Agreement Signature
✓ Student Learning Agreement Signature
✓ Primary Supervisor Learning Agreement Signature

Placement #161655 Information

Student: Jose Moreno
Program: Social Work
Course: SW 455 (1): Social Work Field Experience
Program site: County of Humboldt: Child Welfare Services
Opportunity: (empty)
Staff: Jed Mefford

Term: FALL 2021 – SPR 2022
Estimated Hours: 400
Reported Hours: 308
Student ID: JJM163@humboldt.edu
Submitted by: JJM163@humboldt.edu
Submitted on: 12/01/2021 11:13 am

Student Name Jose Moreno

Agency Name County of Humboldt: Child Welfare Services

Faculty Name Debbie Gonzalez

Primary Supervisor Name Jed Mefford

Upload Learning Agreement

PDF Only

Jose Moreno BASW Learning Agreement - Objectives - with Signature Page FINAL.pdf
Faculty Email dlh1@humboldt.edu

Student Name Jose Moreno
Date Wed, 12/01/2021
Student Signature

Our community team will confirm student placement matches and supervisor contact information in S4 before the practicum studentship year begins.

Students hold the primary responsibility for maintaining accurate data, and are trained and responsible for maintaining appropriate records, excluding confidential information and following the requirements and time-lines for necessary submissions.

Faculty Liaisons are able to view, approve and sign off on student activities in S4, and will ensure that supervisors receive appropriate links for their portion of the signatures.

In circumstances where co-supervision is established, usually for MSW students with off-site supervision, only the MSW supervisor is currently able to sign off on the learning agreement and evaluation.

Resolution of Practicum Concerns / Problems

The Practicum Education Program is committed to helping students maximize their learning opportunities and to strengthen the communities served. We are also committed to supporting the development of our placement sites and Community Instructors, recognizing that the role of supporting and guiding the professional development of students is an additional commitment beyond the primary focus of employment duties.

In addition to supporting students in developing professional communication skills with clients and other professionals in the context of the placement site, there must also be effective communication between the student and their Community Instructor/supervisor. The Community Education Program encourages early identification of challenges so that a resolution and/or corrective action can be planned as soon as possible. This requires open, direct, and ongoing communication, not only between student and Community Instructor/supervisor but also with the Faculty Liaison and potentially Director of Community Education.

The practicum studentship placement is an educational context, required for the academic success of the student. As such, students' practicum activities and interactions fall under the various educational rights and responsibilities as assigned by the University. This includes the right to be free from discrimination based on protected status and to reasonable accommodation in relationship to access to educational activities. More specific information regarding student's rights and responsibilities can be reviewed in the Policies section in the back of this Handbook, or by visiting the Office of Student Rights & Responsibilities website: https://studentrights.humboldt.edu/

Perceived discrimination may occur in situations where a student feels a component of their identity is the subject of judgment or questioning. A placement site may claim that they didn't have the room or time for an practicum student, or that they had a change of heart. In such a scenario the student's concerns should be addressed. This may include an investigation or group discussion with the site supervisor, student and Department of Social Work personnel. The placement site will be noted and remembered for any questionable actions, and these actions will be considered during future placements. If an incident of discrimination occurs at a placement site, the Department of Social Work will consider ending the partnership with the site. This will be done with little or no question if:

- The discriminatory act breaks federal, state law, or educational code.

- The placement site refuses to educate itself about prejudice, bias and discrimination and demonstrates that it is a safe and open place for practicum students.

- There are multiple incidents of perceived or suspected discrimination.

Performance issues--personal and educational-- also occasionally surface in the community placement. Early intervention is essential to support students, the agency/tribal settings, and the client's/communities interests. Issues, concerns, and problems in community education can generally be categorized by one or more of the following:

- **Situational**: chronic transportation difficulties, prolonged illness, personal crisis, unreliable child-care, etc.

- **Environmental**: lack of adequate opportunity provided by the agency/tribal setting to accomplish learning objectives, changes in agency/tribal program due to funding and/or personnel, limited or unsatisfactory community instruction, differing communication styles between the student and the Community Instructor, etc.

- ***Non-academic/Unprofessional Behavior:*** ethical violations (NASW Code of Ethics), unprofessional behavior, unsuccessful completion of projects or tasks assigned, lack of ability or motivation to learn social work skills, persistent lateness, not communicating if missing practicum studentship days, disrespect for clients and/or other professionals, unable to utilize feedback effectively, threatening or criminal behavior, etc.

Situational Issues

If there is an issue that arises during the community placement in which the student is having difficulty fulfilling responsibilities due to chronic transportation problems, illness, personal crisis, unreliable childcare, etc. a resolution with a timeframe must be settled upon by mutual agreement between the student and Community Instructor. ***The Faculty Liaison should be informed so she/he can monitor the situation to ensure that progress is being made and the student is fulfilling his or her responsibilities.***

Environmental Issues

Occasionally problems in community work are related to the agency/tribal setting or the Community Instructor's ability to provide adequate learning experiences. The student will address his or her concerns with the Community Instructor first, clarifying the problem area or issue and identifying possible strategies for improving the situation. ***Either the student or the Community Instructor may request the Faculty Liaison to be present for this discussion.***

Non-Academic/Professional Behavior Issues

Evaluation of the student's academic and professional behavior in the community placement is viewed as a process jointly undertaken by the student, the Community Instructor, and the Faculty Liaison. The purpose of evaluation is to provide ongoing feedback and to determine if the student has met the course learning objectives/outcomes and adhered to the agency's/tribal setting's personnel practices, policies and procedures, as well as the social work professional code of ethics. ***If a student is not meeting the minimum expectations, please involve the Faculty Liaison ASAP to develop a plan to help the student improve her or his performance (see performance contract, page 46). If the situation is deemed serious, please contact the Faculty Liaison and/or the Community Director immediately.***

IF THE FIRST STEP (LEVEL 1) OF DIRECT COMMUNICATION DOES NOT RESOLVE THE CONCERN OR PROBLEM, THE ACADEMIC STUDENT SUPPORT PROCESS WILL IMMEDIATELY MOVE TO LEVEL 2 AND IN SOME CASES LEVEL 3.

Academic Student Support and Review Process

The Department of Social Work at Cal Poly Humboldt is committed to our students' professional education and development in a supportive learning environment. In accordance with the requirements of The Council on Social Work Education (CSWE), the department has designed the Academic/Professional Support and Review process to facilitate student success, both academically and with regard to professional behavior. Any student or faculty member may initiate this process. Academic/Professional Support and Review is not a substitution for University policies and procedures (http://www.humboldt.edu/studentrights) but is the preferred departmental procedure.

Results of this meeting will be documented in the student's file and will include a formal letter detailing the Department of Social Work's requirements for resolution of the concern.

Support Process

1. **Level 1 – Face to Face Meeting between Student, Community Instructor, and Faculty Liaison:** Support is offered to students experiencing challenges in meeting expectations of community, the program, or the university. Typically, this level of support is sufficient to resolve concerns. Students are encouraged to access their Community Instructor, Faculty Liaison and/or their advisor's support whenever they have a concern related to their own performance or the educational environment. At this level, the Community Instructor, Faculty Liaison and/or advisor may recommend behavioral changes to the student, accommodations, modifications to assignments, and/or the provision of additional support services. Support at this level may be documented in the student's file, but is not required.

2. **Level 2 – Face to Face Meeting between the Student, the Faculty Liaison, Community Director, Community Instructor (if appropriate), and the Student's Advisor:** At this level, the Community Director, Faculty Liaison, Community Instructor (if appropriate) and/or advisor may recommend additional behavioral changes to the student, accommodations or modifications to the placement, and/or the provision of additional support services. A formal plan will be developed and a timeline for behavioral change, further accommodations, modifications to the student's placement, referral to university disciplinary procedures, or re-evaluation of a student's suitability for the social work program will be addressed. A recommendation to find another placement might also be considered. Results of this meeting will be documented in the student's file.

3. **Level 3 – Face to Face Meeting between the Student, the Faculty Liaison, Community Director, the Student's Advisor, and BASW or MSW Director:** If the issue is not resolved in the specified timeframe, the Program Director (BASW or MSW) will be included. In this meeting, the Student, Faculty Liaison, advisor, Community Director, and Program Director will review the results of the formal plan. A recommendation to terminate the placement will be made by the Community Director including a reevaluation of a student's suitability for the social work program. Results of this meeting will be documented in the student file and forwarded to the Administrative Team (Chair, MSW Director, BASW Director, and the Community Director).

Review Process

Any party may submit a signed letter to the Administrative Team requesting a review of the recommendation. The letter should indicate the concern with the prior recommendations/actions, and suggest further steps toward resolution of the concern. The student may bring an advocate to this meeting.

Results of this meeting will be documented in the student's file and will include a formal letter detailing the Department of Social Work's requirements for resolution of the concern. If any party believes that further action is warranted, he/she may utilize university grievance policy and procedure.

The following is a list of some of the possible reasons a student may be removed from a community placement:

- Is not able to understand and maintain confidentiality
- Does not abide by the NASW Code of Ethics
- An attempt to harm someone else
- An attempt to harm oneself
- Repeated tardiness at the agency/tribal setting and/or tardiness without notification
- Repeated absences from the agency/tribal setting and/or absence without notification
- Repeated change in scheduled community hours without approval
- Illegal behavior during community hours
- Use of alcohol or other non-medicinal drugs during community hours
- Below average performance as documented in formal written evaluation
- Chronically does not perform and complete assigned tasks in a timely manner
- Violation of agency policy
- Inappropriate behavior and language

Closure

Regardless of the reasons for early removal, it is expected that the student with direction from the Community Instructor, will carry out closure with clients, co- workers, and the agency/tribal setting.

Any plans for closure should include: the exact date of removal, the timing and method used to end planned contact with individuals and/or groups; the way in which the student will fulfill other agency/tribal setting obligations (completion of summaries needed for case transfer or closing, for example); and completion of necessary separation procedures (sign forms, returning keys and/or identification badge, etc.). It is expected that the closure process will be done in a way that continues to support the student's learning and the best interests of the clients and communities served.

A REASONABLE ATTEMPT SHOULD BE MADE TO FOLLOW THE RESOLUTION PROCESS. NOT FOLLOWING THE PROCESS CAN RESULT IN NO LONGER BEING CONSIDERED AS A PLACEMENT IN THE FIELD EDUCATION PROGRAM.

Performance Contract

The use of a performance contract is highly encouraged to document the changes needed to help the student understand what specifically must change by when and to clearly develop a written path to success. The performance contract can be found in the Forms section of this handbook.

Failure or No Credit in Community Coursework

Student's may receive No Credit in Community Coursework either due to failure to complete required placement expectations or due to failure to meet academic requirements established by their community seminar faculty.

For BASW students SW 456 and SW 455 are co-requisite classes, meaning students must pass both courses to move progress in the community.

For MSW students community activities and seminar expectations are combined in SW 555 or SW 655.

For all students, the community placement experience is structured as a year-long placement expectation, and students must complete the fall community seminar requirements (CR) in order to progress to spring seminar and practicum studentship activities.

Occasionally a student may need to take a leave in the spring semester after having completed their fall community seminar and placement expectations. In this case, there is no guarantee that the student may return to the original confirmed practicum studentship placement. Returning students must begin communication with the Community Director early in the fall semester at the latest in order to secure an approved community placement for the spring semester. Enrollment in spring semester community seminar coursework is pending the confirmation from the Community Director of an approved community placement.

Forms

- **Student Rights and Responsibilities on the University Campus**

- **Performance Contract**

- **BASW Senior Year and MSW Foundation Year Community Placement Performance Evaluation Template**

- **MSW Advanced Year Community Placement Performance EvaluationTemplate**

- **Fall Student Evaluation of Community Instructor**

- **Community Instructor's Evaluation of Community Education Program (Fall)**

- **Final Student Evaluation of Agency/Tribal Placement**

- **Community Instructor's Evaluation of Community Education Program (Spring)**

Student Rights and Responsibilities on the University Campus

The student is responsible for reviewing and complying with all Cal Poly Humboldt student policies. A list of all Student Rights and Responsibilities can be found on Cal Poly Humboldt's website, here: h[ttp://studentrights.humboldt.edu/](http://studentrights.humboldt.edu/)

The Social Work Program is an academic community dedicated to the ideas of social justice. Its faculty, staff, and students aim to not simply espouse social justice, but also to practice it in our daily interactions. As part of that commitment, we are working to ensure that the program is an environment in which discriminatory, harassing, unethical and unprofessional behavior does not occur to any person for any reason. We must work together to create a safe environment for all members of our diverse community.

The policies of Cal Poly Humboldt are aimed at helping to ensure a safe and supportive environment that allows for maximum learning for everyone involved. In addition to the university policies, the 2022 Educational Policies and Accreditation Standards (EPAS) from our accreditation body, the Council on Social Work Education (CSWE) affirms and strengthens the enduring commitment of social work education to principles of anti-racism, diversity, equity, and inclusion (ADEI). CSWE continues to support social work programs in developing a workforce of social workers who are knowledgeable about the ways positionality, power, privilege, and difference affect practice areas, and how social workers challenge systems of oppression that affect diverse populations.

 The department attempts to utilize an informal consultative process outlined in the Academic/Professional Support and Review process to address concerns regardless of their etiology. This policy is not a substitute for your rights and the procedures outlined in general Cal Poly Humboldt policy. However, we believe that many of the challenges that occur in academic and community immersion experiences provide educational opportunities. We hope you will take personal responsibility for addressing your behavior to make this a supportive and productive academic experience and use the student support process when appropriate to aid you in this process.

The faculty of the Department of Social Work regularly discusses the milieu of the program and concerns regarding overall issues and student specific issues. The results of these meetings may result in activation of the student support process in order to address concerns that faculty have.

The student support process is automatically initiated when certain events occur (e.g. a student is placed on academic probation, is removed from a practicum setting, or does not pass an academic class). Students are encouraged to also activate the support process if they have concerns about a course, their performance, or the performance of a faculty member.

The practice of professional social work requires practitioners to maintain agreed upon ethical and professional standards for practice at all times. These standards include published professional practice and ethical principles of the National Association of Social Workers. As such, students are expected to behave in a manner that displays the highest regard for human dignity. Students are also expected to demonstrate personal qualities that are required for social workers (i.e. ability to listen empathetically and accurately, ability to engage effectively with a wide diversity of clients in practicum settings, ability to work in an effective manner with other providers with a willingness to seek out supervision and follow directions). This professional behavior is expected both in the classroom and other relevant professional settings (i.e. practicum placement, when

conducting research etc.). Evaluation of professional conduct includes observations from faculty and formal written evaluations by practicum supervisors. Any student found lacking in professional conduct may be placed on a corrective action plan via the student support process. Failure to meet the goals in the corrective action plan may result in disciplinary actions that include dismissal from the program.

Social Media and Department Technology Conduct Policy

Social Work students are considered professionals in training. As such, they are expected to act in accordance with ethical and professional standards. Some of these standards extend beyond one's professional roles, including conduct in public settings and forums. Given the pervasive use of social media, it is important to be sensitive to these standards when engaged in online behavior.

Posting on a social networking site (e.g., Facebook, Instagram, Reddit, X/Twitter, TikTok etc.), a professional networking site (e.g., LinkedIn), a publicly viewed narrative (e.g., blogging), or even sending an email should be done with awareness of the limited privacy associated with these media. It is recommended that students assume that nothing is private when using social networking and remember that once posted on the Internet, comments, pictures, opinions and other communication can easily become public and, in some cases, are permanently accessible. Care should be taken when posting, as clients, other students, faculty, and potential employers can be exposed to such content through searching, forwarding, "tagging," or simply by word-of-mouth. This is true even when accounts are set to "private."

Some forms of unprofessional online behavior would include posting inappropriate pictures, making insensitive or disrespectful comments about specific others (e.g., clients, other students, faculty, supervisors, etc.) and/or groups of others (e.g., those from a different culture, religion, etc.). In the event that a student engages in unprofessional conduct online, the conduct will be first addressed verbally by the Program Director. More persistent or serious violations will result in development of a Corrective Action Plan.

CORRECTIVE ACTION PLAN

MSW/BASW Program Cal-Poly Humboldt

Student Name:

Date of Corrective Action Plan:

Date of Evaluation of Outcome of Corrective Action Plan:

Overview of a Corrective Action Plan: A Corrective Action Plan (CAP) is a means by which the Social Work Department can help ensure that students are maintaining appropriate development of their professional abilities and that student behavior reflects the requisite high standards of professionalism required for degree completion in the MSW/BASW program. A CAP is initiated when informal problem resolution efforts have been attempted and have not been successful. The CAP involves placing the student on remedial status to provide an opportunity to correct the deficiencies identified in the CAP.

Three outcomes are possible at the end of the remedial period:

1. the student's remedial status is continued for a defined period of time with a revised CAP;

2. the student is returned to regular status if the CAP is successfully completed; or

3. It is recommended to the Social Work Department Chairperson and Dean of the College of Professional Studies that the student be dismissed from the MSW/BASW program. Determination of the outcome of the CAP is made by the MSW/BASW Program Director in consultation with the MSW/BASW Program Committee.

Rationale for Corrective Action Plan:

Corrective Action Plan Criteria: By [date]_____ , [name]_____will need to successfully address each of the following problem areas: (List Area) Achievement of this criterion will be determined at the end of the remedial period by (*list directors or committees to complete evaluation*).

I have read the above and understand the identified expectations, and I am aware of the three administrative actions possible following the evaluation of the outcome of this Corrective Action Plan.

_____ _____
Student: Date:

As reviewed by _____   _____

Copy: Student, Chair Department of Social Work, College of Professional Studies Dean, Electronic Student File

Performance Contract – Community Internship Resolution

Student Intern:

BASW Student _____   MSW Student _____   1st Year _____
2nd Year _____

Community Instructor (Supervisor):

Agency/Tribe:

 Faculty Liaison:

Performance Contract Initiated (Date):

Timeframe in which contract is to be completed: From _____ - To _____

Student Intern Signature   **Date**

Community Instructor Signature
Date

Faculty Liaison
Date

Contract Performance Reviewed (Date):

Contract successfully completed (Date):

Contracted extended to (Date):

Contract has not been met - referred to Community Review Committee (Date):

Student Intern Signature   **Date**

Community Instructor Signature
Date

Student Strengths:

_____
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_____

Specific Areas Needing Improvement:

_____
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Expected Level of Performance:

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_____

Learning Activities Assigned to Improve Performance:

_____
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_____
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_____
_____

Method(s) of Evaluation:

_____
_____
_____

BASW Senior Year / MSW Foundation-Year Practicum Evaluation

Student Name: Date:

Name of Agency/Tribal Program:

Name of Community Instructor/Supervisor:

Name of Off-Site Supervisor (if applicable):

Name of Faculty Liaison:

   o **Mid-Year (1st semester)** o **Final (2nd semester)** **Hours Completed:**

   o **Distributed Learning (DL) Student** o **CalSWEC Title IV-E/Pathway Student**

Instructions for Evaluating Students Demonstrating Social Work Competencies:

The student is to be evaluated as a new beginning-level social worker. The competencies were established by our accrediting organization, the Council on Social Work Education. Under each competency statement are several behaviors that we ask that you assess according to the following criteria:

In choosing which score to select, students and community instructors should consider two factors: the percentage of time and/or the degree of competence demonstrated. There is no expectation that a student will get all scores in the "Great Extent" area – especially in the first semester. Scores in the "little to no extent" range are of concern and should be discussed with the Faculty Liaison as soon as possible. Honesty and accuracy in self-assessment and evaluation are critical for meaningful professional development. We encourage both the student and community instructor to use these ratings to accurately capture where the student is in her/his development.

RATING	CRITERIA
Great Extent	The student demonstrates the behavior 90 to 100% of the time and does so with a high degree of competence reflective of beginning level social work practice.
Considerable Extent	The student demonstrates the behavior 60 to 89% of the time and does so with a good degree of competence showing strong promise as a beginning level social worker.
Some Extent	The student demonstrates the behavior 30 to 59% of the time and does so with some competence that with practice will likely improve to a considerable or great extent.
Little or no Extent	The student demonstrates the behavior less than 30% of the time or with very little competence and is unlikely to improve to a considerable extent even with practice. If this is marked, the behavior should be discussed with the Faculty Liaison

Please include brief comments for each competency area. Be sure to indicate those areas in which the student demonstrates particular strength and those areas that can be further developed. **Your narrative is helpful when it is specific and concrete.** Please attach additional pages if needed.

Competency 1: Demonstrate Ethical and Professional Behavior

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

The student can...	Little to No Extent	Some Extent	Considerable Extent	Great Extent
1.a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context	1	2	3	4
1.b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication;	1	2	3	4
1.c. Use technology ethically and appropriately to facilitate practice outcomes	1	2	3	4
1.d. Use supervision and consultation to guide professional judgment and behavior	1	2	3	4

Comments:

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

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

The student can...	Little to No Extent	Some Extent	Considerable Extent	Great Extent
2.a. Advocate for human rights at the individual, family, group, organizational, and community	1	2	3	4
2.b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	1	2	3	4

Comments:

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

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

The student can…	Little to No Extent	Some Extent	Considerable Extent	Great Extent
3.a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels	1	2	3	4
3.b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences	1	2	3	4

Comments:

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

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

The student can...	Little to No Extent	Some Extent	Considerable Extent	Great Extent
4.a. Apply research findings to inform and improve practice, policy, and programs.	1	2	3	4
4.b. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	1	2	3	4

Comments:

Competency 5: Engage in Policy Practice

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

The student can…	Little to No Extent	Some Extent	Considerable Extent	Great Extent
5.a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services	1	2	3	4
5.b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	1	2	3	4

Comments:

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

The student can...	Little to No Extent	Some Extent	Considerable Extent	Great Extent
6.a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies	1	2	3	4
6.b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies	1	2	3	4

Comments:

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

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

.

The student can…	Little to No Extent	Some Extent	Considerable Extent	Great Extent
7.a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies	1	2	3	4
7.b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan	1	2	3	4

Comments:

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

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

The student can…	Little to No Extent	Some Extent	Considerable Extent	Great Extent
8.a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals	1	2	3	4

Comments:

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

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

The student can...	Little to No Extent	Some Extent	Considerable Extent	Great Extent
9.a. Select and use culturally responsive methods for evaluation of outcomes	1	2	3	4
9.b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities	1	2	3	4

Comments:

Competency 10: Integrate the Program Context that Respects Working with Indigenous and Rural Communities into Competencies 1-9.

Social workers engage, assess, intervene, and evaluate in collaboration with rural and Indigenous Communities. Social workers educate themselves on and model decolonizing social work practices and support Indigenous and rural initiatives that resist colonial impacts and promote justice and equity. Social workers practice cultural humility and cultural responsiveness in actively engaging with and incorporating feedback and knowledge from Indigenous and rural communities to inform and improve social work practices. Social workers center social work research, policy, and practice in ways that honor and sustain Indigenous and rural communities and Tribal Sovereignty. Social workers implement community-driven and strengths-based approaches that contribute to the resilience and self-determination of Indigenous and rural communities and avoid the imposition of external solutions.

The student can…	Little to No Extent	Some Extent	Considerable Extent	Great Extent
10.a. Educate self on and model decolonizing social work practices. Supporting Indigenous and rural initiatives that resist colonial impacts and promote justice and equity.	1	2	3	4
10.b. Practice cultural humility and cultural responsiveness in actively engaging with and incorporating feedback and knowledge from Indigenous and rural communities to inform and improve social work practices.	1	2	3	4
10.c. Center social work research, policy, and practice in ways that honor and sustain Indigenous and rural communities and Tribal Sovereignty.	1	2	3	4
10.d. Implement community-driven and strengths-based approaches that contribute to the resilience and self-determination of Indigenous and rural communities, and avoid the imposition of external solutions	1	2	3	4

Comments:

53

Mid-Year Evaluation

Please check one of the following at the mid-year evaluation. At the final evaluation you do NOT need to complete this section.

- ❏ This practicum student is excelling in this community placement by performing above the expectations for practicum students.

- ❏ This practicum student is meeting the expectations of a new beginning-level practicum student.

- ❏ This practicum student is functioning somewhat below the expectations of a community placement practicum student. There is a question whether this practicum student will be ready for beginning level social work practice by the end of placement. A meeting with the Faculty Liaison should be scheduled.

- ❏ This practicum student is functioning below the expectations of a new beginning-level practicum student. There is considerable concern that this practicum student will not be ready for beginning level social work practice by the end of the placement. A meeting with the Faculty Liaison should be scheduled immediately.

- ❏ This student should not receive credit.

Comments/elaboration:

<u>End of Year (FINAL) Evaluation</u>

Please check one of the following at the final evaluation. At the midterm evaluation, please do NOT complete this section.

- ❏ This practicum student has excelled in community placement by performing above expectations for practicum students. If an appropriate position were open at this agency, for a beginning level social worker, this practicum student would be considered among the top candidates for this position.

- ❏ This practicum student has met the expectations of the community placement. This practicum student is ready for beginning level social work practice.

- ❏ This practicum student is not yet ready for beginning level social work practice.

- ❏ This practicum student is not yet ready for beginning level social work practice and has demonstrated serious problems in performance that could not be addressed. This student should not receive credit.

<u>Comments/elaboration:</u>

<u>Signatures (will be completed digitally in S4)</u>

Students will have an opportunity to approve this statement below as part of their signature section in S4

My Community Instructor (supervisor) has discussed this evaluation with me and I have received a copy.

- ❏ I agree with the evaluation and have signed above

- ❏ I do not agree with the evaluation. *IF THIS BOX IS CHECKED, COMPLETE THE NEXT SECTION.*

The following section is to be completed by the practicum student in cases of disagreement with the evaluation:

If the practicum student disagrees with the evaluation, please state that disagreement in writing and submit a copy to both the Community Instructor and the Faculty Liaison. A meeting between the Intern, Community Instructor, and Faculty Liaison should then be held to discuss the disagreement.

Please consult the Director of Community Education if the meeting was unsuccessful which will activate a level two in the Student Support Process.

MSW Advanced Year Community Placement Performance Evaluation

Student Name: Date:

Name of Agency/Tribal Program:

Name of Community Instructor/Supervisor:

Name of Off-Site/ Co-Supervisor (if applicable):

Name of Faculty Liaison:

   o **Mid-Year (1ˢᵗ semester)** o **Final (2ⁿᵈ semester)**   **Hours Completed:**

   o **Distributed Learning (DL) Student**   o **CalSWEC Title IV-E/Pathway Student**

Instructions for Evaluating Students Demonstrating Social Work Competencies:

The student is to be evaluated as a new advanced-level social worker. The competencies were established by our accrediting organization, the Council on Social Work Education. Under each competency statement are several behaviors that we ask that you assess according to the following criteria:

In choosing which score to select, students and community instructors should consider two factors: the percentage of time and/or the degree of competence demonstrated. There is no expectation that a student will get all scores in the "Great Extent" area – especially in the first semester of community. Scores in the "little to no extent" range are of concern and should be discussed with the Faculty Liaison as soon as possible. Honesty and accuracy in self-assessment and evaluation are critical for meaningful professional development. We encourage both the student and community instructor to use these ratings to accurately capture where the student is in her/his development.

RATING	CRITERIA
Great Extent	The student demonstrates the behavior 90 to 100% of the time and does so with a high degree of competence reflective of advanced level social work practice.
Considerable Extent	The student demonstrates the behavior 60 to 89% of the time and does so with a good degree of competence showing strong promise as an advanced level social worker.
Some Extent	The student demonstrates the behavior 30 to 59% of the time and does so with some competence that with practice will likely improve to a considerable or great extent.
Little or no Extent	The student demonstrates the behavior less than 30% of the time or with very little competence and is unlikely to improve to a considerable extent even with practice. If this is marked, the behavior should be discussed with the Faculty Liaison

Please include brief comments for each competency area. Be sure to indicate those areas in which the student demonstrates particular strength and those areas that can be further developed. **Your narrative is helpful when it is specific and concrete.** Please attach additional pages if needed.

Competency 1: Demonstrate Ethical and Professional Behavior, particularly with respect to work with Indigenous and rural Communities.

At the advanced generalist level, social workers possess a comprehensive understanding of the profession's ethical standards, laws, and policies across micro, mezzo, and macro practice and critique ethical principles within complex environments. Social workers educate themselves on and model decolonizing social work practices. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. They effectively collaborate in interprofessional teams and continually refine their skills through lifelong learning. Social workers model conscious use of self, exercise leadership roles, model integration and internalization of professional standards, and take initiatives in developing necessary alliances to advocate effectively for change.

The student can…	Little to No Extent	Some Extent	Considerable Extent	Great Extent
1.a. Make ethical decisions by applying the standards of the NASW Code of Ethics, IFSW/IASSW ethical principles, and/or other social work ethical codes, relevant laws and regulations, models for ethical decision-making, and ethical conduct of research consistent with advanced generalist practice	1	2	3	4
1.b. Use critical reflection and mindfulness to manage personal values and maintain professionalism in practice situations consistent with advanced generalist practice.	1	2	3	4
1.c. Demonstrate professional roles, relationships, responsibilities, and boundaries in behavior and appearance, including oral, written, and electronic communication consistent with advanced generalist practice	1	2	3	4
1.d. Use technology ethically and appropriately to facilitate practice outcomes consistent with advanced generalist practice.	1	2	3	4
1.e. Use supervision and consultation to guide professional judgement and behavior consistent with advanced generalist practice.	1	2	3	4
1.f. Educate self on, and model, decolonizing social work practices	1	2	3	4

Comments:

Competency 2: **Advance Human Rights and Social, Racial, Economic, and Environmental Justice, particularly with respect to work with Indigenous and rural Communities.**

At the advanced generalist level, social workers have a comprehensive understanding that all individuals, regardless of societal position, possess fundamental human rights, including freedom, safety, privacy, health care, and education. They critically evaluate historical and current global patterns of oppression and human rights violations and apply advanced knowledge of human need, social justice theories, and strategies to promote social, environmental and economic justice. Advanced generalists are skilled at designing and implementing interventions that disrupt oppressive structural barriers. They actively participate in efforts that promote the equitable distribution of social goods and the protection of civil, political, environmental, economic, social, and cultural rights. Advanced generalist social workers take on leadership roles in practice across a broad range of multidisciplinary systems to construct, modify, and evaluate strategies that promote social, economic, environmental justice and human rights. Social workers support Indigenous and rural initiatives that resist colonial impacts and promote justice and equity.

The student can…	Little to No Extent	Some Extent	Considerable Extent	Great Extent
2.a. Apply understanding of social, economic, and environmental justice to advocate for human rights, including Indigenous Peoples Rights, at individual and system levels consistent with advanced generalist practice	1	2	3	4
2.b. Engage in practices that advance Indigenous sovereignty; social, economic, and environmental justice consistent with advanced generalist practice	1	2	3	4
2.c. Support Indigenous and rural initiatives that resist colonial impacts and promote justice and equity.	1	2	3	4

Comments:

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice, particularly with respect to work with Indigenous and rural Communities.

At the advanced generalist level, social workers possess a deep understanding of how diversity and intersectionality shape human identity and experience, recognizing that factors such as age, class, race, gender identity and expression, sexuality, and more intersect to influence both individual and collective realities. Using a culturally responsive lens and continuous self-reflection they critically analyze how these dimensions can lead to experiences of oppression, marginalization, and privilege. They are skilled in identifying and addressing the mechanisms of discrimination and cultural structures that perpetuate inequality, and are committed to fostering inclusive, equitable practices across social, economic, and political systems. Advanced generalist social workers take on leadership roles that generate and support structures that empower people and mitigate forces that oppress, marginalize, alienate or create or enhance privilege and power. They promote collaboration and demonstrate the importance of difference.

The student can…	Little to No Extent	Some Extent	Considerable Extent	Great Extent
3.a. Apply and communicate understanding of the importance of diversity, intersectionality, equity, and inclusion in shaping life experiences in practice across ecosystemic contexts consistent with advanced generalist practice	1	2	3	4
3.b. Present as learners who engage people as experts of their own experiences and practice cultural humility consistent with advanced generalist practice	1	2	3	4
3.c. Apply awareness of power, privilege, and marginalization to reduce the influence of personal biases and values in working with people consistent with advanced generalist practice	1	2	3	4
3.d. Practice cultural humility and cultural responsiveness in actively engaging with and incorporating feedback and knowledge from Indigenous and rural communities to inform and improve social work practices	1	2	3	4
3.e. Identify and implement interventions that incorporate different perceptions of social problems and issues across diverse cultures and initiate proactive strategies to address inequities	1	2	3	4

Comments:

Competency 4: Engage In Practice-informed Research and Research-informed Practice, particularly with respect to work with Indigenous and rural Communities.

Advanced generalist social workers center social work research in ways that honor and sustain Indigenous and rural communities, and Tribal Sovereignty. Social workers implement community-driven and strengths-based research approaches that contribute to the resilience and self-determination of Indigenous and rural communities. Advanced generalists skillfully integrate multi-disciplinary evidence and diverse ways of knowing into practice, translating research into effective interventions. Social workers will use anti-oppressive and anti-racist lenses in conducting research and to understand the interpretations of research. Advanced generalist social workers work collaboratively with communities and across disciplines to design, implement, and interpret social work research.

The student can...	Little to No Extent	Some Extent	Considerable Extent	Great Extent
4.a. Use practice experience and theory to inform scientific inquiry and research including Indigenous research methods consistent with advanced generalist practice	1	2	3	4
4.b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings consistent with advanced generalist practice	1	2	3	4
4.c. Use and translate research evidence to inform and improve practice, policy, programs, and services consistent with advanced generalist practice	1	2	3	4
4.d. Center social work research practice in ways that honor and sustain Indigenous and rural communities and Tribal Sovereignty	1	2	3	4

Comments:

Competency 5: Engage in Policy Practice, particularly with respect to work with Indigenous and rural Communities.

At the advanced generalist level, social workers use a critical and anti-oppressive lens to enhance their understanding of how human rights, social justice, and social welfare are shaped by policies at tribal, federal, state, and local levels. They critically analyze the history, structures, and impact of social policies on service delivery, as well as the reciprocal role of practice in shaping policy. Advanced generalists actively engage in policy development and implementation across micro, mezzo, and macro levels, recognizing the impacts of policy on members of an oppressed and/or underserved populations. They understand the history and current structure of social policies and services, the role of policy in service delivery, and the role of practice in policy development. They provide leadership in developing opportunities to conduct nuanced analysis, formulate collaboratively, and advocate with colleagues, clients, and agencies for policy change. They seek to implement community-driven and strengths-based approaches to policy practice that contribute to the resilience and self-determination of Indigenous and rural communities.

The student can…	Little to No Extent	Some Extent	Considerable Extent	Great Extent
5.a. Identify social policy at the local, state, Tribal, and federal level that impacts well-being, service delivery, and access to social services consistent with advanced generalist practice	1	2	3	4
5.b. Assess how social, environmental, and economic policies affect wellbeing, service delivery, and access to social services consistent with advanced generalist practice	1	2	3	4
5.c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights, Indigenous sovereignty, and social, economic, and environmental justice consistent with advanced generalist practice	1	2	3	4
5.d. Center social work policy practice in ways that contribute to resilience and self-determination, honor and sustain Indigenous and rural communities, promote Tribal Sovereignty, and avoid the imposition of external solutions	1	2	3	4

Comments:

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities, particularly with respect to work with Indigenous and rural Communities.

At the advanced generalist level, social workers consistently employ culturally responsive engagement skills and recognize this as an ongoing, dynamic process in practice with diverse individuals, families, groups, organizations, and communities. They value human relationships and apply advanced knowledge of human behavior and the social environment to critically evaluate and enhance engagement strategies. Recognizing how their personal experiences, biases, and emotional responses influence their practice, advanced generalists use their own empathy as well as culturally responsive, relationship-building, and inter-professional collaboration techniques to engage clients and constituencies effectively.

The student can…	Little to No Extent	Some Extent	Considerable Extent	Great Extent
6.a. Apply knowledge of human behavior and social environments, decolonization, relational worldviews, multilogical perspectives, and other relevant theoretical frameworks to engage with people and place consistent with advanced generalist practice	1	2	3	4
6.b. Use empathy, critical reflection, and interpersonal skills to engage with people and place consistent with advanced generalist practice	1	2	3	4
6.3 Implement community-driven and strengths-based engagement approaches in ways that honor and sustain Indigenous and rural communities and Tribal Sovereignty	1	2	3	4

Comments:

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities, particularly with respect to work with Indigenous and rural Communities.

At the advanced generalist level, social workers engage in comprehensive, ongoing assessment as a critical element of dynamic, client-centered, strength-based practice across multiple systems, including individuals, families, groups, organizations, and communities. They integrate and critically apply a nuanced understanding of human behavior theories and the social environment, tailoring their approach to the unique needs of diverse populations. Advanced generalists utilize a broad array of evidence-informed assessment methods to enhance practice effectiveness, while recognizing and navigating the complexities of the broader social, cultural, and political contexts that influence practice. Advanced social workers implement community-driven and strengths-based approaches to intervention strategies based on the assessment, research knowledge, and values and preferences of people and communities, and contribute to the resilience and self-determination of Indigenous and rural communities consistent with advanced generalist practice.

The student can…	Little to No Extent	Some Extent	Considerable Extent	Great Extent
7.a. Collaborate with constituencies to collect, organize, interpret, and critically reflect on information consistent with advanced generalist practice	1	2	3	4
7.b. Apply knowledge of human behavior and social environments, decolonization, relational worldviews, multilogical perspectives, and other relevant theoretical frameworks in the analysis of assessment data consistent with advanced generalist practice	1	2	3	4
7.c. Practice cultural humility and cultural responsiveness to develop mutually agreed upon intervention goals and objectives based on the assessment of strengths, needs, challenges, and barriers consistent with advanced generalist practice	1	2	3	4
7.d. Implement community-driven and strengths-based approaches to intervention strategies based on the assessment, research knowledge, and values and preferences of people and communities, and contribute to the resilience and self-determination of Indigenous and rural communities consistent with advanced generalist practice	1	2	3	4

Comments:

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Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities, particularly with respect to work with Indigenous and rural Communities.

At the advanced generalist level, social workers recognize that intervention is a continuous, dynamic process integral to their practice with diverse individuals, families, groups, organizations, and communities. Social workers apply a critical understanding of decolonizing, anti-racist, anti-oppressive theories related to human behavior and the social environment, critically evaluating and employing evidence-informed interventions to effectively address the needs and goals of their clients and constituencies, particularly in partnerships with rural and Indigenous communities. Social workers implement anti-racist and culturally responsive frameworks and work towards decolonizing social work practices that are grounded in evidence to achieve desired outcomes. Social workers leverage interprofessional teamwork and communication, understanding that successful interventions often require collaboration across Tribal Nations disciplines, professions, and organizations to support clients in the change process. Social workers facilitate endings and beginnings.

The student can…	Little to No Extent	Some Extent	Considerable Extent	Great Extent
8.a. Implement interventions to achieve practice goals and enhance capacities of people and communities consistent with advanced generalist practice	1	2	3	4
8.b. Apply knowledge of human behavior and social environments, decolonization, relational worldviews, multilogical perspectives, and other relevant theoretical frameworks in interventions consistent with advanced generalist practice	1	2	3	4
8.c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes consistent with advanced generalist practice	1	2	3	4
8.d. Support people and communities to negotiate, mediate, and advocate with institutions consistent with advanced generalist practice	1	2	3	4
8.e. Facilitate effective transitions and endings that advance mutually agreed upon goals consistent with advanced generalist practice	1	2	3	4

8.f. Engaging with and incorporating feedback and knowledge from Indigenous and rural communities to inform and improve social work practices that honor and sustain Indigenous and rural communities and Tribal Sovereignty	1	2	3	4
8.g. Utilize community-driven and strengths-based approaches to intervention that contribute to the resilience and self-determination of Indigenous and rural communities, and avoid the imposition of external solutions	1	2	3	4

Comments:

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities, particularly with respect to work with Indigenous and rural Communities.

At the advanced generalist level, social workers understand that evaluation is an ongoing, dynamic and interactive component of advanced generalist social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. When working in partnership with rural and Indigenous communities, social workers engage in evaluation as a relational and reciprocal process, guided by anti-racist, anti-oppressive, and decolonizing frameworks that honor community knowledge and lived experience. They recognize that evaluation is not a neutral activity, but one that must be approached with cultural humility and a commitment to social and environmental justice. Social workers assess both processes and outcomes in collaboration with community partners to continuously enhance practice, policy, and service delivery. Grounded in evidence-informed and community-led approaches, they use both qualitative and quantitative methods to assess outcomes and ensure that interventions are relevant, effective and aligned with community values and priorities. Through this reflective and iterative process, social workers not only refine their own practice but also contribute to broader efforts to decenter dominant ways of knowing, amplify marginalized voices, and support self-determination, healing, and sustainability in rural and Indigenous communities

The student can…	Little to No Extent	Some Extent	Considerable Extent	Great Extent
9.a. Select and use methods for evaluation of outcomes in collaboration with people and communities consistent with advanced generalist practice	1	2	3	4
9.b. Apply knowledge of human behavior and social environments, decolonization, relational worldviews, multilogical perspectives, and other relevant theoretical frameworks in the evaluation of outcomes consistent with advanced generalist practice	1	2	3	4
9.c. Collaboratively analyze, monitor, and evaluate intervention and program processes and outcomes consistent with advanced generalist practice	1	2	3	4
9.d. Apply evaluation findings to improve practice effectiveness across ecosystemic contexts consistent with advanced generalist practice	1	2	3	4
9.e. Implement community-driven and strengths-based approaches to evaluation that contribute to the resilience and self-determination of Indigenous and rural communities, and avoid the imposition of external solutions consistent with advanced generalist practice	1	2	3	4

Comments:

67

Mid-Year Evaluation

Please check one of the following at the mid-year evaluation. At the final evaluation you do NOT need to complete this section.

❏ This practicum student is excelling in this community placement by performing above the expectations for practicum students.

❏ This practicum student is meeting the expectations of a new beginning-level practicum student.

❏ This practicum student is functioning somewhat below the expectations of a community placement practicum student. There is a question whether this practicum student will be ready for beginning level social work practice by the end of placement. A meeting with the Faculty Liaison should be scheduled.

❏ This practicum student is functioning below the expectations of a new beginning-level practicum student. There is considerable concern that this practicum student will not be ready for beginning level social work practice by the end of the placement. A meeting with the Faculty Liaison should be scheduled immediately. This student should not receive credit.

Comments/elaboration:

End of Year (FINAL) Evaluation

Please check one of the following at the final evaluation. At the midterm evaluation, please do NOT complete this section.

❏ This practicum student has excelled in community placement by performing above expectations for practicum students. If an appropriate position were open at this agency, for a beginning level social worker, this practicum student would be considered among the top candidates for this position.

❏ This practicum student has met the expectations of the community placement. This practicum student is ready for beginning level social work practice.

❏ This practicum student is not yet ready for beginning level social work practice.

❏ This practicum student is not yet ready for beginning level social work practice and has demonstrated serious problems in performance that could not be addressed. This student should not receive credit.

Comments/elaboration:

Signatures (will be completed digitally in S4)

Students will have an opportunity to approve this statement below as part of their signature section in S4

My Community Instructor (supervisor) has discussed this evaluation with me and I have received a copy.

- ❏ I agree with the evaluation and have signed above

- ❏ I do not agree with the evaluation. *IF THIS BOX IS CHECKED, COMPLETE THE NEXT SECTION.*

The following section is to be completed by the practicum student in cases of disagreement with the evaluation:

If the practicum student disagrees with the evaluation, please state that disagreement in writing and submit a copy to both the Community Instructor and the Faculty Liaison. A meeting between the Intern, Community Instructor, and Faculty Liaison should then be held to discuss the disagreement.

 Please consult the Director of Community Education if the meeting was unsuccessful which will activate a level two in the Student Support Process.

FALL Student Evaluation of Community Instructor (Supervisor)
Fall Semester/Mid-Year Evaluation | SW 455/555/655 Community Experience

DUE DATE: DECEMBER 10th

You are asked to provide feedback for your Community Instructor in conjunction with your fall semester evaluation. Part of developing professional practice is to be able to give and receive feedback. Evaluations are best when there has been an ongoing dialogue between you and your Supervisor. Most items on this evaluation were likely examined and discussed during the academic year but it is beneficial to reflect on your experiences to this point in the practicum studentship and identify together a plan to establish ways to enhance your learning and your educational supervision. You are to type out an evaluation by addressing the following areas.

I) AGENCY/TRIBAL CONTEXT
Initial orientation and participation with agency/tribal setting purpose, policies, procedures, and staff

A) What was helpful?

B) Given what you know at this point in your practicum studentship, what do you need or want to know in order to function at your best within the agency/tribal setting?

C) What planned activities would help you to continue your development in the spring?

II) KNOWLEDGE AND SKILL OPPORTUNITIES
Preparation and organization of experiences

A) How were experiences to gain knowledge or practice skills organized or sequenced that helped you to learn?

B) What was helpful before, during, and after experiences?

C) What might have helped you to learn more fully from your experiences?

D) Given your current status, what would help in the spring?

III) SOCIAL WORK VALUES AND ETHICS
Awareness of personal and agency actions

A) What has helped you to increase your capacity to recognize the choice and effect of actions consistent with professional values?

B) If and when situations raised ethical dilemmas, what was helpful in supporting your development to handle these situations?

C) What might have helped you to learn more fully from the experiences?

D) Given your current level of development, what would be helpful in the spring to increase your recognition of value dilemmas and the skills to handle situations?

IV) SUPERVISION
Relationship to learning

A) How is supervision provided and in what ways has it been beneficial?

B) To what extent was your Supervisor available for support and guidance?

C) How consistent and organized were activities arranged by your Supervisor?

D) Were you supported in examining and exploring thoughts, feelings, and actions, and personal challenges?

E) What will increase your ability to process and learn from your Supervisor in the spring?

V) ADDITIONAL COMMENTS

Community Instructor's Evaluation of Community Education Program

Fall Semester/Mid-Year Evaluation | SW 455/555/655 Community Experience

DUE DATE: DECEMBER 10th

Faculty Liaison_____

Agency/Tribe_____

Student_____

   Before beginning the spring semester, your feedback of what would support your work as a Supervisor for the social work program is helpful. Given the progress of the fall semester, how might the Faculty Liaison support and enhance your experience with the student?

I) Community Visits   **To What Degree Did we…**

Were the Faculty Liaison visits helpful?   4= great extent
                                               3= considerable extent
                                               2= some extent
                                               1= not at all

In the areas of:

Clarified the purpose of the community experience   ___   ___   ___   ___

Helped with how to use the Community Handbook   ___   ___   ___   ___

To learn more about social work concepts   ___   ___   ___   ___

Helped me in my work with the student by:

Improving our communication   ___   ___   ___   ___

Answering questions that I have   ___   ___   ___   ___

Support in developing the LA   ___   ___   ___   ___

Offering approaches in supervision   ___   ___   ___   ___

Resolving concerns or difficulties   ___   ___   ___   ___

 II) Availability, style, and preparation of the Faculty Liaison

1) Please feel free to comment on what has been helpful or what changes would increase the experience for you and your student. What works and doesn't work for you? What do you want

in order to maintain a better understanding of the social work community experience and feel more supported in developing the student's social work practice?

III) Intern-Supervisor Orientation and Community Instructor Training

1) What do you feel the program or Faculty Liaison offered to support the smooth beginning of the community experience? What would improve the situation for you?

2) To what extent are you supported by your agency/tribal setting and by co-workers to provide the kind of community experience that you value? Are there any additional ways for the Faculty Liaison and/or the Community Director to support you in your agency/tribal setting?

3) Did you attend the Intern-Supervisor orientation or Community Instructor training? If so, what did you find beneficial and what would improve them? If you are not attending, how come? How can we help facilitate your participation?

IV) Additional Comments:

Final Student Evaluation of Agency/Tribal Placement
Spring Semester/End of Year Evaluation | SW 455/555/655 Community Experience

DUE DATE: May 6th

Please write a brief narrative describing your experiences and perceptions of the agency/tribal context. The following questions are offered as a guide to identify some areas of your experience. Evaluations are best when there has been an ongoing dialogue between you and your Community Instructor. Please consider sharing this evaluation with your Community Instructor as you discuss your own final evaluation.

THE ORGANIZATIONAL CONTEXT
a) From the beginning, did you experience the placement setting to be responsive to your presence as a student learner?

b) In what ways did you feel included as part of the staff, appropriate to your role as an practicum student?

c) Did you feel your Community Instructor was supported to provide the time and opportunities to enhance your learning?

d) If relevant, did you feel support from others in the agency/tribal setting? Can you name some ways that were beneficial and supportive?

e) As you complete your placement, do you feel you have gained a full understanding of the placement's mission and services as well as its relationship with the community?

f) What changes in the agency/tribal setting do you think would make the community experience better?

SUPERVISION
a) How did your experiences with your Community Instructor expand your knowledge of the community?

b) To what extent was your Community Instructor able to help you connect theory with practice throughout the year?

c) To what extent did you feel your Community Instructor was genuinely interested in your learning and able to provide opportunities that matched with your development?

d) Was time consistently set-aside for supervision?

e) Were you able to talk openly about your thoughts, feelings, and actions in order to reflect and examine your experiences and development as an practicum student?

f) Did you experience that your Community Instructor's expectations for your work and growth were realistic?

g) Any suggestions for your Community Instructor?

Community Instructor's Evaluation of Community Education Program

Spring Semester 2018/End of Year Evaluation | SW 455/555/655 Community Experience

DUE DATE: MAY 6ᵗʰ

Please complete this evaluation of the Community Education Program at the end of the year. Your feedback will be used to make improvements in the role of the faculty liaison and the social work program Community Education Program. Your commitment of time and effort is truly appreciated.

Community Instructor: **Date:**

Agency/Tribe:

Faculty Liaison:

Student:

I) Understanding the Program Expectations

a) Did the Community Education Handbook provide sufficient information to help you understand your role as a Community Instructor and provide guidance for creating a learning experience for your student? Any content that was particularly beneficial? Anything missing?

b) Was the Faculty Liaison helpful in supporting you to fulfill your role as the Community Instructor during meetings with the student? How so?

c) Was the Faculty Liaison helpful if and when, you needed or chose to seek clarification or additional support?

d) What changes would you like to see in her/his role that would help meet your expectations?

II) Supporting and Enhancing the Working Relationship with the Student

a) Did the Faculty Liaison provide the support and knowledge necessary for you to offer the student the opportunity to learn integration of social work theory with practice as needed (concepts, values etc.)?

b) Did the Faculty Liaison help create and support a mutual learning process? If dilemmas arose, was the Faculty Liaison supportive in addressing concerns? What would add to the process for you in the future?

III) Community Director

a) If you had contact with the Community Director, was she helpful and responsive? Any feedback?

IV) Orientation and training

a) What would be most beneficial for you at the beginning of the year?

b) If you were able to attend and participate in Community Instructor training and Community orientation…What was beneficial? What would have improved the experience for you?

IV) Additional comments

Appendices

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Program Competencies & Behaviors

BASW/Foundation-Year MSW Program Competencies & Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities.

Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice.

Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas.

Social workers recognize and manage personal values and the distinction between personal and professional values.

Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior.

Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice.

Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work.

Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice.

Social workers understand digital technology and the ethical use of technology in social work practice.

Behaviors:
1.a. **Make ethical decisions** by **applying** the standards of the National Association of Social Workers **Code of Ethics**, relevant laws and regulations, models for **ethical decision making**, **ethical conduct of research**, and **additional codes of ethics** within the profession **as appropriate** to the context
1.b. **Demonstrate** professional behavior; appearance; and oral, written, and electronic communication
1.c. Use technology **ethically** and **appropriately** to facilitate practice outcomes
1.d. Use **supervision** and **consultation** to guide professional **judgment** and **behavior**

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

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response.

Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all.

Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Behaviors:
2.a. **Advocate** for human rights at the individual, family, group, organizational, and community system levels
2.b. Engage in practices that **advance human rights** to **promote social, racial, economic, and environmental justice**

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

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research.

Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice.

Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status.

Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power.

Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination.

Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

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

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge.

Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions.

Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs.

Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective.

Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses.

Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods.

Social workers demonstrate knowledge about methods to assess reliability and validity in social work research.

Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies.

Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Behaviors:
4.a. **Apply research** findings to **inform** and **improve** practice, policy, and programs
4.b. **Identify** ethical, culturally informed, anti-racist, and anti-oppressive strategies that **address inherent biases** for use in quantitative and qualitative **research methods** to advance the purposes of social work

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services.

Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy.

Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses.

Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities.

Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Behaviors:
5.a. Use social justice, anti-racist, and anti-oppressive lenses to **assess** how **social welfare policies** affect the delivery of and access to social services
5.b. Apply critical thinking to analyze, formulate, and **advocate for policies** that advance human rights and social, racial, economic, and environmental justice

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships.

Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities.

Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies.

Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Behaviors:
6.a. Apply knowledge of human behavior and person-in-environment, as well as **interprofessional conceptual frameworks**, to engage with clients and constituencies
6.b. **Use empathy, critical reflection, and interpersonal skills** to engage in culturally responsive practice with clients and constituencies

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice.

Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities.

Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan.

Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process.

Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

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

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice.

Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities.

Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals.

Social workers facilitate effective transitions and endings.

Behaviors:
8.a. Engage with clients and constituencies to **critically choose and implement** culturally responsive, evidence-informed **interventions** to achieve client and constituency goals
8.b. Incorporate culturally responsive methods to **negotiate, mediate, and advocate** with and on behalf of clients and constituencies

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities.

Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness.

Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes.

Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes.

Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Behaviors:
9.a. Select and use **culturally responsive** methods for **evaluation** of outcomes
9.b. Critically **analyze outcomes** and **apply evaluation** findings to improve practice effectiveness with individuals, families, groups, organizations, and communities

Competency 10: Integrate the Program Context that Respects Working with Indigenous and Rural Communities into Competencies 1-9

Social workers engage, assess, intervene, and evaluate in collaboration with rural and Indigenous Communities.

Social workers educate themselves on and model decolonizing social work practices and support Indigenous and rural initiatives that resist colonial impacts and promote justice and equity.

Social workers practice cultural humility and cultural responsiveness in actively engaging with and incorporating feedback and knowledge from Indigenous and rural communities to inform and improve social work practices.

Social workers center social work research, policy, and practice in ways that honor and sustain Indigenous and rural communities and Tribal Sovereignty.

Social workers implement community-driven and strengths-based approaches that contribute to the resilience and self-determination of Indigenous and rural communities and avoid the imposition of external solutions.

Behaviors:
10.a. **Educate self** on and model decolonizing social work practices. Supporting Indigenous and rural initiatives that **resist colonial impacts and promote justice and equity**
10.b. Practice cultural humility and cultural responsiveness in **actively engaging with and incorporating feedback and knowledge** from Indigenous and rural communities to inform and improve social work practices
10.c. Center social work research, policy, and practice in ways that **honor** and **sustain** Indigenous and rural communities and Tribal Sovereignty
10.d. Implement community-driven and strengths-based approaches that **contribute** to the **resilience** and **self-determination** of Indigenous and rural communities, and **avoid the imposition of external solutions**

Advanced-Year MSW Program Competencies and Behaviors

The MSW Program is designed to help meet:

(1) the immediate need in northern coastal California and; (2) the growing need in public, private and tribal social service agencies in California, the Americas, and globally for advanced generalist social work professionals.

Competency 1: Demonstrate Ethical and Professional Behavior, particularly with respect to work with Indigenous and rural Communities

At the advanced generalist level, social workers possess a comprehensive understanding of the profession's ethical standards, laws, and policies across micro, mezzo, and macro practice and critique ethical principles within complex environments.

Social workers educate themselves on and model decolonizing social work practices.

Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. They effectively collaborate in interprofessional teams and continually refine their skills through lifelong learning.

Social workers model conscious use of self, exercise leadership roles, model integration and internalization of professional standards, and take initiatives in developing necessary alliances to advocate effectively for change.

Behaviors:
1.a. **Make ethical decisions** by applying the standards of the NASW Code of Ethics, IFSW/IASSW ethical principles, and/or other social work ethical codes, relevant laws and regulations, models for ethical decision-making, and ethical conduct of research consistent with advanced generalist practice
1.b. **Use critical reflection** and mindfulness to manage personal values and maintain professionalism in practice situations consistent with advanced generalist practice
1.c. **Demonstrate professional** roles, relationships, responsibilities, and boundaries in **behavior** and appearance, including oral, written, and electronic communication consistent with advanced generalist practice
1.d. **Use technology ethically** and appropriately to facilitate practice outcomes consistent with advanced generalist practice
1.e. **Use supervision** and **consultation** to guide professional judgment and behavior consistent with advanced generalist practice
1.f. **Educate self** on, and model, decolonizing social work practices

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice, particularly with respect to work with Indigenous & Rural Communities

At the advanced generalist level, social workers have a comprehensive understanding that all individuals, regardless of societal position, possess fundamental human rights, including freedom, safety, privacy, health care, and education. They critically evaluate historical and current global patterns of oppression and human rights violations and apply advanced knowledge of human need, social justice theories, and strategies to promote social, environmental and economic justice

Advanced generalists are skilled at designing and implementing interventions that disrupt oppressive structural barriers. They actively participate in efforts that promote the equitable distribution of social goods and the protection of civil, political, environmental, economic, social, and cultural rights

Advanced generalist social workers take on leadership roles in practice across a broad range of multidisciplinary systems to construct, modify, and evaluate strategies that promote social, economic, environmental justice and human rights

Social workers support Indigenous and rural initiatives that resist colonial impacts and promote justice and equity

Behaviors:
2.a. Apply **understand**ing of social, economic, and environmental justice to **advocate** for human rights, including Indigenous Peoples Rights, at individual and system levels consistent with advanced generalist practice.
2.b. Engage in practices that **advance Indigenous sovereignty**; social, economic, and environmental justice consistent with advanced generalist practice.
2.c. **Support** Indigenous and rural initiatives that resist colonial impacts and promote justice and equity

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice, particularly with respect to work with Indigenous and rural Communities.

At the advanced generalist level, social workers possess a deep understanding of how diversity and intersectionality shape human identity and experience, recognizing that factors such as age, class, race, gender identity and expression, sexuality, and more intersect to influence both individual and collective realities.

Using a culturally responsive lens and continuous self- reflection they critically analyze how these dimensions can lead to experiences of oppression, marginalization, and privilege. They are skilled in identifying and addressing the mechanisms of discrimination and cultural structures that perpetuate inequality, and are committed to fostering inclusive, equitable practices across social, economic, and political systems.

Advanced generalist social workers take on leadership roles that generate and support structures that empower people and mitigate forces that oppress, marginalize, alienate or create or enhance privilege and power. They promote collaboration and demonstrate the importance of difference.

Behaviors:
3.a. Apply and communicate understanding of the **importance** of diversity, intersectionality, equity, and inclusion in shaping life experiences in practice across ecosystemic contexts consistent with advanced generalist practice
3.b. Present as **learners** who engage people as experts of their own experiences and **practice cultural humility** consistent with advanced generalist practice
3.c. Apply awareness of power, privilege, and marginalization to **reduce** the **influence of personal biases** and values in working with people consistent with advanced generalist practice
3.d. Practice cultural humility and cultural responsiveness in actively engaging with and **incorporating feedback** and knowledge from Indigenous and rural communities to **inform and improve** social work **practice**s
3.e. Identify and implement interventions that **incorporate different perceptions of social problems** and issues across diverse cultures and initiate proactive strategies to address inequities

Competency 4: Engage In Practice-informed Research and Research-informed Practice, particularly with respect to work with Indigenous and rural Communities.

Advanced generalist social workers center social work research in ways that honor and sustain Indigenous and rural communities, and Tribal Sovereignty. Social workers implement community-driven and strengths-based research approaches that contribute to the resilience and self-determination of Indigenous and rural communities.

Advanced generalists skillfully integrate multi-disciplinary evidence and diverse ways of knowing into practice, translating research into effective interventions.

Social workers will use anti-oppressive and anti-racist lenses in conducting research and to understand the interpretations of research.

Advanced generalist social workers work collaboratively with communities and across disciplines to design, implement, and interpret social work research.

Behaviors:
4.a. Use practice experience and theory to **inform scientific inquiry and research** including Indigenous research methods consistent with advanced generalist practice.
4.b. Apply critical thinking to **engage in analysis** of quantitative and qualitative research methods and research findings consistent with advanced generalist practice.

4.c. Use and **translate research evidence** to inform and improve practice, policy, programs, and services consistent with advanced generalist practice.
4.d. Center social work research practice in ways that **honor and sustain** Indigenous and rural communities and Tribal Sovereignty

Competency 5: Engage in Policy Practice, particularly with respect to work with Indigenous and rural Communities.

At the advanced generalist level, social workers use a critical and anti-oppressive lens to enhance their understanding of how human rights, social justice, and social welfare are shaped by policies at tribal, federal, state, and local levels. They critically analyze the history, structures, and impact of social policies on service delivery, as well as the reciprocal role of practice in shaping policy.

Advanced generalists actively engage in policy development and implementation across micro, mezzo, and macro levels, recognizing the impacts of policy on members of an oppressed and/or underserved populations. They understand the history and current structure of social policies and services, the role of policy in service delivery, and the role of practice in policy development. They provide leadership in developing opportunities to conduct nuanced analysis, formulate collaboratively, and advocate with colleagues, clients, and agencies for policy change. They seek to implement community-driven and strengths-based approaches to policy practice that contribute to the resilience and self-determination of Indigenous and rural communities.

Behaviors:
5.a. **Identify social policy** at the local, state, Tribal, and federal level that impacts wellbeing, service delivery, and access to social services consistent with advanced generalist practice.
5.b. **Assess** how social, environmental, and economic **policies** affect well-being, service delivery, and access to social services consistent with advanced generalist practice.
5.c. Apply critical thinking to analyze, formulate, and **advocate for policies** that advance human rights, Indigenous sovereignty, and social, economic, and environmental justice consistent with advanced generalist practice.
5.d. Center social work policy practice in ways that contribute to resilience and self-determination, **honor and sustain** Indigenous and rural communities, promote Tribal Sovereignty, and **avoid the imposition of external solutions**

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities, particularly with respect to work with Indigenous and rural Communities.

At the advanced generalist level, social workers consistently employ culturally responsive engagement skills and recognize this as an ongoing, dynamic process in practice with diverse individuals, families, groups, organizations, and communities. They value human relationships and apply advanced knowledge of human behavior and the social environment to critically evaluate and enhance engagement strategies.

Recognizing how their personal experiences, biases, and emotional responses influence their practice, advanced generalists use their own empathy as well as culturally responsive, relationship-building, and inter-professional collaboration techniques to engage clients and constituencies effectively.

Behaviors:
6.a. Apply knowledge of human behavior and social environments, decolonization, relational worldviews, multilogical perspectives, and other **relevant theoretical frameworks** to engage with people and place consistent with advanced generalist practice.
6.b. **Use empathy, critical reflection, and interpersonal skills** to engage with people and place consistent with advanced generalist practice.
6.d. Implement **community-driven** and **strengths-based engagement** approaches in ways that **honor and sustain** Indigenous and rural communities and Tribal Sovereignty

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities, particularly with respect to work with Indigenous and rural Communities.

At the advanced generalist level, social workers engage in comprehensive, ongoing assessment as a critical element of dynamic, client-centered, strength-based practice across multiple systems, including individuals, families, groups, organizations, and communities. They integrate and critically apply a nuanced understanding of human behavior theories and the social environment, tailoring their approach to the unique needs of diverse populations.

Advanced generalists utilize a broad array of evidence-informed assessment methods to enhance practice effectiveness, while recognizing and navigating the complexities of the broader social, cultural, and political contexts that influence practice.

Advanced social workers implement community-driven and strengths-based approaches to intervention strategies based on the assessment, research knowledge, and values and preferences of people and communities, and contribute to the resilience and self-determination of Indigenous and rural communities consistent with advanced generalist practice.

Behaviors:
7.a. Collaborate with constituencies to **collect, organize, interpret, and critically reflect** on information consistent with advanced generalist practice.
7.b. Apply knowledge of human behavior and social environments, decolonization, relational worldviews, multilogical perspectives, and other relevant theoretical frameworks in the **analysis of assessment data** consistent with advanced generalist practice.
7.c. Practice **cultural humility** and **cultural responsiveness** to **develop mutually agreed** upon intervention goals and objectives based on the assessment of strengths, needs, challenges, and barriers consistent with advanced generalist practice.
7.d. Implement **community-driven** and **strengths-based approaches** to intervention strategies based on the assessment, research knowledge, and values and preferences of people and communities, and **contribute to the resilience** and **self-determination** of Indigenous and rural communities consistent with advanced generalist practice.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities, particularly with respect to work with Indigenous and rural Communities.

At the advanced generalist level, social workers recognize that intervention is a continuous, dynamic process integral to their practice with diverse individuals, families, groups, organizations, and communities.

Social workers apply a critical understanding of decolonizing, anti-racist, anti-oppressive theories related to human behavior and the social environment, critically evaluating and employing evidence-informed interventions to effectively address the needs and goals of their clients and constituencies, particularly in partnerships with rural and Indigenous communities.

Social workers implement anti-racist and culturally responsive frameworks and work towards decolonizing social work practices that are grounded in evidence to achieve desired outcomes.

Social workers leverage interprofessional teamwork and communication, understanding that successful interventions often require collaboration across Tribal Nations disciplines, professions, and organizations to support clients in the change process. Social workers facilitate endings and beginnings.

Behaviors:
8.a. **Implement interventions** to achieve practice goals and enhance capacities of people and communities consistent with advanced generalist practice.
8.b. **Apply** knowledge of human behavior and social environments, decolonization, relational worldviews, multilogical perspectives, and other relevant theoretical frameworks in interventions consistent with advanced generalist practice.
8.c. **Use inter-professional collaboration** as appropriate to achieve beneficial practice outcomes consistent with advanced generalist practice.
8.d. Support people and communities to **negotiate, mediate, and advocate** with institutions consistent with advanced generalist practice.
8.e. **Facilitate** effective **transitions** and **endings** that advance mutually agreed upon goals consistent with advanced generalist practice.

8.f. Engaging with and **incorporating feedback** and **knowledge** from Indigenous and rural communities to **inform** and **improve** social work practices that honor and sustain Indigenous and rural communities and Tribal Sovereignty

8.g. Utilize community-driven and strengths-based approaches to intervention that **contribute to the resilience and self-determination** of Indigenous and rural communities, and **avoid the imposition of external solutions**

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities, particularly with respect to work with Indigenous and rural Communities.

At the advanced generalist level, social workers understand that evaluation is an ongoing, dynamic and interactive component of advanced generalist social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. When working in partnership with rural and Indigenous communities, social workers engage in evaluation as a relational and reciprocal process, guided by anti-racist, anti-oppressive, and decolonizing frameworks that honor community knowledge and lived experience. They recognize that evaluation is not a neutral activity, but one that must be approached with cultural humility and a commitment to social and environmental justice.

Social workers assess both processes and outcomes in collaboration with community partners to continuously enhance practice, policy, and service delivery. Grounded in evidence-informed and community-led approaches, they use both qualitative and quantitative methods to assess outcomes and ensure that interventions are relevant, effective and aligned with community values and priorities. Through this reflective and iterative process, social workers not only refine their own practice but also contribute to broader efforts to decenter dominant ways of knowing, amplify marginalized voices, and support self-determination, healing, and sustainability in rural and Indigenous communities.

Behaviors:
9.a. **Select and use methods for evaluation** of outcomes in collaboration with people and communities consistent with advanced generalist practice.

9.b. **Apply** knowledge of human behavior and social environments, decolonization, relational worldviews, multi-logical perspectives, and other relevant **theoretical frameworks in** the **evaluation** of outcomes consistent with advanced generalist practice.

9.c. Collaboratively **analyze, monitor, and evaluate intervention** and program processes and outcomes consistent with advanced generalist practice.

9.d. **Apply evaluation findings** to improve practice effectiveness across eco-systemic contexts consistent with advanced generalist practice.

9.e. Implement **community-driven** and **strengths-based** approaches to evaluation that **contribute to the resilience** and **self-determination** of Indigenous and rural communities, and **avoid the imposition of external solutions**

Professional Social Work Values

Students are expected to be able to identify and recognize how their work is guided by professional values. Examining their work through supervision provides the basis to reflect on their conduct and to see their growth to operate in consonance with social work values.

The Council on Social Work Education identifies the social work values that are to guide the professional practice:

- Social workers' professional relationships are built on regard for individual worth and dignity and advance by mutual participation, acceptance, confidentiality, honesty, and responsible handling of conflict.

- Social workers respect people's right to make independent decisions and to participate actively in the helping process.

- Social workers are committed to assisting client systems to obtain needed resources.

- Social workers strive to make social institutions more humane and responsive to human needs.

- Social workers demonstrate respect for and acceptance of the unique characteristics of diverse populations.

- Social workers are responsible for their own ethical conduct, the quality of their practice, and seeking continuous growth in the knowledge and skills of their profession.

The National Association of Social Workers also sets out a Code of Ethics to guide professional practice.

The following broad ethical principles are based on social work core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: Service

Ethical Principle: Social workers' primary goal is to help people in need and to address social problems.

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment,discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: Dignity and Worth of the Person

Ethical Principle: Social workers respect the inherent dignity and worth of the person.

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: Importance of Human Relationships

Ethical Principle: Social workers recognize the central importance of human relationships.

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: Competence

Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise.

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Please find the full NASW Code of Ethics linked below

National Association of Social Workers (NASW) Code of Ethics: https://www.socialworkers.org/pubs/code/default.asp

Social Work Roles

Roles are conceptual ways to explain how people relate to each other as reflected in our behaviors, attitudes and values. As you develop practicum studentship activities and evaluate the student over the course of their learning it can be helpful to consider their ability to fulfill certain social work roles. During supervision it can be helpful to review how the student decides what roles are most relevant and effective in working with clients, and the skill level, knowledge base, and value orientation that frames a student's assessment and choice of action.   These roles are not independent functions but rather always integrated and multi-faceted approaches to social work practice. These are some common terms for different roles engaged by professional social workers.

- **Broker:** Acting as a linkage between the client and the community resources (e.g., services, specific information, informal peer networks). Requires a broad knowledge base of community resources and how to access these resources effectively. Rather than simply providing the name of a resource as a referral, the social worker actively supports the client in successfully negotiating through the system and connecting to the desired service.

- **Advocate:** Based on the client's needs and wishes, being a speaker for the client, presenting and arguing on behalf of the client, and taking a position. Can be done with the client, as well as advocating for the client as an individual or a group (e.g., lobbying, speaking at hearings, defending the right to service, arguing for a specific helping model for a client). The social worker is not neutral.

- **Teacher:** Offering information directed toward helping (e.g., parent effectiveness groups where the worker shares skills about parenting, birth control information provided to teens,

talking about coping strategies, giving information on the legal consequences of a behavior). acting as a role model (e.g., open communication, conflict resolution, acceptance, parenting), and utilizing dialogue as the process to mutually share ideas and knowledge with clients as co-teachers.

- **Facilitator:** Assisting clients in finding strengths and resources within themselves in order to make the changes they want to make. Helping clients believe in their own potential for affecting changes in themselves and in their environments. A difference between advocating and facilitating would be speaking to a parent for a teenager about her feelings vs. encouraging the teen herself to speak with her parent about her feelings.

- **Mediator:** When we advocate, we take a position for which we argue and when we mediate, our position is one of neutrality. Attempt to reconcile differences in order to reach an agreement or resolve a conflict (e.g., between a counselor and client, parent and child, or among professionals). Close attention is paid to differences in power and privilege to ensure mediation is structured in a meaningful process and that reconciliation is not at the expense of the least privileged.

- **Collaborator:** Building cooperative and open professional relationships among social service workers and related paraprofessionals. Seeing and using the common ground among helping professionals to create and maintain healthy social service networks (e.g., calling a meeting of all professionals working with a particular family or client group in order to develop more effective helping strategies).

Social Work Practice

"The purpose of social work is to promote or restore a mutually beneficial interaction between individuals and society in order to improve the quality of life for everyone. Social workers hold the following beliefs:

*The environment (social, physical, organizational) should provide the opportunity and resources for the maximum realization of the potential and aspirations of all individuals, and should provide for their common human needs and for the alleviation of distress and suffering.

*Individuals should contribute as effectively as they can to their own well-being and to the social welfare of others in their immediate environment as well as to the collective society.

*Transactions between individuals and others in their environment should enhance the dignity, individuality, and self-determination of everyone. People should be treated humanely and with justice." (NASW Working Statement, 1981)

Generalist Social Work Practice

At Cal Poly Humboldt, the Department of Social Work prepares baccalaureate and masters students for beginning and advanced social work practice as generalists. Students learn at Cal Poly Humboldt that Generalist Social Work Practice incorporates a professional knowledge, value and skill base informed by an ecological systems perspective that supports a capacity to become proficient in varying methods to create change, maximize social functioning and social justice (empowerment) by multi-level interventions that are client-centered and situation-focused with attention to the cultural and socio-political context.

The Cal Poly Humboldt generalist social work practice approach emphasizes empowerment and a strengths perspective which features:

(a) A humanistic perspective on people: people are viewed as active, capable of developing their potentialities with a de-emphasis on psychopathology.

 (b) A re-definition of human dilemmas in transactional terms: locates the issues of concern not in the individual but in the dynamic transactions between systems - discrepancies between a person's needs and the environmental resources and the multiple levels of systemic interplay.

(c) Reformulation of assessment as competence clarification: competence is not the fixed attribute of the person or system but rather the transactional attribute between the person's capacities, motivation, and skills with the environmental context. An orientation toward identifying strengths or clarifying competence underlies an empowerment approach.

(d) Redefinition of the client-worker roles: recognizing people as having assets, potentialities, and competencies to engage in the existing situation and that social workers utilize various roles and varying approaches that provide environmental conditions necessary for people to be able to meet life challenges and achieve their aspirations.

(e) Redefinition of the client-worker relationship, particularly in terms of mutuality and authenticity: so that the authority and power invested in the social work role is reduced by eliminating hidden agendas and by a relationship that manifests genuine caring, openness, and honesty.

By forming a mutual process that allows for direct and meaningful dialogue that supports mastery rather than mystifying the professional helping process.

(f) Focus on life processes and life experiences: the worker has a duty to support the person's acquisition of knowledge, the processing of such information, and the stimulation of cognitive processes of the person to see new possibilities and assess the potential risks and benefits of their choices.

By providing diverse opportunities for action, the worker can provide the person to develop creativity and increasing hope in utilizing past experiences and future goals to be empowered in facing the present life challenge.

(g) Emphasis on using the environment: workers should be directly exposed to the ecological context of the person in order to identify and utilize existing people, resources, and facilities or to support the addition of new opportunities as well as addressing and changing the institutionalized forms of oppression.

(h) Regular use of client feedback: social workers should seek and engage people to share their perspective and evaluation of their helping efforts. In doing so, social workers increase opportunities for people to make decisions, engage in enhancing their cognitive processes, being more active in the relationship and in the anticipation of forthcoming opportunities and challenges.

*Adapted from:
-Maluccio, Anthony N. (editor), Promoting Competence in Clients: A New/Old Approach to Social Work Practice, The Free Press, Division of MacMillan Publishing Company, Inc., New York, New York,1981.
-Miley, Karla Krogsrud and O'Melia, Michael and DuBois, Brenda L., Generalist Social Work Practice: An Empowering Approach, Allyn and Bacon, A Simon and Schuster Company, Needham Heights, Massachusetts, 1995.*

Developing Cultural Awareness and the Conscious Use of Self

Students in the social work program are expected to demonstrate a commitment to develop self-awareness of their own cultural values, attitudes, and experiences that make cross-cultural work challenging to establish meaningful, trusting relationships. We want students to be able to assess their own experiences and learn differences in the experience of other cultural groups.

Understanding the implications of cultural differences and valuing those differences are essential aspects of emerging competencies. By paying attention to the dynamics of differences that affect their interactions with clients and staff, students will learn to recognize the challenges inherent in forming genuine, meaningful relationships that require reflection and changes in their behaviors. Issues of power and privilege are central to addressing social injustice.

Students are expected to be able to assess the realities of present conditions within their agency placements and within the social service community in meeting the needs of diverse populations. The student will be able to identify the ongoing process of developing cultural awareness in the varying ways services are provided, the composition and skill of agency staff to meet the needs of diverse communities, and the manner in which the agency seeks relationships with diverse communities to increase understanding and greater sensitivity.

Figure 1: Social Work Competencies

This diagram depicts three concentric circles. The innermost circle contains the concepts of: Engagement, Assessment, Intervention and Evaluation. The middle circle contains: Clients and constituencies (i.e. Individuals, families, groups, organizations and communities) and research. The outermost circle contains: Human rights and social economic and environmental justice, ethical and professional behavior and diversity and difference. The diagram demonstrates the inter-relatedness and layering of all of these concepts as a part of competency in social work practice (Poulin & Matis, 2015)
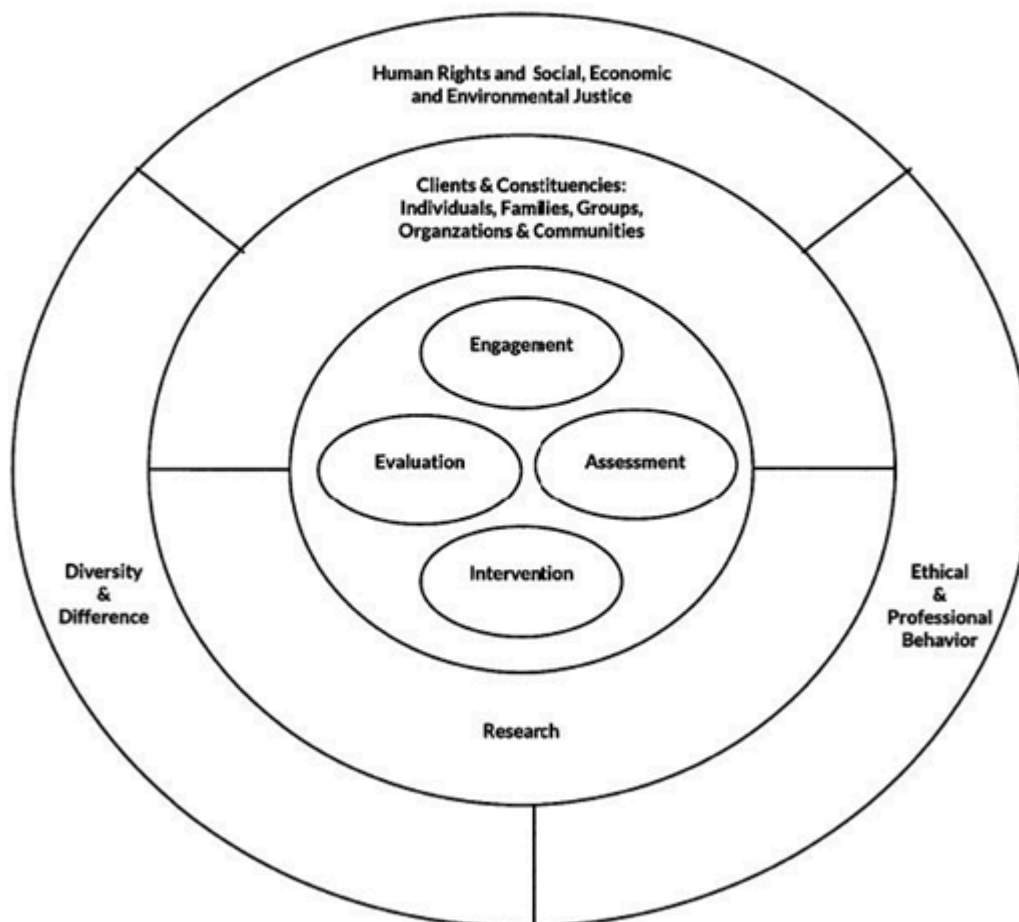
Fig 1. Social Work Competencies

Figure 2: Dimensions of Social Work Competencies

This diagram consists of two concentric circles. The innermost circle contains the concept of: Competence. The outermost circle is split into six equal parts and contains the concepts of: Critical Thinking, Values, Knowledge, Affective Reaction, Professional Judgement, and Performance. The diagram demonstrates the inter-relatedness and layering of all of these concepts as a part of competency in social work practice (Poulin & Matis, 2015).

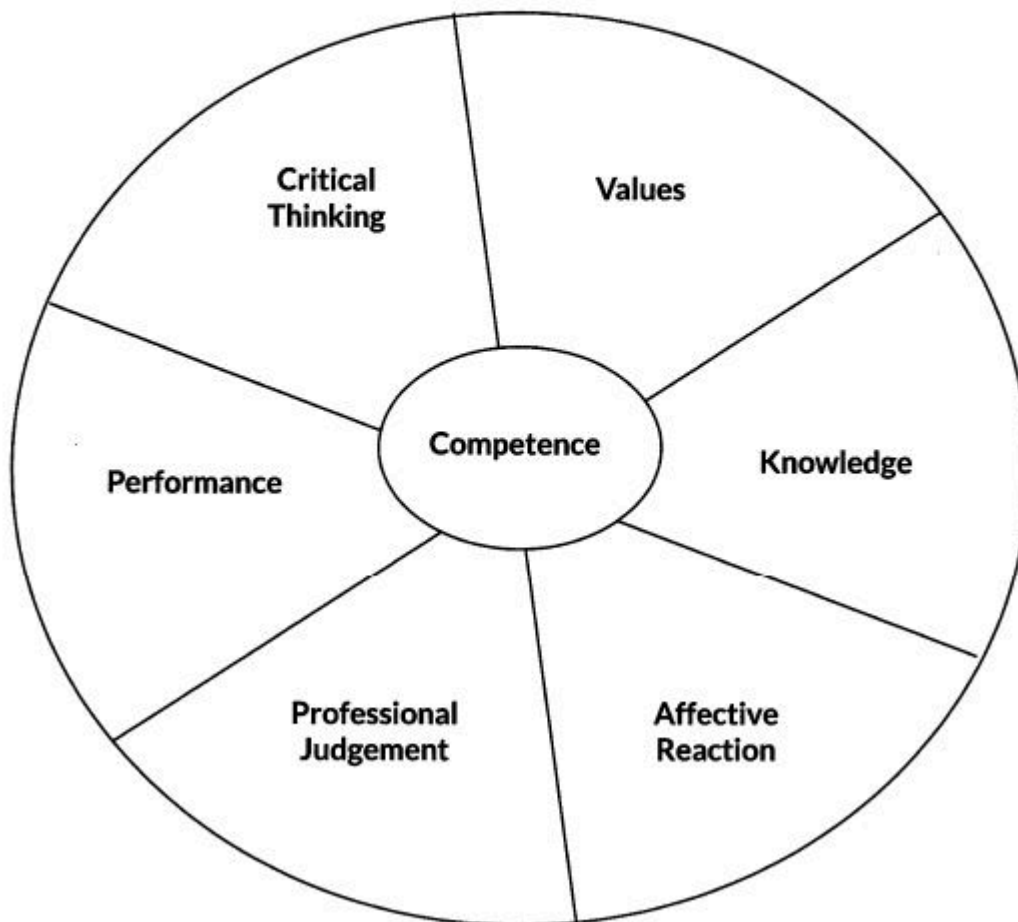**Fig 2. Dimensions of Social Work Competencies**

Figure 3: Community Relationships & Roles

Hosting Agency/Organization
Leadership & Policies

Field Instructor (Supervisor)

Off-Site MSW Supervisor
*may provide additional
supervison & support*

Field Liaison
(Seminar Instructor)

Student/Intern

Director of Field Education

*HSU Social Work Department
Council on Social Work Education Accreditation Guidelines*
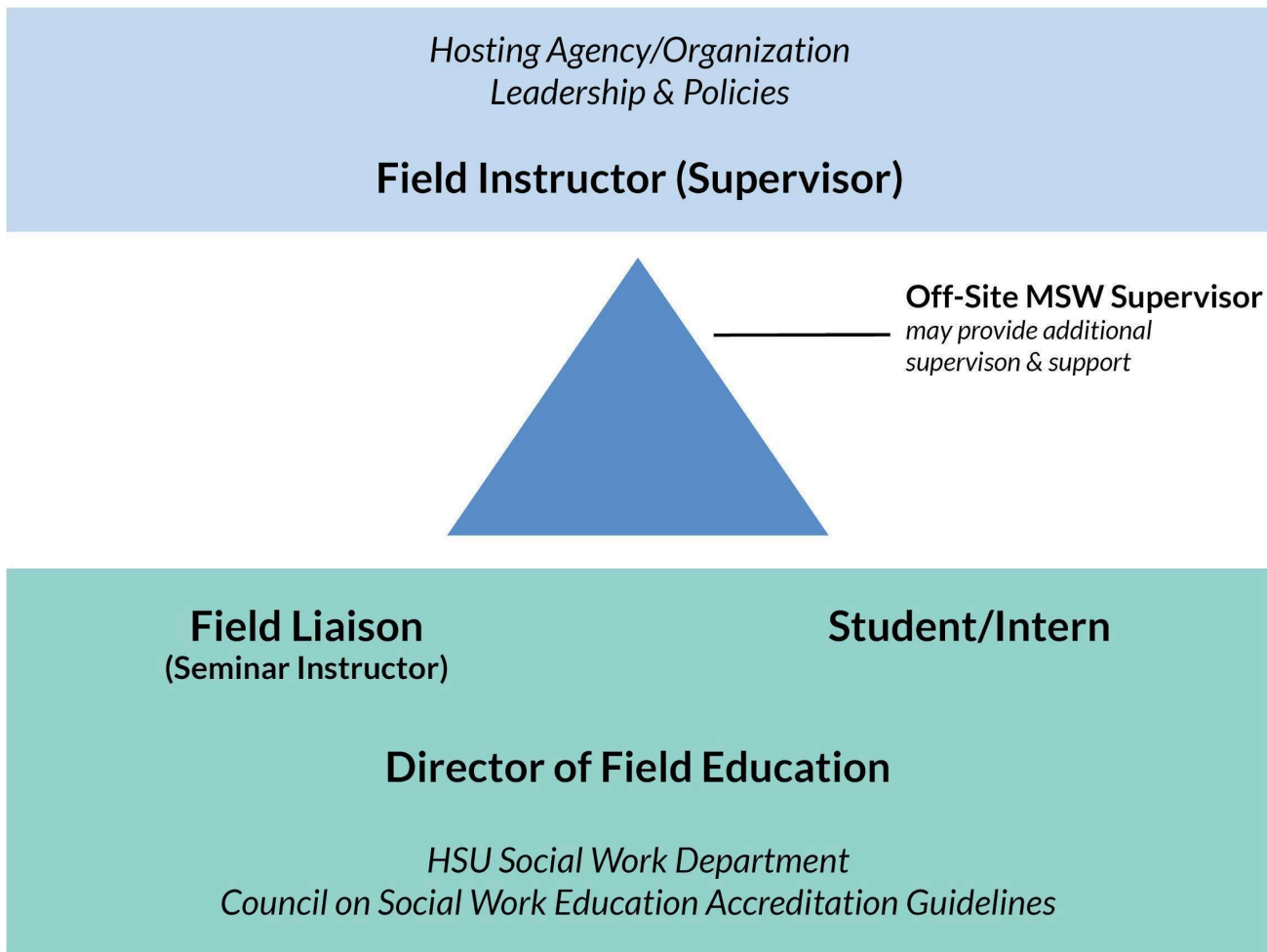
Figure 3: Field Relationships and Roles

Policies

- **CSWE Educational Policy**

- **Cal Poly Humboldt Dept of Social Work Statement & Policy on January 25th Presidential Executive Order**

- **Policy on Community Instruction When the Supervisor Does Not Hold a CSWE-Accredited Social Work Degree**

- **Student Rights and Responsibilities on the University Campus**

- **Student Rights in Relation to Harassment**

- **Title IX Notice of Non-Discrimination (Sexual Assault Disclosure)**

- **SW Department Policy on Non-Discrimination**

Council on Social Work Education (CSWE) Educational Policy:

Internships, Department of Labor Regulations, and Social Work Community Education: Setting the Record Straight February 25, 2014

In 2010 the U.S. Department of Labor established regulations regarding practicum studentship programs in relation to the Fair Labor Standards Act: (http://www.dol.gov/whd/regs/compliance/whdfs71.pdf)

Over the last several months, practicum students at several for-profit companies (Fox Searchlight Pictures, Harper's Bazaar, Warner Music Group, and Atlantic Records, to name a few) have filed suit for unfair labor practices. A few courts have decided that the companies were out of compliance with Department of Labor regulations and needed to pay practicum students for their work.

 CSWE is aware that this has raised concern among some social work programs. A number of programs have heard from community site supervisors (or agency human relations personnel) that, based on these cases, they cannot afford to allow social work practicum students because they would be required by law to pay them.

Community education, as articulated in the CSWE Educational Policy and Accreditation Standards, is clearly within the guidelines of the Department of Labor regulations for an educational practicum studentship and does not require payment.

Social work community education meets the following stipulations:

- Community education is associated with an academic program at an accredited institution of higher learning.

- Community education is structured around a classroom or academic experience, with articulated learning objectives/competencies.

- The college or university exercises oversight over the practicum studentship program and provides educational credit.

- The community education experience is supervised by social work program personnel; there is an agreement between the program and the community site as well as a learning contract between the student and the site.

- The Social Work Community Education program is meant to be solely educational and provide training to prepare the professional social worker. It is not meant to supplant or replace existing employees of social work within the community education program site.

- The community placement is meant to provide an educational and training opportunity to the social worker and is not meant to provide any immediate advantage to the employer or the community site.

 Please note that the six criteria included in the DOL regulations must be well documented and defensible for unpaid practicum studentship positions. CSWE encourages all community coordinators and program directors to fully understand the Department of Labor fact sheet and share this information liberally with students and community site personnel.

Cal Poly Humboldt Department of Social Work Statement and Policy on the January 25, 2017 Presidential Executive Order titled "Enhancing Public Safety in the Interior of the United States"

Cal Poly Humboldt Department of Social Work students engaging in approved community experiences (SW 255: Beginning Social Work Experience, SW 355: Social Agency Experience, SW 455: Social Work Community Experience, SW 555: Foundation Internship, SW 655: Advanced Internship) and/or community projects (SW 682: Masters Project Development, SW 683: Masters Project Implementation) will not provide any information to law enforcement authorities at any level of government that pertains to the following provisions in the above named Executive Order related to clients who:

- Have been charged with any criminal offense, where such charge has not been resolved;
- Have committed acts that constitute a chargeable criminal offense;
- Have engaged in fraud or willful misrepresentation in connection with any official matter or application before a governmental agency;
- Have abused any program related to receipt of public benefits;
- In the judgment of an immigration officer, otherwise pose a risk to public safety or national security.

Such action would be inconsistent with national accreditation standards for social work programs in the United States and the Cal Poly Humboldt Department of Social Work's Professional Competencies and Behaviors Standard 1.1, "Make ethical decisions by applying the standards of the NASW Code of Ethics, IFSW/IASSW ethical principles, and/or other social work ethical codes, relevant laws and regulations, models for ethical decision-making, and ethical conduct of research."

The National Association of Social Workers Code of Ethics Standard 1.07(c) states, "Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons." There is no compelling professional reason to disclose the above information.

The International Federation of Social Workers Statement of Ethical Principles and International Association of Schools of Social Work Ethics in Social Work, Statement of Principles state, "Social workers should maintain confidentiality regarding information about people who use their services. Exceptions to this may only be justified on the basis of a greater ethical requirement (such as the preservation of life)." The named Executive Order does not present a greater ethical requirement such as the preservation of life.

In light of current Presidential actions and positions related to vulnerable groups, including undocumented immigrants, it is imperative for the Cal Poly Humboldt Department of Social Work and its students to stand on the side of justice and protect vulnerable populations here and everywhere. Immigrant rights are human rights.

Questions about this policy can be directed to Jamie Jensen, Chair of the Department of Social Work.

Policy on Community Instruction When the Supervisor Does Not Hold a CSWE-Accredited Social Work Degree

It is the policy of the Department of Social Work that all practicum studentship placements must have a primary focus on the education and development of the student as a social worker with appropriate supervision to accomplish the tasks of professional development and to demonstrate program competencies.

The Council on Social Work Education's (CSWE) 2015 Educational Policy and Academic Standards require that Community Instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience. Community Instructors for masters level students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a Community Instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective.

Due to the remote, economically challenged, and rural nature of the regions we serve, a student may be supervised by a Community Instructor who does not hold a CSWE-accredited social work degree or meet the requisite post-degree practice experience. This supervisor is required to hold an equivalent degree and/or years of professional practice experience, including supervision experience. In addition to the standard expectations for the community experience, the social work program, agency, and student are expected to comply with the following in such situations:

> Students will be provided an additional off-site Community Instructor who will meet the required degree credentials for the placement setting and weekly supervision meetings will be part of the student's required practicum studentship activities. On-site and off-site supervisors will collaborate in supporting the students' professional development, will jointly review and approve the learning agreement and participate in the final evaluation.

<div align="center">**OR**</div>

1. Students will attend a supplementary Community Experience Seminar for at least 30 minutes per week with their Faculty Liaison.

2. Faculty Liaisons will meet with the Community Instructor more frequently. The frequency will be determined by the Faculty Liaison and the Director of Community Education and they will occur no less frequently than one time per month.

3. Faculty Liaisons will be available for immediate consultation with back up from the Director of Community Education. Calls for assistance will be responded to within 24 hours.

The terms used in the Community Education Program for the roles and responsibilities of Community Instructor and Faculty Liaison are defined as follows:

Community Instructors are on-site and off-site supervisors who are required to:

- Attend annual Community Instructor training.
- Attend the beginning of the year orientation with their practicum student.
- Meet with the student for one hour per week for supervision.
- Supervise and mentor the practicum student with a focus on helping to create learning opportunities.
- Meet with the Faculty Liaison at least three times either in person or via web-based meeting platforms, communicate regularly via phone and/or e-mail and be willing to meet more often if issues arise.
- Be familiar with Program Competencies and Behaviors
- Help their practicum student implement the Student Learning Agreement
- Complete student performance and program evaluations

Faculty Liaisons are faculty members from the Cal Poly Humboldt Department of Social Work with at least two years post-MSW practice experience who:

- Work with the Community Instructor and the student in the development of the community experience and the student's learning objectives.
- Monitor the student's progress and meet with the student and the Community Instructor in the agency setting at least three times and additional times when needed as determined by the practicum student, the Community Instructor, and/or the Faculty Liaison.
- Assist the Director of Community Education in planning and facilitating the orientation for Community Instructors and practicum students at the start of each community placement.
- Provide the Community Instructor support and guidance in facilitating student achievement of Program Competencies and Behaviors.
- Plan Community Experience Seminars (SW 456/555/655), teach the weekly seminar sessions, give students on-going written feedback about their competency-based seminar assignments, take an active role in giving feedback, and facilitate peer feedback.
- Monitor student's awareness and use of ethical standards in his/her practice in the agency and in seminar.
- Assign the student's final grade for SW 455, SW 456, SW 555 and SW 655.

Student Rights and Responsibilities on the University Campus

The student is responsible for reviewing and complying with all Cal Poly Humboldt student policies. A list of all Student Rights and Responsibilities can be found on Cal Poly Humboldt's website, here: http://studentrights.humboldt.edu/

The Social Work Program is an academic community dedicated to the ideas of social justice. Its faculty, staff, and students aim to not simply espouse social justice, but also to practice it in our daily interactions. As part of that commitment, we are working to ensure that the program is an environment in which discriminatory, harassing, unethical and unprofessional behavior does not occur to any person for any reason. We must work together to create a safe environment for all members of our diverse community.

The policies of Cal Poly Humboldt are aimed at helping to ensure a safe and supportive environment that allows for maximum learning for everyone involved. The department attempts to utilize an informal consultative process outlined in the Academic/Professional Support and Review process to address concerns regardless of their etiology. This policy is not a substitute for your rights and the procedures outlined in general Cal Poly Humboldt policy. However, we believe that many of the challenges that occur in academic and community experiences provide educational opportunities. We hope you will take personal responsibility for addressing your behavior to make this a supportive and productive academic experience and use the student support process when appropriate to aid you in this process.

The faculty of the Department of Social Work regularly discusses the milieu of the program and concerns regarding overall issues and student specific issues. The results of these meetings may result in activation of the student support process in order to address concerns that faculty have. The student support process is automatically initiated when certain events occur (e.g. a student is placed on academic probation, is removed from a community setting or does not pass an academic class). Students are encouraged to also activate the support process if they have concerns about a course, their performance, or the performance of a faculty member.

Student Rights in Relation to Harassment

Harassment is behavior that intimidates or demeans others. It can be verbal, written, or physical. If you experience harassment at the University or in an agency during your community experience, talk with someone you trust. Your Faculty Community Liaison, Community Director, the BASW or MSW Program Director and the University Dean of Student or Campus Title IX Coordinator are people who can help you. Talking about harassment is one way to stop it and prevent its recurrence!

If you experience harassment because of your race, gender, religion, ethnic background, disability or sexuality, you may discuss the issue with any of the individuals or agencies listed below. They are here for your support and protection.

Dean of Students:
Website: https://deanofstudents.humboldt.edu/

Supporting the mission of the Division of Enrollment Management and Student Success and the University, the departments affiliated with the Dean of Students promote inclusive student success through diverse programs and services that encourage social responsibility, self-advocacy, leadership development and community engagement.

Open: Monday - Friday, 8:00am - 5:00pm

The best way to reach us or schedule an appointment is by emailing dos@humboldt.edu and we can also be reached at our main phone line 707-826-3504 where you may leave a voice message for someone to return your call.

Campus Title IX Coordinator/Discrimination, Harassment and Retaliation Prevention Administrator:
Website: https://titleix.humboldt.edu/

If you have a complaint against an Cal Poly Humboldt student, employee or staff member for sexual harassment, sex discrimination, or sexual assault, you should contact the Title IX Coordinator. The Title IX Coordinator is responsible for Title IX compliance for matters involving students and employees, including training, education, communication, and administration of grievance procedures for all Title IX complaints. Duties and responsibilities: monitoring and oversight of overall implementation of Title IX compliance at the University, including coordination of training, education, communications, and administration of grievance procedures for faculty, staff, students and other members of the University community.

TITLE IX - 20 U.S.C. § 1681 & C.F.R. Part 106 (1972): "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance."

Title IX of the Education Amendments of 1972 is a federal law intended to end sex discrimination in all areas of education. Title IX applies to all recipients of federal funds (both public and private institutions) and covers:

1. Non-discrimination based on sex or gender
2. Sexual harassment and sexual assault
3. Program equity, such as athletics.

To ensure compliance with Title IX and other laws, California State University (CSU) policy prohibits:

- Discrimination, including Harassment, because of any Protected Status
- Retaliation against anyone exercising rights under this policy or participating in any related investigation or proceeding
- Sexual Misconduct, which includes sexual activity engaged in without Affirmative Consent
- Dating and Domestic Violence and Stalking

Humboldt's Title IX Coordinator & Discrimination, Harassment, and Retaliation (DHR) Prevention Administrator implements this policy and oversees and coordinates prompt and equitable grievance procedures for students, staff, and faculty. The Title IX & DHR Prevention Office, Deputy Coordinators, Investigators, and Campus Partners stand ready to assist any member of the campus community who has experienced discrimination or sexual misconduct.

Dave Hickcox

Title IX Coordinator and DHR Prevention Administrator

Email: david.hickcox@humboldt.edu

Office: (707) 826-5177 (M-F, 8am-5pm)

Cell: (707) 296-4032 (any time)

Nicki Viso

Title IX Investigator and Clery Director

Email: nicki.viso@humboldt.edu

Office: (707) 826-5175 (M-F, 8:30am-5:30pm)

Office of Diversity, Equity and Inclusion:
Website: http://www2.humboldt.edu/diversity/

The Office of Diversity, Equity, & Inclusion is charged with developing policies for our campus that seek to institutionalize diversity as a core part of the Cal Poly Humboldt educational process and to overcome the historical and social inequities that continue to challenge students, faculty, and staff from underrepresented groups.

We also support cultural programs, educational experiences and professional development opportunities for students, staff, and faculty that works to deepen understanding across various groups, to advocate for social justice, and to improve the climate in classrooms and other institutional spaces.

Counseling & Psychological Services:
Website: https://wellbeing.humboldt.edu/counseling-and-psychological-services

This campus service is designed to provide brief therapeutic support and referral for continued counseling in the community. Services offered include: psychological assessment, short term individual and couples counseling, groups and workshops, information and referral, crisis intervention, outreach, psychoeducation, and consultation. Student Health Bldg, Cal Poly Humboldt Campus.

(707) 826-3236 (crisis therapists available 24/7)
Office Hours: Mon/Wed/Fri 8:45 am - 4:15 pm | Tues/Thurs 9:45 am - 4:15 pm

Duty to Report & Sexualized Violence Disclosures

In the event that you choose to write or speak about having survived sexualized violence, including rape, sexual assault, dating violence, intimate partner violence, domestic violence, sexual exploitation or stalking **and specify that this violence occurred while you were a Cal Poly Humboldt student**, federal and state education laws require that instructors and staff (Cal Poly Humboldt employees) notify the Title IX Office. They will contact you to let you know about

accommodations and support services at Cal Poly Humboldt and possibilities for holding accountable the person(s) who harmed you.

If you do not want the Title IX office notified, instead of disclosing this information to your instructor or staff, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and discuss options for holding the perpetrator accountable.

> · **[Campus Advocate Team](#) provided by North Coast Rape Crisis Team** *24-hour Hotline: (707) 445-2881*
> · **[Humboldt Domestic Violence Services](#)** *24-hour Hotline: (707) 443-6042*
> · **Cal Poly Humboldt's [Counseling and Psychological](#) Services** *(707) 826-3236*

*If it's determined that a perpetrator poses an imminent threat to the broader campus community or if person(s) under 18 years of age are involved, these Cal Poly Humboldt employees are required to notify the Dean of Students and/or the campus police.

Social Work Department Nondiscrimination Policy Statement

No person shall, on the basis of race, color, religion, national origin, gender, sexual orientation, marital status, pregnancy, age, disability, political orientation, disabled veterans' status or Vietnam/Iraq/Afghanistan veteran status, be denied the benefits of or be otherwise subjected to discrimination under any program or activity offered under the control of the Department of Social Work at Cal Poly Humboldt.

Glossary of Terms

Advanced generalist practice refers to innovation, leadership, insight, and respect in social work across multiple communities of practice and multiple system levels (i.e., individuals, families, groups, organizations, and communities). Humboldt State's MSW program embraces an advanced generalist conceptualization because we believe this best describes the orientation necessary for effective work in rural and Indigenous Communities. Social workers must engage, assess, intervene, and evaluate in collaboration with people to make sense of distress and build on existing strengths in rural and Indigenous Communities. Advanced generalists perform complex roles and have rich knowledge of how experiences and histories shape various systems (i.e., individuals, families, groups, organizations, communities). They are also acutely and reflectively aware of their own position in broader contexts and how this interacts with their practice.

Critical reflection involves deep exploration of our pre-existing beliefs and how they are influencing our interpretation of the meaning of an experience. The focus of critical reflection is to reveal hidden power dynamics and how they influence the way we think about the experience. Critical reflection is less interested in "how" we act or react in a given situation than it is in uncovering the thought process behind "why" we act that way. Adapted from Stephen Brook community, "The concept of critically reflective practice," in Handbook of adult and continuing education, edited by A. Wilson & B. Hayes, 2000; John Mezirow, Fostering Critical

Reflection in Adulthood, 1990; and Edward Taylor & Patricia Cranton, The Handbook of Transformative Learning: Theory, Research, and Practice, 2012.

Decolonization is a process of understanding that before European powers set to confront Indigenous peoples where we/they lived since time immemorial, we/they were free and had absolute authority over our/ their lives, we/they were born into and lived in a universe which was entirely of our/their own. This process also asks us to understand the extent to which colonization has and continues to oppress people's spirit, body, and mind along with the impact of colonization on our past, our present, and our future. Finally, it urges us to develop skills, knowledge, strategies and technologies to resist colonialism (historical and modern) in all its forms and expressions.

Ecosystemic contexts refers to a perspective on thinking and organizing knowledge that emphasizes the interrelatedness and interdependence between individuals and social systems (e.g., families, groups, organizations, communities, societies). The social worker's focus expands from what takes place within systems to include what goes on between them. From this point of view, development is a continuous process of adaptation and accommodation between individuals and their environments. That is, human development does not happen in a vacuum but, rather, is the product of continuous transactions between individuals and the physical, social, class, and cultural environments in which they grow. Adapted from Carel Germain & Alex Gitterman, "Ecological perspective," in Encyclopedia of Social Work, edited by A. Minahan, 1987; Magaly Queralt, The Social Environment and Human Behavior: A Diversity Perspective, 1996.

Indigenous and rural communities refers to social work practice with people who originate or occur naturally in and are native to a particular place. This includes social work that is practiced in isolated communities with limited access to specialty services and resources all of which often contribute to more complex challenges than those of their counterparts in urban cities

Intersectionality is a framework for social justice that starts with the understanding that our identities are socially constructed and exist at the intersection of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. These parts exist simultaneously. Our experiences of race affect our experience of gender; our experiences of class affect our experience of ability. Systems of power, privilege and oppression reinforce each other, overlap and intersect; they do not function independently of each other. Forms of resistance, activism and advocacy must be intersectional in order to address the cumulative effects of these systems. As a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. The framework of intersectionality was developed by women of color in the 1970s; the term intersectionality theory was first coined by legal scholar Kimberlé Crenshaw in 1989. Intersectionality helps make visible the complexity that shapes our experiences.

Mindfulness means maintaining a moment-by-moment awareness of our thoughts, feelings, bodily sensations, and surrounding environment. Mindfulness also involves acceptance, meaning we pay attention to our thoughts and feelings without judging them–without believing, for instance, that there's a "right" or "wrong" way to think or feel in a given moment. When we practice mindfulness, our thoughts tune into what we're sensing in the present moment rather than rehashing the past or imagining the future.

Multilogical perspectives seek to understand new frames of reference as a result of recognizing that there are many ways of being in the world, many vantage points and that one perspective is not more legitimate or deserving of privilege than another.

NASW Code of Ethics, IFSW/IASSW ethical principles refers to those principles established by the National Association of Social Workers, International Federation of Social Workers, and International Association of Schools of Social Work.

Scientific inquiry and research are systematic processes through which students develop and discover knowledge and use this knowledge to solve problems and inform social work practice. Scientific inquiry and research can include gathering new knowledge through surveys, interviews and focus groups. Additionally, scientific inquiry can also include gathering previous knowledge from sources such as literature and documents.