

Field Education Manual



**CASE WESTERN RESERVE
UNIVERSITY**
Jack, Joseph and Morton Mandel
School of Applied Social Sciences

On-Campus Program Option, Weekend

ATTENTION: The Mandel School of Applied Social Sciences fully adheres to the School's and the University's policies and protocols.

All students are expected to review, understand and comply with the contents of this manual prior to beginning field education.

Any questions regarding the contents of the manual should be directed to the assigned Field Faculty Advisor or the Assistant Dean of Field Education.

Table of Contents

Table of Contents.....	3
Welcome to Field Education at the Mandel School.....	7
Field Education Department.....	8
Field Education Department Location.....	8
FIELD EDUCATION.....	9
Mission Statement.....	9
Field Education Goals.....	9
Field Education Objectives.....	9
Generalist Field Education.....	9
Specialized Field Education.....	10
Field Education Outcomes.....	10
APPROACH TO FIELD EDUCATION.....	11
Competency-Based Integrated Learning.....	11
Competencies That Form The Social Work MSW Curriculum.....	11
The Competencies are:.....	11
Required Competency-Related Practice Opportunities.....	12
Field Education Setting.....	12
Concurrent Model of Field Education.....	12
Anti-Racism, Diversity, Equity, and Inclusion.....	13
Field Education Curriculum & Sequencing.....	13
Non-Advanced Standing Generalist.....	13
Non-Advanced Standing Generalist Field Practicum & OTP Course Sequencing.....	14
Non-Advanced Standing Specialized.....	14
Non-Advanced Standing Specialized Field Practicum Course Sequencing.....	15
Advanced Standing Specialized.....	15
Professional Development.....	16
FIELD PRACTICUM.....	18
Practicum Model.....	18
In-Person Practicum.....	19
Field Education Student Admission Criteria.....	19
Generalist and Specialized Practicum.....	19
Generalist Practicum.....	19
Specialized Practicum.....	20
Practicum Site Identification and Approval.....	20
Practicum Site Approval Criteria:.....	21
Additional Expectations.....	22
Affiliation Agreements.....	23
Student Placement Policies.....	23
Conflicts of Interest.....	24
Release Of Information.....	24
Practicum Referrals.....	25
Failure To Secure Placement.....	25

Student Placement Process.....	26
Generalist Placement.....	26
Specialized Placement.....	27
Employment-Based Practicum Policies and Placement Process.....	28
Employment-Based Practicum Process.....	29
Disruption of Employment-Based Practicum.....	30
Paid Practicums.....	31
Unscheduled Practicum Changes.....	31
Practicum Site Onboarding and Orientation.....	32
Safety In Practicum.....	33
Practicum Safety Policies.....	33
Safety Responsibilities:.....	34
Student Safety Responsibilities and Precautions:.....	35
Home Visits.....	36
Professional Liability Coverage.....	36
Productivity Requirements.....	37
State of Ohio Social Work Trainee (SW-T).....	37
Field Practicum Hours.....	38
Evening And Weekend Hours.....	39
Accruing Hours Between Terms.....	39
Practicum Absences.....	40
Holidays.....	40
Practicum/Course Work Conflict.....	40
Practicum Organization and Field Instructor Monitoring and Evaluation.....	40
FIELD INSTRUCTION.....	42
Field Instructor Required Qualifications.....	42
External Field Instructors.....	43
Field Instructor Identification and Approval.....	43
Supervision Requirements.....	44
Task Supervisors.....	45
Field Instructor & Task Supervisor Orientation.....	45
Field Instructor & Task Supervisor Benefits.....	46
Field Instructor Advisory Committee.....	46
FIELD EDUCATION PROCESSES.....	47
Student Field Education Orientation.....	47
Experiential Learning Cloud Data Management System.....	47
Weekly Individual Supervision.....	47
Learning Agreements.....	48
Hours Tracking, Reporting, and Approval.....	49
Field Conferences.....	50
Student Learning Evaluations.....	51
Interim Evaluations.....	51
Generalist and Specialized Learning Evaluations.....	51

Evaluation Rating Scales and Process.....	51
Generalist Rating Scale.....	51
Specialized Rating Scale.....	52
Modal Rating Evaluation Expectations.....	53
Generalist Competence Development and Ratings.....	53
Specialized Competence Development and Ratings.....	53
Field Education Grading.....	54
Practicum Courses.....	54
Important Information on Practicum Assignment and Course Grades.....	55
Organizational Theory and Practice Courses.....	56
Incomplete Grades.....	56
FIELD EDUCATION ROLES, RESPONSIBILITIES, AND RIGHTS.....	57
Student Roles and Responsibilities.....	57
Field Instructor Roles and Responsibilities.....	59
Task Supervisor Roles and Responsibilities.....	60
Field Faculty Advisor Roles and Responsibilities.....	61
Practicum Organization Roles and Responsibilities.....	62
Mandel School Roles and Responsibilities.....	63
Student's Field Education Rights.....	64
PROFESSIONAL CONDUCT POLICIES AND PROCESSES.....	65
Mandatory Reporting, Duty To Warn, And Duty To Protect.....	65
Ethics In Practicum.....	65
Ethical Use of Technology.....	66
Social Media Policies.....	66
Student Codes of Conduct and Standards for Behavior.....	67
Problem-Solving Student Concerns in Practicum.....	68
Remediation Process.....	68
Required Extensions of Time in Practicum.....	70
Student Dress Code.....	71
ADDITIONAL FIELD EDUCATION POLICIES.....	71
Nondiscrimination Statement.....	71
Disability Accommodations.....	71
Field Education Withdraw.....	72
Transportation and Reimbursement.....	72
Change of Field Faculty Advisor Request.....	72
APPENDIX.....	74
Appendix A.....	74
Required Generalist Social Work Competencies and Practice Behaviors.....	74
Appendix B.....	76
Required Specialized Competencies and Practice Behaviors.....	76
Integrated Health and Wellness (IHW).....	76
Appendix C.....	79
Required Specialized Competencies and Practice Behaviors.....	79

Community Practice for Social Change (CPSC).....	79
Appendix D.....	82
Generalist Learning Agreement and Learning Evaluation.....	82
Appendix E.....	91
Specialized Integrated Health & Wellness Learning Agreement and Learning Evaluation..	91
Appendix F.....	100
Specialized Community Practice for Social Change Learning Agreement and Learning	
Evaluation.....	100
Appendix G.....	109
Sample Generalist Learning Activities.....	109
Appendix H.....	123
Practicum Organization Application.....	123
Appendix I.....	130
Field Instructor Application Form.....	130
Appendix J.....	133
Employment-Based Practicum (EBP) Application.....	133

Welcome to Field Education at the Mandel School

Welcome to field education at the Jack, Joseph and Morton Mandel School of Applied Social Sciences! The field education faculty are delighted that you have chosen the Mandel School for your graduate education. We're committed to providing you with a high quality educational experience that is engaging, transformative, and memorable.

Field education is the context through which we apply and integrate theory; evidence-based practices, our own unique talents, and the values and ethics of the profession to make social work come alive—not only for ourselves, but also for the clients and communities that we serve. Many social workers reflect back on their experiences in field education as one of the most powerful aspects of their education. These experiences can truly last a lifetime!

The field education curriculum has been thoughtfully designed to allow you to incrementally develop your skills and competence, while carefully integrating your classroom and other learning experiences. Field education is a critical aspect of your development as professional social workers and future practitioners, as well as a vital component of our master's curriculum. Mandel School students also bring about a tremendous positive impact to our communities and to the individuals, families, groups and organizations that they serve while completing their degree. The field faculty is committed to supporting you in achieving your competency-based learning and professional development goals. Please let us know how we can help you take advantage of all of the educational opportunities available to you at the Mandel School and your field placement.

We hope you will enjoy this exciting and crucial aspect of your professional education; that you'll work hard and be challenged by it, and that when you graduate, you'll have developed not only your knowledge and skills, but a unique professional identity that you will carry forward throughout your career.

Best wishes as you begin or continue your journey as a Mandel School Change Leader!

Best regards,

A handwritten signature in cursive script, reading "Nicole Parker".

Nicole Parker

Assistant Dean for Field Education & External Relations

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Field Education Department Location

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FIELD EDUCATION

Mission Statement

The mission of the Field Education Department is to guide social work and nonprofit organization students to integrate theory and practice in dynamic community settings.

Field Education Goals

Field education provides a unique environment for students to apply social work theory, methods, and concepts from the classroom to professional practice. The field education practicum setting is the structured environment in which this occurs. Students are able to integrate their classroom learning into practice to develop the knowledge, skills, values, and cognitive & affective processes that comprise the core of professional social work practice. These goals are focused on within the practicum courses and the practicum setting, where students apply didactic theory to practice, give and receive feedback, and experience the realities of the social work profession. There is potential for a mutual exchange of practical and theoretical knowledge that enhances innovation in both organizational and academic settings. The Field Education Department endorses this expansive view of the opportunities that students and Field Instructors share to redefine both social work education and social work practice for the future.

The collective experiences of classroom learning and real-life application allow students to operationalize the knowledge, values, and ethics inherent in the profession and confront social injustice as self-reflective, competent practitioners. Students work toward developing competence in the social work core competencies and respective practice behaviors using the Field Education Learning Agreement, which is developed each field period through collaboration with the Field Instructor and feedback from the Field Faculty Advisors. The Learning Agreement captures the learning activities essential to maximize the integration of the classroom experience and developing social work competence. Students are encouraged and expected to articulate and incorporate into the Learning Agreement practice opportunities for each competency that ensure the development of competence necessary for professional practice. Opportunities to develop critical thinking skills, self-assessment, offering and receiving professional feedback, and flexibility of approach are all valued aspects of the practicum experience.

Field Education Objectives

Generalist Field Education

Generalist field education provides a broad scope of exposure and practice opportunities with a diverse range of clients and constituents and across all systems levels. At the conclusion of generalist field education, students should be able to demonstrate a generalist level of competence within all 10 competencies and generalist practice behaviors, and with all systems levels: individuals, families, groups, organizations, and communities. It is expected that satisfactory progress in developing generalist competence is achieved by the conclusion of the second field period for non-advanced standing students. Generalist field education courses include SASS 661, SASS 662A, and SASS 662B.

Specialized Field Education

Specialized field education builds on the foundation of the generalist experience and provides practice opportunities in all competencies with a focus on the systems levels relevant to a student's specialization. At the conclusion of specialized field education, students should be able to demonstrate a specialized level of competence within all social work competencies and specialized practice behaviors, and with the systems levels relevant to their specialization:

Integrated Health and Wellness: Individuals and Families

Specialized practicum courses include SASS 663A/SASS 663B and SASS 664A/SASS 664B.

Field Education Outcomes

At the conclusion of field education, students are expected to have attained the knowledge and skills to competently demonstrate the following expected outcomes:

- Knowledge of the NASW Code of Ethics and relevant laws/standards and the ability to analyze and apply them to professional social work practice, including the ethical use of technology and social media. The ability to effectively make ethical decisions, use an ethical decision-making model, and seek consultation.
- Knowledge of inequities and injustice, and their impact, and the ability to advocate and address barriers on multiple systems levels effectively to advance human rights and social, racial, economic, and environmental justice.
- Knowledge of identity, power, privilege, oppression, racism, intersectionality, and their impact. Ability to self-reflect, identify biases, engage in difficult conversations, and mitigate impact. Ability to actively apply an anti-racism, equity, diversity, and inclusion lens to practice.
- Knowledge of relevant theoretical frameworks, including but not limited to strength-based perspective, person in environment, systems theory, developmental theory, and the ability to effectively apply theory to social work practice.
- Knowledge of relevant evidence-informed practices and models, ability to access and critically analyze evidence-informed research, and apply it to social work practice. Ability to collect and use data to inform and evaluate practice.
- Knowledge of relevant policy, historical trends, and current contexts, and the ability to analyze, apply critical thinking, and an ADEI lens to policy, and to formulate and/or advocate for policy change.
- Knowledge of engagement skills and ability to implement culturally responsive engagement on multiple systems levels to effectively engage, foster rapport, and develop effective working alliances.
- Knowledge of all processes involved in assessment and ability to carry out culturally responsive, evidence-informed assessment and intervention planning on multiple systems levels, prioritizing strengths, self-determination, and collaboration.
- Knowledge of evidence-informed intervention models and methods, and theoretical frameworks, and the ability to effectively carry out culturally responsive interventions on multiple systems levels focused on agreed-upon goals.
- Knowledge of qualitative and quantitative methods of evaluating practice that are culturally responsive, and the ability to evaluate practice processes and outcomes on multiple systems levels and apply findings to improve practice.

- The ability to effectively use self-reflection, critical thinking, constructive feedback, consultation, and supervision, and continually incorporate these into practice.
- The ability to effectively apply professionalism, self-care, and appropriate boundaries to ensure effective practice, good judgment, resilience, and adaptability.

APPROACH TO FIELD EDUCATION

Competency-Based Integrated Learning

Field education is an integral component of the Mandel School curriculum and the development of professional competence. It is actualized through a collaborative relationship between the university, community-based organizations, and students. Field education experiences are designed to offer students meaningful practice opportunities to integrate the knowledge, skills, values, and cognitive & affective processes of social work into professional practice. The Field Education Learning Agreement is a critical tool in this process, ensuring exposure and engagement in all required competencies, systems levels, and practice opportunities. A Learning Agreement is developed and evaluated by students and Field Instructors each field period. The Council on Social Work Education and the Mandel School have established core competencies that form the basis of the student's classroom and field experiences.

Competencies That Form The Social Work MSW Curriculum

The Competencies represent core areas of practice within the social work profession. The development of competence in each of these Competencies is the goal of the field education experience and the criteria for evaluating students through their Learning Agreements and Evaluations. See Appendix A, B, and C for Generalist and Specialized Competencies and Practice Behaviors.

The Competencies are:

1. Demonstrate Ethical & Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4. Engage in Practice-Informed Research & Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
10. Develop as an Anti-Racist and Anti-Oppressive Leader (Applies to the Generalist portion of the program only)

Field education serves as the bridge between knowledge gained in the classroom and the practice of social work, from both a generalist and specialized perspective. Students are given course assignments related to their practicum experiences, and are requested to provide copies of their course syllabi to Field Instructors. Field Instructors work directly with students to reinforce and support the MSW core competencies. Field Faculty Advisors support, guide, and monitor this critical function of field instruction through practicum course assignments and the field conferences held each semester.

Required Competency-Related Practice Opportunities

Each practicum setting must be able to provide students with competency-based learning and practice opportunities that meet the Council on Social Work Education's requirements for generalist and/or specialized MSW field education. Students must actively engage in all required generalist and/or specialized practice opportunities during each field period to develop and demonstrate appropriate competence.

The competency-related requirements for generalist practicum settings and students are:

- Competency-based learning and practice opportunities in all competency areas and practice behavior
- Competency-based learning and practice opportunities with all systems levels, individuals, families, groups, organizations, and communities

The competency-related requirements for specialized practicum settings and students are:

- Competency-based learning and practice opportunities in all competency areas and practice behavior
- Competency-based learning and practice opportunities focused on the systems levels of practice relevant to the student's specialization:
 - Integrated Health and Wellness: Individuals and Families
 - Community Practice for Social Change: Organizations and Communities

Field Education Setting

To maximize competency-based learning and the development of the knowledge, skills, values, behaviors, and cognitive and affective processes of professional social work, the Mandel School focuses the field education experience on community-based practicum settings. In keeping with this approach, students complete all required field education hours in approved practicum organization sites within the community. The Mandel School does not grant field education hours or course credit for life or work experience outside of approved employment-based practicums and their agreed-upon practice opportunities.

Concurrent Model of Field Education

Students begin Field Education and practicum in the first term of enrollment in the program. The Mandel School curriculum features a concurrent model in which students registering for field education courses must be simultaneously enrolled in the appropriate academic courses based upon the Pattern of Enrollment (POE). Field education courses are taken with accompanying

methods, theory, practice, research, and policy courses. The concurrent model provides for optimal integration of coursework and social work practice. The curriculum has been carefully constructed to promote a continuous process of reciprocal learning, connecting the classroom to field practice and field practice to the classroom. This progressive integration of theory, knowledge, practice, and competence development provides students with an optimal foundation for professional practice. Each field education course/period is a prerequisite for the next.

Students who experience a disruption in practicum or are granted a leave from practicum after the start of a term may continue with the academic courses in which they are currently enrolled if the course drop date has passed. If, however, it is known that a student will not be in practicum at the start of a term, they are expected to drop their academic courses while not in practicum. In such situations, if students wish to continue with their academic courses while not in practicum, they must request special permission to do so. Requests are reviewed by the Academic Advisor, Associate Dean of Student Services and Academic Affairs, and the Assistant Dean of Field Education and External Relations to determine if the request can be granted and how the student's Pattern of Enrollment can be revised to adhere to the concurrent model.

Anti-Racism, Diversity, Equity, and Inclusion

At the Mandel School, our goals are to educate and empower our students to think beyond the possible, gain a deeper understanding of our community, and develop new perspectives on cultural, racial, and social identities. We help students examine their own perceptions of identity and diversity, as well as those of others, to become more culturally aware and develop competence in anti-racism, diversity, equity, and inclusion (ADEI). This enables them to fulfill their roles as social work and nonprofit professionals competently.

Field Education achieves this by ensuring anti-racist and anti-oppressive social work concepts and methods of practice are incorporated into the field curriculum and asynchronous course content. Practicum site approval is contingent upon the availability of suitable practice opportunities related to ADEI. ADEI practice is discussed in student field conferences, and competence is assessed through students' Interim and Generalist/Specialized Evaluations.

Field Education Curriculum & Sequencing

Non-Advanced Standing Generalist

Generalist Practicum Courses and practicum begin the second term of enrollment in the program and provide the Non-Advanced Standing student with the appropriate opportunities to begin acquiring knowledge and skills through the actual delivery of service in an organizational practice setting. The generalist approach also encompasses a range of theoretical concepts and models in order to establish a broad or general base for professional practice. The generalist experience is defined to include both direct and indirect services across all systems levels: individuals, families, groups, organizations, and communities.

The generalist practicum courses include SASS 661, SASS 662A, and SASS 662B. Practicum courses are taught by Field Faculty Advisors and provide a mechanism for students to process their practicum experience and receive feedback and guidance from their Field Faculty Advisor

on how to maximize their learning and competence development. Field Faculty Advisors are able to monitor and evaluate student progress, the quality of the practicum experience, and the effectiveness of supervision and instruction through course assignments, the Interim and Generalist Evaluations, and field conferences.

Students must be provided with the requisite opportunities to practice and develop competence across all competencies, practice behaviors, and systems levels, including individuals, families, groups, organizations, and communities. The Generalist Learning Agreement is developed with learning activities that align with the required generalist practice opportunities. It structures the practicum experience and ensures exposure to develop appropriate generalist competence levels. Generalist Interim Evaluations and Generalist Learning Evaluations are used to evaluate competence development and determine areas for future focus. Time Reports are completed by students and approved by Field Instructors and Field Faculty Advisors to track hours accrued and ensure students are engaged in all required practice opportunities.

Organizational Theory and Practice Courses (OTP), SASS 465 and SASS 466 are also required for Traditional students during the Generalist portion of the program. The OTP courses are taught by Field Faculty Advisors and focus on organizational engagement, assessment, intervention, and evaluation of practice in the context of the practicum setting. Ethics and the ethical use of technology and social media, social worker safety, and anti-racist and anti-oppressive leadership are all addressed and assessed at the organizational level. Students attend class meetings to review and discuss the readings, asynchronous content, and the overall organizational context. This supports each student's integration of academic coursework into practicum and provides built-in opportunities to engage, assess, intervene, and evaluate practice at the organizational level.

Non-Advanced Standing Generalist Field Practicum & OTP Course Sequencing

Field Practicum Courses	Credits	Concurrent OTP	Credits
SASS 661 Field Education I	2	SASS 465 Organizational Theory and Practice I	1
SASS 662A Field Education II-A	1.5		
SASS 662B Field education II-B	1.5	SASS 466 Organizational Theory and Practice II	1

Non-Advanced Standing Specialized

Specialized practicum courses, SASS 663A, SASS 663B, SASS 664A, and SASS 664B, focus on the development of specialized knowledge and competence needed for professional practice in a designated specialization and path of study. The specialized practicum experience is designed to build on the foundation of the generalist coursework and field practicum.

There is one Specialization for Weekend MSW students, Integrated Health and Wellness (IHW). Students must be provided with the requisite practice opportunities relevant to their specialization. For IHW students, this includes a focus on practice opportunities to engage, assess, intervene, and evaluate practice with individuals and families.

The IHW Specialization is comprised of three Paths of Study, Children, Youth and Families (CYF), Mental Health Adult (MHA), and Substance Use Disorders and Recovery (SDR).

The specialized practicum courses are taught by Field Faculty Advisors and provide a mechanism for students to process their practicum experience and receive feedback and guidance from their Field Faculty Advisor. Field Faculty Advisors are able to monitor and evaluate student progress, the quality of the practicum experience, and the effectiveness of supervision and instruction through course assignments, the Interim and Specialized Evaluations, and field conferences.

The Specialized Learning Agreement is developed to identify and structure competency-based learning activities within all competencies, specialized practice behaviors, and systems levels relevant to the student's specialization. The Specialized Interim Evaluations and Specialized Learning Evaluations are used to evaluate competence development and determine areas for future focus. Time Reports are completed by students and approved by Field Instructors and Field Faculty Advisors to track hours accrued and ensure students are engaged in all required practice opportunities.

Non-Advanced Standing Specialized Field Practicum Course Sequencing

Field Practicum Courses	Credits
SASS 663A Field Education III-A	1.5
SASS 663B Field Education III-B	1.5
SASS 664A Field Education IV-A	1.5
SASS 664B Field Education IV-B	1.5

Advanced Standing Specialized

Advanced Standing students who hold a bachelor's degree in social work (BSW) from an accredited program and were granted Advanced Standing status at the time of admission begin field education in the specialized portion of the program. Field education begins in the second term of the program.

Specialized practicum courses, SASS 663A, SASS 663B, SASS 664A, and SASS 664B, focus on the development of specialized knowledge and competence needed for professional practice in a designated specialization and path of study. The specialized practicum experience is designed to build on the foundation of the BSW coursework and practicum.

There is one Specialization for Weekend MSW students, Integrated Health and Wellness (IHW). For IHW students, this includes a focus on practice opportunities to engage, assess, intervene, and evaluate practice with individuals and families. The IHW Specialization is comprised of three Paths of Study, Children, Youth and Families (CYF), Mental Health Adult (MHA), and Substance Use Disorders and Recovery (SDR).

The specialized practicum courses are taught by Field Faculty Advisors and provide a mechanism for students to process their practicum experience and receive feedback and guidance from their Field Faculty Advisor. Field Faculty Advisors are able to monitor and evaluate student progress, the quality of the practicum experience, and the effectiveness of supervision and instruction through course assignments, the Interim and Specialized Evaluations, and field conferences.

The Specialized Learning Agreement is developed to identify and structure competency-based learning activities within all competencies, specialized practice behaviors, and systems levels relevant to the student's specialization. The Specialized Interim Evaluations and Specialized Learning Evaluations are used to evaluate competence development and determine areas for future focus. Time Reports are completed by students and approved by Field Instructors and Field Faculty Advisors to track hours accrued and ensure students are engaged in all required practice opportunities.

Organizational Theory and Practice Course (OTP), SASS 467, is required for Advanced Standing students in their first semester of practicum. The OTP course is taught by Field Faculty Advisors and focuses on organizational engagement, assessment, intervention, and evaluation of practice in the context of the practicum setting. Ethics and the ethical use of technology and social media, social worker safety, and anti-racist and anti-oppressive leadership are all addressed and assessed at the organizational level. Students attend class meetings to review and discuss the readings, asynchronous content, and the overall organizational context. This supports each student's integration of academic coursework into practicum and provides built-in opportunities to engage, assess, intervene, and evaluate practice at the organizational level.

Advanced Standing Specialized Field Practicum & OTP Course Sequencing

Field Practicum Courses	Credits	Concurrent OTP	Credits
SASS 663A Field Education III-A	1.5	SASS 467 Organizational Theory and Practice AS	1
SASS 663B Field Education III-B	1.5		
SASS 664A Field Education IV-A	1.5		
SASS 664B Field Education IV-B	1.5		

Professional Development

The purpose of Professional Development is for students to embrace and engage in social work value-based activities to develop as lifelong learners beyond coursework and practicum. All students are required to participate in and submit a reflection on one Professional Development event each semester.

Students are encouraged to pursue a diverse range of activities to satisfy this requirement, thus fostering exposure to practice areas beyond the scope of their particular field experience or path of study. There must be an interactive learning component available to maximize the learning and integrative benefit of the activity and to satisfy the requirement for Professional Development events. Activities used as practicum hours or other course requirements cannot be used as professional development events.

Members of the Mandel Council and Executive Members of Student Organizations may earn Professional Development credit for one event related to the Mandel Council and must consult their Field Faculty Advisor for approval. Student requests for Professional Development pre-approval for all student, school, or university-sponsored events must be submitted in advance via email to mandelschoolevents@case.edu. Events may not be considered approved for Professional Development until a request has been received and approved through this process. Students should select Professional Development opportunities using the decision tree document. If questions or clarification are needed for Professional Development events outside the school or university, students should contact their assigned Field Faculty Advisor.

Refer to the chart below for Professional Development requirements:

Course	Advanced Standing (Event +Reflection)	Traditional (Event +Reflection)
SASS 661	N/A	1
SASS 662A	N/A	1
SASS 662B	N/A	1
SASS 663A	1	1
SASS 663B	1	1
SASS 664A	1	1
SASS 664B	1	1
Total:	4 events	7 events

Professional Development events must meet the following four criteria to qualify:

1. Relate to one of the six NASW Core Values:
 - Service
 - Social Justice
 - Dignity & Worth of the Person
 - Importance of Human Relationships
 - Integrity
 - Competence
2. The student is able to identify and justify how the event relates to their professional development as a social worker. For example, if a student attends a training, they are able to identify how they will use the knowledge learned from the training to enhance their practice

3. The student actively participates in the event. For example, if the event is a live, in-person training, then the student might ask a question or participate in a discussion during the training
4. The event was not used for any other academic course, practicum hours, mandatory employment purpose, or previous Professional Development event.

Students should utilize the [Professional Development Decision Tree](#) to determine if an event qualifies as a Professional Development event. Students can refer to the list of different examples below keeping in mind it is not exhaustive.

Eligible Professional Development Events	Ineligible Professional Development Events
<ul style="list-style-type: none"> Continuing Education, Trainings, Workshops Poll work and/or Election Volunteer Work Jury Duty School Board and/or City County Meetings Volunteering at an advocacy event, rally, or protest Writing a letter to the editor or to a congressperson Being a guest speaker Presenting a poster or training at a conference 	<ul style="list-style-type: none"> Yoga or Exercise Classes Self-Care Activities Individual or Group Counseling (for self) Recovery-based Programming (for self) Religious Worship (for self) Please note the differences between “personal” development vs. “professional” development

*All events are subject to review by the Field Faculty Advisor, and approval will only be granted if the event/reflection meets requirements.

FIELD PRACTICUM

Practicum Model

The Mandel School's model of field Education is focused on providing students with real-life opportunities to integrate their coursework and classroom learning into their field education practice in order to become competent social work professionals. The classroom informs practicum experiences, and what is learned in practicum is brought back to the classroom and informs the academic environment. To maximize student competence development and enhance the reciprocal nature of the classroom and practicum, the Mandel School focuses the practicum experience in community-based organizations engaged in social work. In keeping with this approach and CSWE standards, all field practicum hours are accrued within community-based organizations rather than in supplemental or simulated field experiences. On-Campus Non-Advanced Standing and Advanced Standing students begin field education and practicum in their second term of enrollment in the program.

In-Person Practicum

To maximize instruction, oversight, and exposure to required practice opportunities, the Mandel School requires in-person practicums. In-person practicums require students to attend the practicum organization to complete field hours. They may include both in-person service delivery and virtual service delivery, where the client is not present at the practicum organization. The Field Education Department makes every effort to place students in fully in-person practicums. If a fully in-person practicum is not available to a student, or there are other extenuating circumstances that make in-person attendance impossible, hybrid or remote, virtual practicums that meet all CSWE and Mandel School field education requirements may be permitted with department approval. Field Faculty Advisors closely monitor hybrid and remote, virtual placements to ensure that the educational experience meets CSWE and Mandel School standards for field education and address any areas of concern. If areas of concern cannot be remediated, a change of practicum may be required.

Field Education Student Admission Criteria

To be admitted to the field education program, students must meet all applicable admissions criteria for the Mandel School. Students must also be eligible for professional liability insurance.

Students enrolled in the On-Campus program option are required to complete a Student Orientation before beginning the MSW program. Before the first field education term, students should complete a Student Field Education Orientation. The Student Field Education Orientation addresses the requirements and expectations of practicum education, the processes and policies relevant to field education, and the field curriculum at the Mandel School.

Generalist and Specialized Practicum

Students may not terminate or switch practicum settings at any point without the prior approval of the Field Education Department.

Generalist Practicum

Non-Advanced Standing students will spend three terms in generalist field education and generalist field practicum. The first term of field education and practicum constitutes one field period, during which students develop a Generalist Learning Agreement and complete a Generalist Learning Evaluation and field conference. Each subsequent field period is two terms long.

Generalist practicum sites must provide students with practice opportunities in all competencies and practice behaviors. For competencies six through nine, engage, assess, intervene, and evaluate practice, students must also have practice opportunities at all systems levels, including individuals, families, groups, organizations, and communities.

Students are **expected to remain at the same practicum setting for the generalist and specialized portions of practicum education**. In the event that a practicum setting is not meeting CSWE and Mandel School requirements and standards, and a problem-solving approach involving the Field Faculty Advisor has not resolved the concerns, a new practicum

setting will be sought. Students who change generalist practicum are expected to remain in their second practicum for the remainder of their time in field education.

Specialized Practicum

Specialized practicum sites must provide students with practice opportunities in all competencies and specialized practice behaviors, with a focus on the systems levels and populations relevant to the student's specialization and path of study. The systems levels relevant to students with an Integrated Health and Wellness specialization are individuals and families, and those relevant to students with a Community Practice for Social Change specialization are organizations and communities.

In addition to the requirements outlined in the paragraph above, specialized site must also be able to offer students new and progressively advancing learning opportunities to ensure further competence development and professional growth.

Advanced Standing students begin field education in the specialized portion of the program and are placed in a site that meets the practice requirements for specialized practicums. They are expected to remain in that practicum site until the completion of practicum education.

Non-Advanced Standing students are scheduled to remain in their generalist practicum setting for specialized practicum education, provided the site can accommodate them for the remainder of the practicum and provide the required practice opportunities described above.

Students must be aware that the determination of whether the generalist practicum site will meet specialized practicum requirements must be made before the end of 662A. Field Faculty Advisors must be involved in this determination. A change of placement for specialized practicum will be approved **only if the Field Faculty Advisor and the Field Education Department agree that a generalist site will not meet the specialized practicum requirements.** If students have concerns that the site will not be appropriate for a specialized practicum, they must contact their Field Faculty Advisor by the mid-point of 662A to avoid a possible disruption in field education.

Practicum Site Identification and Approval

The Mandel School's Field Education Department is affiliated with hundreds of organizations across the United States that have been approved as practicum sites. In addition to these settings, the department's Placement Team is continually engaged in the process of identifying and vetting high-quality, diverse field practicum sites.

Field practicum sites may be identified in several ways. The Placement Team conducts searches for prospective practicum sites using various online resources. In addition, prospective practicum sites can be identified by Field Faculty Advisors, Faculty, Deans, Field Instructors, Mandel School Alumni, or any other person connected with the school can submit site suggestions to the Placement Team. Organizations can also self-nominate to be considered for approval.

Following the identification of a prospective practicum site, the Placement Team conducts a thorough vetting process. This begins with outreach to prospective sites to introduce them to the Mandel School and gauge interest. If prospective sites express interest, the Placement Team meets with a site representative to discuss the required practice opportunities and approval criteria, and to gather initial information about the organization. Sites that initially appear appropriate are added to Experiential Learning Cloud (ELC), where they access and complete a Practicum Organization Application (POA, See Appendix H). The POA gathers detailed information about the site, including its areas of practice, programs, departments, services, populations/constituents served, student practice opportunities, and other relevant organizational information.

The site also completes a Field Instructor Application in ELC. If a site does not have an on-staff MSW who meets the Field Instructor approval criteria, the Placement Team explores their willingness to use an [External Field Instructor](#). The site must also enter into an Affiliation Agreement with the school. The Affiliation Agreement details the terms of the collaborative relationship between Case Western Reserve University/Mandel School and the practicum organization and protects the practicum's educational purposes.

If the site is being vetted as an Employment-Based Practicum, additional documentation and steps are required. These are detailed in the [Employment-Based Practicum](#) section of this manual.

Once all information and documentation have been provided and reviewed by the Placement Team, a determination is made as to whether the site has been approved based on the criteria listed below, as set forth by the Council on Social Work Education and the Mandel School's Field Education Department.

Practicum Site Approval Criteria:

- Demonstration of an investment in social work education, including helping students integrate classroom learning into practicum competency-based learning and practice.
- Evidence of appropriate practice opportunities within all required social work competencies and their respective practice behaviors, for generalist/specialized practicums.
- Evidence of appropriate generalist practice opportunities in competencies six through nine (engage, assess, intervene, and evaluate practice) at all systems levels, including individuals, families, groups, organizations, and communities, for generalist practicums.
- Evidence of appropriate competency-based learning and practice opportunities with the systems levels and clients/constituents relevant to a student's specialization and path of study for specialized practicums.
- Ability to ensure time for students to engage in competency-based learning and practice opportunities within each competency during each field period.
- Capacity to provide students with shadowing, training, and/or instruction opportunities to develop the knowledge and skills needed to begin direct involvement in supervised practice activities and service delivery.
- Willingness to actively participate in the planning of student learning activities and evaluation of student competence development, each field period.

- Willingness and capacity for students to be directly involved in supervised practice activities, service delivery, projects, and/or committees within the first term of practicum, unless otherwise agreed upon with the Field Faculty Advisor's input.
- Ability to provide a range of master's level practice opportunities that are progressively advancing and continuously support new learning and competence development.
- Ability for the Field Instructor to directly observe the student in practice during each field period, or, if the Field Instructor is external, for an internal professional to observe the student in practice and share observations and feedback with the Field Instructor.
- Ability to provide students with consistent contact with clients and constituencies.
- Commitment to the **Field Instructor of record providing consistent individual supervision for at least 60 minutes per week** that includes quality, evidence-informed instruction. Participation in group supervision, rounds, or shadowing students and providing feedback and instruction **cannot replace weekly individual supervision**.
- Evidence of accreditation by appropriate certifying organizations, if applicable.
- Ability to provide a safe setting with appropriate safety policies and protocols, and willingness to adhere to the Mandel School's Field Safety Policies.
- Willingness to provide the student with an orientation to the setting, its services, policies, and procedures.
- Willingness to ensure proper oversight of student interns while in practicum and ensuring student direct access to Field Instructor, Task Supervisor, or other professional staff in the setting in the event of emergency or serious circumstances.
- Ability to provide student access to an appropriate work space given their tasks or the services they are providing, and the tools necessary to do so, such as phone, computer...
- Ability to ensure an environment that is ethical, professional, supportive, and conducive to learning.
- Additional considerations may apply in the selection and approval process as determined by the Field Education Department.

Field setting availability for student placements continually changes in response to many factors, including funding, staffing, capacity for student supervision & field instruction, and the needs and service priorities of each organization. As a result, some field practicum settings may not be available in any given year.

Additional Expectations

Mandel School students are expected to spend the majority of field practicum time engaged in learning and practice activities, such as:

- Contact with clients and constituent groups
- Preparation for practice activities
- Team meetings, case conferences, shadowing, instruction, and supervision
- Service delivery
- Participation in committee or community meetings
- Resource development and/or projects related to competencies
- Activities related to all competencies, including ethics, policy, ADEI, research, advocacy, and social justice

Affiliation Agreements

The Mandel School requires all field education settings to enter into an Affiliation Agreement with the school before the setting can be confirmed. Unless otherwise required by a setting, the Mandel School will provide a copy of the University's Affiliation Agreement for use. All agreements are submitted for review and processing to the Assistant Dean of Field Education and External Relations. Affiliation Agreements are then reviewed by the University's Office of General Counsel and executed by the University Provost, or designee, for the practicum approval process to be completed.

The Affiliation Agreement clarifies each party's responsibilities and protects the practicum's educational purposes. The student may not begin practicum until a fully executed agreement has been established. Questions regarding the Affiliation Agreement template or process should be directed to the Placement Team.

Student Placement Policies

The Field Education Department's Placement Team is responsible for the placement of all students in approved practicum sites in accordance with the policies and processes outlined in this manual. To be admitted to the Field Education Program, students must meet all Mandel School admission criteria and be eligible for liability insurance. Field Practicum sites must meet the specific criteria [outlined above](#). Students may only complete field education requirements at practicum sites approved by the Placement Team and by participating in the placement process in partnership with the Placement Team.

The placement process requires students' active and timely participation. Students are expected to regularly review their CWRU email for communication from the Placement Team or prospective practicum sites, and respond in a timely manner. While the Placement Team is integral to the process, there are specific student responsibilities, outlined in the Student Placement Process section of this manual, that must be completed promptly for placement to occur. Students who are non-responsive, delay responding, or do not complete their placement tasks promptly should expect to be delayed in starting practicum as scheduled and in graduating on time.

The Mandel School makes every effort to secure a placement before the start of the first field education term; however, many variables may affect the Placement Team's ability to do so. These include, but are not limited to, delays in the site approval process, regional limitations, state regulations, student relocation, student delays in communicating with the Placement Team, practicum site delays in communicating, delays in completing the Affiliation Agreement, student background checks, and Field Instructor or site availability. It may be necessary for a student to defer field education until a practicum can be secured. In some cases, it may be necessary to travel additional distances to fulfill practicum requirements if no other option is available.

The Placement Team will make every reasonable attempt to place students as close as possible to their address. However, if there are insufficient resources for quality practicum sites in a student's area, the student may need to travel up to 60 miles to complete field practicum requirements. All travel to and from practicum locations is at the student's expense and does not

count toward practicum hours. Students may not reject a placement solely based on site distance or required travel time.

If student relocation occurs during the placement process or after practicum begins, a delay in the start or continuation of practicum may be necessary until the placement team is able to secure a new placement. In an effort to minimize disruption to the program of study, students are requested to provide at least one term's written notice before relocation. Placement is not guaranteed for students who do not adhere to the program expectations and provide advanced notice.

The practicum portion of the program is an ongoing, required commitment to earning an MSW degree, and students should expect to spend an average of 10-12 hours per week in practicum each of the MSW program. Detailed hours requirements can be found in the [Field Practicum Hours](#) section of this manual. Students are required to adjust their schedules as needed to align with practicum site hours and Field Instructor schedules to complete their hours and maximize oversight and instruction. For students enrolled in the program who are working full-time, the Mandel School cannot guarantee practicum schedules that are exclusively during evening/weekend hours. An inability to accommodate the practicum site's schedule and requirements may affect a student's eligibility to continue in the program.

Employment-based practicums are allowed by the Mandel School and the Council on Social Work Education. There are policies and requirements specific to employment-based practicums, and the placement process includes additional forms and steps. These are outlined in the [Employment-Based Practicum Policies and Placement Process](#) section of this manual.

Students are not permitted to have more than one field practicum site at a time. Exceptions are only made in extenuating circumstances and with the prior approval of the Field Education Department. Exceptions are dependent on multiple factors, including but not limited to consistent oversight and supervision by a Field Instructor and Task Supervisor, and the overall impact on the practicum experience and the completion of all practicum requirements and course assignments.

Conflicts of Interest

To avoid any conflict of interest, students are not permitted to complete a practicum at an agency, institution, or organization that is owned or partly owned by a family member. Additionally, a student's family member may not serve as a Field Instructor or Task Supervisor for the student. Students are obligated to notify their Field Faculty Advisor if a family member, quasi-family member, or close personal friend is employed in any capacity with the practicum organization or institution. This disclosure may not automatically preclude a placement, but safeguards must be built in to maintain appropriate boundaries between the parties.

Release Of Information

As a part of the field placement process, the Field Education Department's Placement Team may need to share student placement materials and other relevant information with potential agencies and Field Instructors. This may include discussions with the prospective site and/or Field Instructors regarding the student's goals, resume, specialization, and path of study, if applicable/requested. These materials enhance the matching process, which generally benefits

the student and the Field Instructor. Field Instructors and Task Supervisors (as appropriate) are considered part of the student's educational team.

Practicum Referrals

The partnership between students and the Field Education Department's Placement Team is essential to ensure timely and viable field education placement. The Placement Team often relies on students' knowledge of local resources or their interest in specific social work organizations to assist in the placement process. Students are welcomed and encouraged to submit referrals for agencies that may serve as quality practicum sites. Students are not limited in the number of referrals they can submit.

A referral is a potential practicum organization and/or Field Instructor that a student would like to recommend for practicum placement. The referral should be an organization and/or Field Instructor that the student has contacted and that has either expressed interest in hosting the student or agreed to host the student for placement. Referrals are not lists of agencies or contacts. The Placement Team encourages students to network, rather than cold-call organizations. Please note that submitting a referral does not guarantee approval of the placement.

Referrals should be submitted at the start of the placement process in order to be considered. This provides the Placement Team time to collect all required documentation for vetting and approving a site, and to explore other options should referrals not lead to placement.

Failure To Secure Placement

While the Mandel School makes every effort to secure a successful placement before the start of the first field education term, this is not always possible. It may be necessary for a student to defer field education until a practicum can be secured. In some cases, it may be necessary to travel additional distances to fulfill practicum requirements.

In the event a student is not accepted for placement after completing a minimum of three field placement interviews, the Placement Team or assigned Field Faculty Advisor will contact the student to discuss the reasons for each practicum site's decision, assist the student in identifying potential barriers impeding placement, and, as necessary, develop a written plan to address the barriers. Should a student be unsuccessful in securing a field practicum after additional practicum site interviews, the Field Education Department may petition the Dean's Consultation Committee for review and advisement. Additional planning and action for placement may not continue until a Dean's Consultation Committee meeting is held or an alternative action plan is developed, as determined by the Field Education Department. Students without an approved practicum site cannot remain registered for their field practicum course (or concurrent Organizational Theory and Practice course).

Because the Mandel School has a concurrent model of field education, in which students are enrolled in field education courses, attending practicum, and enrolled in academic courses simultaneously, failure to secure a placement by the start of the semester could result in a delay in academic coursework, as well as practicum courses. Students who are not successfully placed by the beginning of the semester may request special permission to continue their academic coursework while the placement process continues, but approval is not guaranteed.

The determination is on a case-by-case basis and includes an assessment of the academic courses a student will be enrolled in that term and the impact on their overall progression through the program, including what is in the best interest of their learning and competence development.

Student Placement Process

The Placement Team leads the process of placing a student in a practicum setting, but requires the student's active, ongoing participation. The Mandel School's Field Education Department has relationships with many pre-approved practicum sites, but if there is interest in or need for a site that has not previously been vetted, this can be addressed during the placement process by the Placement Team.

Generalist Placement

For Non-Advanced Standing students, the placement process focuses on finding a generalist practicum site that meets the [requirements for generalist students](#). This process begins the term before practicum starts, with the student receiving an email, prompting them to schedule a meeting with an assigned Placement Advisor and complete the Placement Intake Form in ELC. The Placement Intake Form should be completed as soon as possible, but it must be completed before the Placement Advisor meeting. The student is asked to identify practicum settings of interest.

Once the Placement Intake Form is completed, the Placement Advisor reviews the form, including the identified sites, and uses this information to assess the fit of the identified sites and the potential for placement. They may also identify other potential practicum sites that are a good fit based on the student's specialization, path of study, interests, location, and availability. During the Placement Advisor meeting, the placement process, identified sites, and next steps are discussed and clarified, and students can ask any questions they may have.

After the meeting, the Placement Advisor conducts outreach to potential practicum sites to gauge interest and availability for hosting the student and to confirm the availability of required practice opportunities. The Placement Advisor then provides the student with up to three sites that have expressed interest in hosting the student and instructs them to set up interviews with each site. The student is provided with links to each site's website, the contact person's information, and instructions on setting up and preparing for the interviews. Following the student interviews and communication from the sites regarding the outcomes, if more than one site has offered to host the student, the student can select their preferred sites. They can also request another meeting with the Placement Advisor should they wish to discuss the options.

The Placement Advisor contacts the preferred site and confirms the placement. Once all details are finalized, the Placement Advisor sends an email confirmation to the student, site contact, Field Instructor, and the student's Field Faculty Advisor that includes each party's contact information, the start date of practicum, field education requirements, field-related resources, and next steps to ensure all needed student requirements are complete, such as background checks, prior to the start of the semester. The student is then required to contact the site contact and/or Field Instructor to follow up on any pre-start site requirements and plan for the practicum.

start. The confirmation email also explains that after the start of practicum, the student's Field Faculty Advisor will be the contact person for the site, Field Instructor, and student.

Specialized Placement

Specialized practicum sites must provide students with practice opportunities in all competencies and specialized practice behaviors, but with a focus on the systems levels and populations relevant to the student's specialization and path of study. The systems levels relevant to students with an Integrated Health and Wellness specialization are individuals and families, and those relevant to students with a Community Practice for Social Change specialization are organizations and communities. In addition to these requirements, specialized sites must also be able to offer students new and progressively advancing learning opportunities to ensure further competence development and professional growth.

For **Advanced Standing students**, the specialized practicum is the starting point of their MSW practicum experience, and the placement process mirrors the generalist process described above. The placement process for specialized practicum begins the semester prior to the start of specialized field education. Advanced Standing students are expected to remain at the same practicum site until the completion of practicum education.

Non-Advanced Standing students are expected to remain at their generalist practicum site for specialized field education, provided the site can accommodate them for the remainder of practicum and provide them with the practice opportunities required by the student's specialization and path of study.

Students must be aware that the determination of whether the generalist practicum site will meet specialized practicum requirements must be made before the end of 662A. Field Faculty Advisors must be involved in this determination. A change of placement for specialized practicum will be approved **only if the Field Faculty Advisor and the Field Education Department agree** that a generalist site will not meet the specialized practicum requirements. If students think the site will not be appropriate for a specialized practicum, they must contact their Field Faculty Advisor by the mid-point of 662A to avoid a possible disruption in field education.

Should a new specialized practicum site be approved by the Field Education Department, the student will work with the Placement Team during 662B. This is facilitated by the use of Experiential Learning Cloud (ELC). The first step is for the student to complete the Placement Intake Form in ELC and schedule a meeting with their assigned Placement Advisor. Students are expected to identify several potential sites of interest that align with their specialization/path of study.

The Placement Advisor reviews the student-identified sites prior to the meeting with the student. The advisor identifies additional sites or conducts a search for prospective sites that have not yet been approved, as needed. Following the meeting, the student begins outreach to the identified sites, explores the opportunities and availability of practicum positions, and sets up interviews. In preparation for interviews, students must update and upload their resumes in ELC, review the Interview Tips and Resources, research the sites, and develop a list of questions.

As students complete interviews and receive practicum offers, they update their Placement Advisor. Once they have selected their preferred offer, they discuss it with the Placement Advisor. The Placement Advisor then follows up with the selected site to confirm placement and sends an email confirmation to the student, site contact, Field Instructor, and the student's Field Faculty Advisor that includes each party's contact information, the start date of practicum, field education requirements, field-related resources, and next steps to ensure all needed student requirements are complete, such as background checks, prior to the start of the semester. The student must contact the site to follow up on any pre-start site requirements and plan for the practicum start. The confirmation email also explains that after the start of practicum, the student's Field Faculty Advisor will be the contact person for the site, Field Instructor, and student.

Students are strongly encouraged to communicate with their Placement Advisor and prospective practicum sites throughout this process and to complete all placement tasks in a timely manner. Placement spots are finite, and it's important to remember that other students from the Mandel School or other MSW programs in the area may be pursuing placement at sites you are interested in. Delaying any steps in this process will likely limit your practicum options.

Employment-Based Practicum Policies and Placement Process

The Mandel School is committed to providing students with expanded options for practicum that meet their unique needs while maintaining high standards and ensuring all required practice opportunities are met. This commitment is evidenced in the Employment-Based Practicum Policy. In accordance with the Council on Social Work Education, the Mandel School allows employment-based generalist and/or specialized practicums within sites that meet all CSWE and Mandel School field education criteria and requirements. Students should be aware that a change in employment status could disrupt an employment-based practicum and require a change of practicum site.

Employment-based practicum sites must be vetted and approved as any other site would be, ensuring they meet all site approval criteria and can provide the requisite practice opportunities. In addition, approval for a student to be placed in an employment-based practicum is dependent on approval of the practice opportunities the site can provide the student in relation to whether they are in the generalist or specialized portion of field education, and a determination of whether employment tasks can be used as practicum task or if non-employment task are needed, available, and appropriate for the given student.

If a practicum site has met the approval criteria for all sites, approval for an employment-based practicum placement must also be granted by the Field Education Department, and a determination must be made as to the tasks the student can use for practicum education. Employment tasks can be used for practicum education if:

- Employment/practicum tasks have a direct link to the Competencies and their respective practice behaviors at a Master's level
- Employment/practicum tasks are appropriate for the student's practice level, Generalist or Specialized, and employment/practicum tasks provide new competency-based learning and practice opportunities.

In addition to the determination of the tasks students can use for practicum education in an employment-based practicum, a determination may need to be made as to whether the student's employment supervisor can function as their Field Instructor. The Field Instructor role may be fulfilled by the employment supervisor if:

- The employment supervisor/Field Instructor has an MSW/MSSA degree from a CSWE-accredited program
- The employment supervisor/Field Instructor has two or more years of post-MSW/MSSA social work practice experience
- The employment supervisor/Field Instructor commits to providing at least 60 minutes of individual supervision each week of practicum that is separate and distinct from employment supervision.

In the event that employment tasks do not meet the criteria listed above, employers and students will either need to supplement the student's employment tasks to meet the requirements or structure the practicum so that the student is engaged in all non-employment tasks and/or in a different role, department, or program in order to meet all Mandel School practicum requirements.

Even when employment tasks meet the requirements for practicum education, we recognize that in some employment-based practicums, students/employers may prefer not to use employment tasks for practicum. This is permitted as long as all Mandel School practicum requirements and policies are met.

Regardless of the type of employment-based practicum sought, it is critical that students and employers commit to establishing and protecting the purpose of field education as a competency-based learning experience. When completing practicum hours, students must be viewed as student-learners and have time to research, reflect, practice, and learn based on their educational needs and levels of competence.

Employment-Based Practicum Process

To be considered for an employment-based practicum:

- The practicum site must be approved by completing all required steps and documentation set forth in the [Practicum Site Identification and Approval](#) section of this manual.
- The student must complete the following steps at least 60 days before the start of the field practicum:
 1. Complete/Submit the [Employment-Based Practicum Application](#) (Appendix J), including signatures of student, proposed Field Instructor, employment supervisor (if different from Field Instructor), a director or employer designee, and a representative from the Field Education Department.
 2. Submit a copy of the existing job description to the Placement Team.

3. Identify a Field Instructor willing to supervise competency-based learning activities and provide at least 60 minutes of weekly, individual, in-person supervision that is **separate and distinct** from employment supervision. The proposed Field Instructor must be approved as per the [Field Instructor Required Qualifications](#) and [Field Instructor Identification and Approval](#) process in the Field Education Manual.
4. Any additional steps required for field placement as outlined throughout this Field Education Manual.

The required documentation described above is subject to review and approval by the Field Education Department and the Placement Team to ensure that all CSWE and Mandel School field requirements are met. A determination as to the tasks that can be used for practicum education will be made and agreed upon by the student, Field Instructor, employment/practicum site, and Field Education Department. A Field Instructor must be approved, and if a determination is made that the employment supervisor can function in the role of Field Instructor, agreement is reached that all practicum supervision requirements will be met, and practicum supervision will be separate and distinct from employment supervision.

Following the start of an employment-based practicum, the student's Field Faculty Advisor will monitor and evaluate the student's practicum experience in relation to all practicum requirements and the terms of the practicum approval. If at any time the employment-based practicum is not meeting the student's competency-based learning needs or the agreed-upon practicum terms are not adhered to, the Field Faculty Advisor shall intervene to address these concerns. A problem-solving approach will be taken in an effort to preserve the practicum and ensure it meets all requirements and needs. Student, Field Instructors, and employment/practicum sites must understand that should there be no acceptable resolution to the concerns, a change of practicum may be required. The Mandel School understands the need for students to function as employees to satisfy employer demands, but we prioritize students' competency-based learning and educational objectives as the primary focus in an employment-based practicum.

Disruption of Employment-Based Practicum

It is important for students considering an employment-based practicum to understand that if there is a change in situation or employment and their employment-based practicum cannot continue, or should the practicum not meet the needs and requirements of practicum education, they may experience a disruption in their progression through practicum education. In these circumstances, the Field Education Department's Placement Team will work with the student to secure a new practicum. This process will be carried out as stated in the [Student Placement Process](#) section of this manual and in accordance with the [Unscheduled Practicum Changes](#) section. While every effort will be made to do this promptly and avoid a lengthy disruption of hours accrual, this cannot be guaranteed, and some disruption may occur.

New employment may not meet the criteria for social work competency-based learning for the student or the Field Education Department's requirements. Students should not assume that the new employment site will automatically be approved as a practicum site. In addition, many employers require a probationary period at the start of employment and will not consider hosting

the student for a practicum during that period. The replacement process should, therefore, include the identification of appropriate non-employment sites.

Paid Practicums

Regardless of whether a student is in an employment-based practicum, practicum sites may wish to provide financial compensation, such as a salary or stipend, for field education hours

and activities. The Mandel School's Field Education Department allows practicum organizations to do this, but does not guarantee students paid practicums.

When students receive any form of compensation from their practicum organization, this compensation mustn't alter the educational focus of the practicum experience. MSW students must still be viewed as learners, not employees, when completing practicum hours, and [productivity requirements](#) should not be extended to students in such circumstances. Should the provision of compensation to students interfere with the educational focus of practicum, the Field Education Department reserves the right to intervene in any way to remediate the concerns.

Unscheduled Practicum Changes

It is the expectation of the Field Education Department that students will remain at their practicum sites for the duration of the generalist and specialized portions of field education. Practicum changes may be required at the conclusion of generalist field education as described in the [Specialized Placement](#) section of this manual, but are not scheduled to occur.

Any issues or concerns regarding a practicum will be addressed with a problem-solving approach, which students are required to lead and participate in. An unscheduled practicum change will not be considered by the Field Faculty Advisor and the Field Education Department until all efforts by the student and the Mandel School to address issues or concerns have been made, in an attempt to preserve the current placement.

Students need to understand that social work settings offer opportunities for competence development that are transferable across a variety of settings and populations. Students do not have to be placed in a specific setting or work with a particular population to gain the skills and competence needed to work in that setting or with that population upon graduation.

Students cannot terminate or switch field practicums at any point without prior written approval and acknowledgment from the Field Education Department. Students should notify their Field Faculty Advisor of any issues or concerns and make every effort to address them to preserve the placement before requesting an unscheduled practicum change.

If an unscheduled practicum change is required and approved by the Field Education Department, the Field Faculty Advisor will initiate the process with the Placement Team or instruct the student on how to do so.

- Students who require unscheduled practicum changes are likely to be delayed in completing field education hours and course requirements. This may delay the graduation date.

- Students who change practicum sites during the generalist portion of field education are expected to remain in their second generalist site for the remainder of their time in field education and cannot change sites again for the start of specialized practicum..

Should an unscheduled practicum change be required due to the practicum site terminating the placement, the circumstances of the termination will be addressed by the Field Faculty Advisor in consultation with the Assistant Dean of Field Education and External Relations and the Associate Director of Field Education. For further details on the circumstances of termination and its impact on the student, please see the [Student Code of Conduct and Standards for Behavior](#) section of this manual.

Practicum Site Onboarding and Orientation

Once a placement has been confirmed, students will receive a confirmation email from the Placement Team with instructions for completing the pre-practicum site requirements and the practicum site onboarding process. Each practicum site has its own onboarding process, but regardless of that process, certain practicum requirements must be completed before the start of the field practicum.

It is the student's responsibility to contact the practicum organization to inquire about site requirements and the onboarding process, including background checks/fingerprinting, health and drug screenings, and other pre-placement requirements. This can be done during the placement interview or before accepting a placement, but if it is not done then, it must be done immediately after the placement is confirmed.

The student may be required to pay for any background checks/fingerprinting or screenings required by the practicum organization, depending on the organization's policies. The Mandel School is not responsible for fees related to field practicum onboarding. Failure to complete or pass required background checks, health screening, or drug screenings may prevent a student from moving forward with enrollment in field education courses and field practicum.

Practicum sites are required to provide students with an orientation that includes, but is not limited to:

- Explanation and written versions of organizational/departmental policies and procedures, including safety, medical, health, and emergency policies and procedures, ethics, use of technology, and social media policies and procedures
- The organizational setting, services, and populations served
- Training students need to complete or can complete to enhance their education and skill development
- Health Insurance Portability and Accountability Act (HIPAA) requirements, Duty to Warn and Duty to Protect requirements, and any other mandated regulations or requirements relevant to the setting and services
- Administrative and supervision requirements and planning

- Review of tools (computer, phone, ID badge...), space, and resources needed by and/or available to the student

The organization may provide a formal orientation that students participate in with employees or an orientation that is specific to the student and their practicum. Regardless, students should inquire about orientation timeframes and time commitment when interviewing with the practicum organization or directly following placement confirmation to ensure they will have availability to participate. Mandel School students are not permitted to miss any class or course requirement to participate in any field-related activity, including practicum organization onboarding, or orientation activities. Students may accrue field hours for practicum site orientation and training.

If the **orientation is scheduled before the official start of the first field education term**, there must be a collaborative agreement between the student, Field Instructor, and Field Faculty Advisor that addresses potential liability issues and the accrual of practicum hours. Students should contact the Field Faculty Advisor to address this.

Safety In Practicum

Given the number and variety of people social workers serve and the settings in which these services are delivered, social work environments can be unpredictable, and safety can be a concern. Safety concerns may include the risk of personal injury or property damage from accidents, incidents involving clients, or crimes committed by third persons. While the Mandel School will make every effort to assist students in averting and handling dangerous situations, the Mandel School or the University cannot control the actions of third persons.

It is the student's and Field Instructor's responsibility to know the Mandel School's safety policies, provided below, and to adhere to them. Any questions or concerns regarding safety in practicum should be brought to the attention of the students' Field Faculty Advisor immediately. Practicum sites are required to immediately communicate any safety, medical, health, or emergency incident involving a student to the student's Mandel School Field Faculty Advisor, the Assistant Dean of Field Education and External Relations, and the Associate Director of Field Education. Their contact information is provided at the beginning of this manual.

In addition to the Mandel School's safety policies and precautions provided below, additional information on social worker safety can be found in the [NASW Guidelines for Social Worker Safety in the Workplace](#).

Practicum Safety Policies

To minimize risk to students, clients, or client groups, the Mandel School prohibits students from engaging in the following:

- Students are not permitted to restrain clients under any circumstances, nor should they knowingly be placed in a situation that would necessitate performing a restraint.
- Students are not permitted to be on-call for clinical or administrative emergencies.
- Students are not permitted to conduct home visits without being accompanied or having a specific, predetermined safety protocol in place. Students must receive appropriate training before completing home visits and have opportunities to accompany a social

worker on home visits to observe and ask questions. Students must have phone access to the Field Instructor or an organization supervisor while completing home visits or other off-site activities. The field practicum organization must always be aware of the student's location when conducting home or community-based activities.

- Students are not permitted to work for extended periods when no other organization staff are present.
- Students are not permitted to provide services to clients when no other organizational staff are present in the building.
- Students are not permitted to handle or distribute medications.
- Students are not permitted to drive clients in their personal or organizational automobiles without proper insurance coverage, training, and the approval of their Field Instructor. When all of these are in place, students should not transport clients alone.
- Students are not permitted to work with potentially violent clients without the proper training, supervision, and precautions. Such interactions should occur only when other organization staff are on-site.
- Students are not permitted to work with clients who have demonstrated a history of violence or aggression toward staff.
- Students are not permitted to engage in any activities, responsibilities, or duties that extend beyond the scope of practice of social work.

Social work students work with clients in a wide variety of settings and situations. Some of these settings include working with individuals dealing with overwhelming emotions and stressors that may result in behaviors that are or appear to be threatening in nature. Examples of these behaviors may include swearing, yelling, insulting, threatening, engaging in behavior that could cause physical harm, and other out-of-control behavior.

Safety Responsibilities:

- Field practicum organizations should have written policies to address any work situation that entails potential risk, such as home visits, services conducted outside the organization in isolated or high crime areas, services provided at night or on weekends, services to clients who may become volatile, or who may be intoxicated or under the influence of controlled substances, and services that are politically sensitive which may result in threats of violence.
- Each site is required to orient students to the safety, medical, health, and emergency policies and procedures of that setting during practicum site orientation and during supervision.
- Practicum sites should also provide students with these policies and procedures in writing at the start of practicum.
- Field Instructors are expected to discuss the site's safety policies and procedures with students in supervision and review the Mandel School's safety policies and procedures. This should be done at the start of practicum and revisited periodically. When the Field Instructor is external, Task Supervisors should assume this responsibility.

- Students are advised to take advantage of any additional safety or specialized training provided by the practicum site and to take all necessary precautions to protect their personal safety and property during practicum.
- Procedures for students to follow in the event of a safety, medical, health, or emergency should be reviewed with students and documented in writing.

Student Safety Responsibilities and Precautions:

- Students should read and be familiar with the safety, medical, health, and emergency policies and procedures of the Mandel School and the practicum organization, and abide by the health precautions and protocols specific to the setting.
- Students should not see clients alone unless they have clearly demonstrated the knowledge and skills to do so.
- When conducting office-based meetings, it is important to consider the room layout, where each person will sit, and quick access to exits in case of an emergency.
- Students should be aware of their proximity to clients who pose safety concerns and their stance. If a client escalates, ensure sufficient space between you and the client and consider a protective stance such as turning slightly to the side and wrapping one arm around the waist.
- When scheduled to see a new or existing client with a history that raises safety concerns, students should inform their Field Instructor before the meeting, and if needed, develop a plan. If safety concerns exist, some options are to see the client with another person present or in a room with a window to a hall.
- When in the field, students are reminded to carry cell phones, notify their supervisor of their whereabouts and expected return to the organization, and refrain from carrying valuables or wearing expensive items.
- When conducting home visits, students should be aware of their surroundings and who is in the house. Be aware of exit locations and do not allow a path to an exit location to be blocked.
- When conducting home or community-based field practicum activities, students should be aware of parking locations. Do not allow another vehicle to block your own in a driveway or other location.
- Lock vehicle doors and do not leave any valuables in sight. Valuables should be stored in a locked location, preferably in the practicum organization.
- Students should ensure their cell phone is charged and on while in the field, in order to call for help in the event of an emergency or to contact the Field Instructor or another organization supervisor for support if needed.
- The practicum organization must always be aware of the student's location when conducting home or community-based activities, when they are expected to be finished, and that they have safely completed their activity.
- When traveling by foot or public transportation, it is advisable that students know where they are going and the route by which they will travel.

- It is helpful to wear sturdy, flat walking shoes for safety reasons.
- It is also helpful to be alert and to walk with a purpose as if one has a clear destination.
- Be aware of people and animals in the immediate area.

Students have a right and responsibility to refuse any assignment where they feel physically at risk or in which they deem too dangerous to pursue at the time. Students should immediately contact their Field Faculty Advisor should they have any concerns regarding the practicum site expectations, policies, or procedures related to safety. Students must report any dangerous or adverse situations or incidents encountered during practicum to their Field Instructor and Field Faculty Advisor as soon as possible.

Home Visits

Home visits are a regular part of many social work organizations and practicums. Even if they are not a regular occurrence within an organization, a home visit may be clinically indicated in certain situations.

All practicum organizations are expected to take appropriate measures to ensure the safety of all students and adhere to the safety policies included in the previous sections. Students must receive appropriate training prior to completing home visits and have opportunities to accompany a social worker on home visits to observe and ask questions. Students must also have phone access to the Field Instructor or an organization supervisor while completing home visits or other off-site activities. The field practicum organization must always be aware of the student's location when conducting home or community-based activities, when their expected completion of the activity is, and if they safely completed their home or community visit.

At a minimum, the same safeguards, training, and consideration provided to staff must be provided to students; however, it is not unusual for students to require additional support and security measures.

Professional Liability Coverage

Case Western Reserve University extends professional liability protection to students while acting on behalf of the University in the good faith performance of their assigned educational duties. Case Western Reserve University is responsible for the educational component of the practicum site, while the field site is responsible for client care. Requests for proof of professional liability coverage for Mandel School students should be sent to the attention of the Assistant Dean of Field Education and External Relations.

Occasionally, a field practicum site may require students to have their own individual malpractice insurance. The National Association of Social Workers (NASW) offers student members professional liability protection. Individual coverage protects the student directly as the policyholder. Mandel School MSW students obtain membership to NASW and may elect to obtain additional liability insurance at their own expense. To learn more about this malpractice insurance, contact NASW Insurance Trust at: <http://www.naswinsurancetrust.org/>.

Productivity Requirements

Students should not be held to any productivity requirements in their practicum. The organization's productivity standards should not be used as grounds for the successful completion of the Learning Agreement and evaluations. If concerns regarding a productivity standard do arise, the student and/or Field Instructor should consult with the Field Faculty Advisor.

State of Ohio Social Work Trainee (SW-T)

In addition to the above-mentioned onboarding items, an Ohio Social Work Trainee (SW-T) or other state-specific credentials may be required by certain field organizations. Students completing practicum in the State of Ohio may apply for or renew the Social Work Trainee (SW-T) through the Ohio Counselor, Social Worker, and Marriage & Family Therapy (CSWMFT) Board.

The Field Education Department does not require students to automatically obtain the SW-T, however, many Ohio field practicum sites do require it for students. While there is no cost for the SW-T itself, the application does require the student to obtain a criminal background check.

- Additional information regarding the Ohio SW-T can be obtained through the [Ohio Counselor, Social Worker, and Marriage and Family Therapist Board](#).
- Background checks/fingerprinting can be obtained through the [CWRU Division of Public Safety](#).

Each term, the Assistant Dean of Field Education and External Relations will provide the CSWMFT Board with a list of the students enrolled in practicum courses. Students are still required to provide a copy of their course schedule to the CSWMFT board. The schedule must note that the student is registered in a field practicum course for the current or upcoming semester. The schedule must also include:

- a. Student's first and last name
- b. Registered Field Practicum course's name
- c. Semester start & end dates
- d. University logo

Here are [instructions for printing the CWRU course schedule](#), which includes all of the aforementioned requirements.

Students should consult with their Field Faculty Advisor with questions regarding the SW-T. Students residing outside of Ohio should contact the social work licensing board within their state of residence to determine the need for training credentials.

- Additional information regarding the Ohio SW-T can be obtained through the [Ohio Counselor, Social Worker, and Marriage and Family Therapist Board](#).
- Background checks/fingerprinting can be obtained through the [CWRU Division of Public Safety](#), but check with the practicum organization regarding their specific process.
- Certain health and drug screenings can be obtained through University [Health and Counseling Services](#).

Field Practicum Hours

Non-Advanced Standing MSW students are required to complete a minimum of 900 practicum hours, 400 Generalist and 500 Specialized. Students granted Advanced Standing status, with baccalaureate degrees from a CSWE-accredited program, are required to complete 500 specialized practicum hours, taking into account the 400 hours completed as part of their BSW degree.

Advanced Standing students with a BSW who have been granted advanced standing status are required to complete a minimum of 500 specialized practicum hours. Advanced standing students do not complete any generalist field hours because the program accepts the 400 field education hours completed during their BSW degree.

The Mandel School has specific hour requirements for each practicum term/course. These are shown below, along with the corresponding practicum course. Also included are the [Professional Development](#) requirements for each term, which are explained in the corresponding section of this manual. Professional development time does not count toward practicum hours and should not be added to the time track.

Practicum Course	Hours	Professional Development (Event + Reflection)
661	150	1
662A	125	1
662B	125	1
663A	125	1
663B	125	1
664A	125	1
664B	125	1

Note: Advanced Standing students begin Field Education with field practicum course 663A.

The delineation of practicum time in hours instead of days intentionally allows students and Field Instructors the ability to structure field practicum experiences to conform to a weekly schedule compatible with the student's class schedule and the needs of the organization.

Students are expected to attend practicum for all weeks of each term. Any deviation from this schedule must be approved by both the Field Instructor and the Field Faculty Advisor.

Students are required to adjust their schedules to accommodate the hours of the practicum site and Field Instructor as needed, but can not miss class meetings for practicum. Students are required to use their time in practicum productively engaging in MSW-level activities related to the competencies. Practicum hours are not to be used for the completion of any course assignment; however, students may use supervision, which is counted toward practicum hours, to discuss Learning Agreements, evaluations, or other assignments relevant to their competency-based learning.

Evening And Weekend Hours

Students are required to adjust their schedules to be in accordance with the practicum site and the Field Instructor's schedules in order to complete field practicum hours. For students who work, the Mandel School is unable to guarantee practicum schedules that are exclusively during evening/weekend hours. An inability to accommodate the practicum site's schedule and requirements may impact completion of hours and eligibility to move forward in completing the program, as well as limit the amount of access the student may have to a variety of competency-based learning experiences.

Students may be expected to complete field hours in the practicum setting at least one evening per week. This may also include time on the weekend. Flexibility in scheduling is often necessary to meet client and/or organizational needs. Students should expect to work with their Field Instructors and/or Task Supervisors to adjust field practicum schedules as needed to accommodate some evening and weekend hours.

Accruing Hours Between Terms

Many students choose to continue to complete some field hours during a break between terms to ensure continuity of services for clients/client groups and to maximize their educational experience. Many agencies appreciate and value students' willingness to be attentive to the needs of the organization and its consumers. Students should discuss and develop a plan to complete field hours during a semester break with their Field Instructor and Field Faculty Advisor. Students should be allowed to take time away from the field practicum setting during a term break as a normal part of self-care.

Students who complete more hours than required for a term/course cannot carry surplus hours over the upcoming term. This ensures that students remain in practicum for each required term and practicum course and that the concurrent model of field education is adhered to. Students are expected to remain in practicum until the end of the final term. A student may request special permission to complete their final practicum term up to 2 weeks early. Approval must be given by the Field Instructor and Field Faculty Advisor well in advance of the term end date, and a plan for termination must be developed and carried out. Students complete field practicum requirements in accordance with the calendar and the course dates stipulated in the University Student Information System (SIS).

Practicum Absences

All absences from practicum must be made up to reach the required hours necessary for the completion of each term. Students who are absent from their field placements for any reason must incorporate a plan to address the deficit hours. Reasons for absences may include illness, the death of a family member, family emergencies, school or organization closings due to weather, administrative closings, etc. A plan to make up missed field hours must be developed with and approved by the Field Instructor and should be communicated to the student's Field Faculty Advisor. In any situation where a student will be absent from the field site, the specified organization contact(s) must be notified by the student at the earliest possible time to arrange coverage.

Field practicum absences and the reason for the absences should be reflected in time reports. Students who fall behind on field hours due to absences or other reasons should notify their Field Faculty Advisor immediately so that a plan to make up hours can be developed and approved.

Students who are habitually absent from the field practicum or who do not appropriately notify the practicum of plans to be absent may be suspended or dismissed from the practicum and may be referred to the Dean's Consultation Committee and/or the Committee on Students based on review of the circumstances by the Field Faculty Advisor and Assistant Dean of Field Education and External Relations.

Any student requesting a long-term absence or leave from field education for medical or personal reasons must notify the Field Faculty Advisor and the Assistant Dean of Student Services in writing. The student will then receive follow-up communication that outlines the appropriate next steps based on individual circumstances and student needs.

Holidays

Students do not attend practicum on agency holidays but do attend on some School holidays if the agency is open on a day of practicum attendance. It is the policy of Case Western Reserve University and the Mandel School to respect its members' observance of their major religious holidays. When scheduling conflicts prove unavoidable, no student will be penalized due to religious reasons, but will make up the hours missed at another time within the term. If a suitable arrangement cannot be worked out between the Field Instructor and the student, the Field Instructor should consult the Field Faculty Advisor.

Practicum/Course Work Conflict

Mandel School students are not permitted to miss or be excused from any class time or other course requirements to participate in any practicum-related activity, including field agency training or orientation activities. It is suggested that you discuss your course schedule with your Field Instructor to avoid time conflicts.

Practicum Organization and Field Instructor Monitoring and Evaluation

Monitoring and evaluating the quality and scope of practicum settings, competency-based learning opportunities, and field instruction is a continuous process and is carried out in multiple

ways. Field Faculty Advisors are actively involved with students, Field Instructors, and site Task Supervisors, and maintain phone, email, and virtual meeting contact with them throughout the practicum. Field Faculty Advisors also monitor and evaluate the practicum setting and competency-based learning opportunities using field practicum course assignments. The practicum course Learning Agreement and Time Report assignments document the student's competency-based learning activities and how they spend their time in practicum. Supervision Summary assignments allow the Field Faculty Advisor to monitor and evaluate the quality and scope of field supervision and instruction.

Individual field conferences are held during each field period and provide a structured opportunity for the student, Field Instructor, Task Supervisor (if assigned), and Field Faculty Advisor to discuss the student's learning activities, use of supervision, competency development, and overall progress. The individual field conference also provides an opportunity for the Field Faculty Advisor to evaluate the quality and scope of the competency-based learning opportunities the organization is providing, as well as the quality and scope of field instruction and supervision. It also affords the Field Faculty Advisor an opportunity to give feedback and suggestions to students, Field Instructors, and Task Supervisors on ways to maximize competency-based learning opportunities and student development, if needed. In the terms between individual conferences, Field Faculty Advisors hold mandatory small student group conferences, which provide an opportunity for students to talk about and process their practicum experience, ask questions, and get feedback and suggestions.

Students, Field Instructors, and Task Supervisors should communicate any practicum concerns that may arise to the Field Faculty Advisor. The Mandel School takes a problem-solving approach to field practicum issues and encourages everyone within the practicum team to do the same. Field Faculty Advisors are available to meet with students and/or Field Instructors to address any issues as needed.

This process further informs the Field Faculty Advisor's evaluation of students, practicums, Field Instructors, and Task Supervisors. In instances where the practicum setting is not meeting the Mandel School's requirements or standards for field education and no resolution can be found, the practicum may be terminated and may not be used in the future. In instances where the Field Instructor is not meeting the Mandel School's requirements or expectations for field education and no resolution can be found, the Field Education Department will require a change of Field Instructor.

Practicum settings and Field Instructors are formally evaluated at the conclusion of the generalist and specialized periods. Students and Field Faculty Advisors each complete thorough evaluations of the practicum setting and the Field Instructor in ELC, and the data collected from these evaluations informs the placement process going forward.

Support and ongoing training are provided through the Field Education Department and Field Faculty Advisors to assist Field Instructors and organizations in delivering consistent, high-quality practice experiences, supervision, and instruction to students. Information on upcoming trainings and links to recordings of past trainings can be found on the [Mandel School's Field Education Resources](#) webpage.

The Field Education Department provides updates to Field Instructors regarding Mandel School field policies and curriculum changes that affect student competency-based learning. An emphasis is placed on open and ongoing dialogue between students, Field Instructors, Task Supervisors, and Field Faculty Advisors to promote quality field education experiences and outcomes.

FIELD INSTRUCTION

Field Instruction is a critical component of the practicum experience and differentiates it from employment in a social work setting. The educational focus of field education requires opportunities to practice social work processes and receive feedback and instruction that can be applied to future practice opportunities. To ensure the educational focus of field education, students are assigned a practicum Field Instructor. The Field Instructor oversees the on-site aspects of the practicum, helps plan the learning experience, provides instruction and individual supervision, observes the student in practice, provides constructive feedback, and evaluates the student's growth and competence development.

When the practicum site cannot provide an on-site Field Instructor, an External Field Instructor may be assigned, and an on-site Task Supervisor will be required. In some instances, a Task Supervisor will be assigned even if the Field Instructor is on-site. Regardless, the Field Instructor is always responsible for the [Field Instructor Roles and Responsibilities](#) set forth in the corresponding section of this manual.

Field Instructors are not referred to as supervisors because of the educational focus in field education and because the intern's role is that of a student learner, not an employee.

Field Instructor Required Qualifications

Field Instructors are approved and assigned by the Placement Team and must meet the following minimum criteria:

- A master's degree in Social Work (MSW/MSSA) from a CSWE-accredited school of social work
- Minimum of two years of post-master's social work practice experience
- Maintain a level of licensure required by the state's licensure board to supervise MSW interns if needed, such as a Licensed Independent/Clinical Social Worker (LISW, LISW-S, or LCSW). Unless otherwise indicated, Mandel School does not have specific licensure requirements for Field Instructors.
- Commitment and ability to provide a minimum of one hour of weekly, in-person, individual supervision for each student. Group supervision cannot replace individual supervision.
- Commitment and ability to observe students in practice over the course of each field period in order to provide feedback and instruction, and to evaluate student competence development and skills.
- Ability to provide quality instruction and feedback that addresses multiple areas: support, educational instruction, administrative, evidence-informed practice, ethics, and decision-making.

External Field Instructors

An External Field Instructor is one who is not employed by the practicum organization. If practicum organizations do not have an employee who meets the qualifications of a Field Instructor, an external Field Instructor may be used, provided it is approved by the site and the Field Education Department. Practicum sites and students must make every effort to identify an appropriate applicant for the External Field Instructor role.

External Field Instructors must meet the qualifications for all Field Instructors as defined in the section above. Supervision by an External Field Instructor may be provided virtually if in-person supervision is not possible, but this must be approved during the placement process, and the student and Field Instructor should notify the student's Field Faculty Advisor at the start of the practicum.

If the practicum site and student have exhausted all possible options in identifying an appropriate applicant for External Field Instructor, the Placement Team will make every effort to provide one. It is important to note that the Field Education Department has a limited number of approved External Field Instructors, and not all will be available or align with the student's needs. For these reasons, it is not guaranteed that the Placement Team will be able to provide an External Field Instructor to all students needing one.

In instances where the Field Instructor is not employed by the practicum organization or is not on-site when the student is at the practicum, the practicum site must designate an on-site Task Supervisor as the individual responsible for a limited portion of the student's practicum. These responsibilities are outlined in the [Task Supervisor Roles and Responsibilities](#) section of this manual and [below](#); in general, they are limited in scope and duration. The Field Instructor still retains the primary and overall responsibility for the student's individual weekly supervision, competency-based learning, student evaluation, and connection with the school.

While the weekly individual supervision provided by an External Field Instructor is critical to the student's learning and competence development, it will most likely not fulfill all practicum site instruction needed. In instances where there is an External Field Instructor and the assigned Task Supervisor is not a social worker or in a social work-related profession, the practicum site should identify a method and person/s to provide any needed on-site instruction. This person/s may provide opportunities for the student to observe them in practice, process the observation, and provide instruction. They may also observe the student in practice and provide timely, constructive feedback. This is especially important early in practicum or when emergency situations arise with clients or constituents.

Field Instructor Identification and Approval

The Mandel School is continually engaged in identifying and recruiting social work practitioners to serve as Field Instructors. In most cases, the Field Instructor is employed by the practicum organization; if no employee has the required qualifications, an [External Field Instructor](#) may be an option. Regardless of the type of Field Instructor, all prospective Field Instructors must submit a Field Instructor Application (see Appendix I) and a copy of their CV or resume to be reviewed by the Placement Team.

Approval of a Field Instructor is contingent upon their possessing an MSW/MSSA and having at least two years post-master's social work practice experience, in addition to any qualifications detailed in the [Field Instructor Required Qualifications](#) section of this manual. Applicant must be willing to provide 60 minutes of individual supervision each week of practicum. Additional Field Instructor expectations can be found in the [Field Instructor Role and Responsibilities](#) section of this manual. The Mandel School makes every effort to ensure that Field Instructors demonstrate competence and experience in the areas of social work practice that align with the student's MSW specialization and path of study. This is especially important during the Specialized portion of Field Education.

Upon approval of a Field Instructor and practicum site, notification will be sent to the Field Instructor and practicum site representative. If this aligns with the placement of a student, the email notification will be sent to the student, Field Instructor, practicum site representative, and the student's Field Faculty Advisor, and will detail the next steps in preparing for the start of practicum, field education resources, and all relevant placement details. Field Instructors will also be invited to the upcoming Field Instructor and Task Supervisor Orientation and are strongly encouraged to attend.

Field Instructors will receive an email containing ELC login information and instructions. This web-based system is used for student-related practicum documentation, including Learning Agreements, time reports, and evaluations. The Field Education Department will also provide them with a Case Western Reserve University Affiliate ID.

Supervision Requirements

Weekly individual supervision is required for all Mandel School students in practicum. It is an essential part of a student's competency-based learning experience and a critical part of the overall instruction students receive.

Field Instructors are required to provide a minimum of 60 minutes of weekly, individual supervision to students. While group supervision provides excellent instruction and competency-based learning opportunities, it **cannot** replace weekly individual supervision requirements. Weekly individual supervision should be conducted in person. While in-person supervision is expected, there may be special circumstances in which exceptions to this policy are granted:

- Students approved for remote virtual practicums who are not onsite at the practicum location will be granted permission for virtual supervision during the placement process.
- Students approved for hybrid (in-person and remote virtual) practicums may be granted permission for some or all of their supervision to be virtual, depending on the specific circumstances.
- Students approved for in-person or hybrid practicums who have an External Field Instructor may be granted permission for virtual supervision during the placement process.
- Students approved for fully in-person practicums with an internal Field Instructor may request permission to do some or all of their supervision virtually by contacting their Field Faculty Advisor. **Approval is not guaranteed** and is on a case-by-case basis.

Virtual supervision must be done face-to-face using video conferencing. For students who have not been granted permission for virtual supervision, the Mandel School recognizes that there may be special circumstances in which the student and Field Instructor are unable to meet in person for supervision, such as vacation or illness. In these situations, virtual supervision can be used without prior approval, as it is preferable to no supervision at all. In line with this, if video conferencing is not an option, periodic supervision through voice call is preferable to missing supervision, but should not be an ongoing method of supervision. For additional information on the use of supervision, please review the [Weekly Individual Supervision](#) section of this manual.

Task Supervisors

A Task Supervisor is designated as the primary contact person and on-site manager of the student's practicum when the field practicum organization does not employ the Field Instructor, or they are not on-site at the student's practicum location. A Task Supervisor can be a social worker or a member of another profession. The Task Supervisor does not replace the role of the Field Instructor, but they do need to be well informed of the Mandel School's approach, policies, and requirements for practicum education. This can be done by attending the Field Instructor and Task Supervisor Orientation held before the start of each term.

Communication between the Task Supervisor and Field Instructor is critical in order to plan and assist in the student's competency-based learning and to evaluate the student's development effectively. While Task Supervisors do not approve Time Reports or complete evaluations, depending on the situation, they may be in a position to provide confirmation of hours and tasks, suggest appropriate and available competency-based learning activities, and provide first-hand knowledge of the student's growth and competence development to the Field Instructor.

When a Task Supervisor is part of the practicum, the Field Instructor still provides weekly individual supervision. It is suggested, however, that the Task Supervisor meet regularly with the student to assess the activities they are undertaking, assist with organizational tasks, and help them navigate the practicum organization as needed. Task Supervisors may also need to serve as a liaison between the student and organization staff to assist with setting up observation experiences or assigning clients/services. Refer to the [Task Supervisor Roles and Responsibilities](#) for further information.

Field Instructor & Task Supervisor Orientation

The Field Education Department is responsible for orienting new and experienced Field Instructors and Task Supervisors. This is done through the Field Instructors and Task Supervisors Field Education Orientation, held virtually three times per year. Notifications of upcoming orientations are sent via email. Recordings and presentation slides for the most recent orientation are located on the [Field Education Resources](#) website under the Field Instructor Trainings tab. Topics covered, but not limited to, the following:

- Field Education Overview and Practicum Model
- Student Hours
- Employment-Based Practicums
- Roles and Responsibilities

- Site Orientation and Safety
- ELC/Experiential Learning Cloud (formerly Tevera)
- Curriculum & Integration in Practicum
- Competency-Based Learning & Required Practice Opportunities
- Learning Agreement
- Student Evaluation
- Supervision, Instruction, and Student Learning
- Field Education Resources

Additional trainings for Field Instructors are also offered and can be found on the [Field Instructor Trainings webpage](#). Some topics include, but are not limited to: Supporting International Students; Ethics; Improving the Supervisory Process; Integrating the Curriculum with Field Practice; Effective Student Evaluation, and ADEI. Other topics are developed based on requested interest and programmatic need.

Additionally, at the conclusion of each academic year, the Field Education Department hosts an appreciation event and training for Field Instructors and Task Supervisors. Free CEUs are provided upon completion of most trainings. Most training opportunities are also offered virtually to provide access for remote participants.

Field Instructor & Task Supervisor Benefits

Persons serving as Field Instructors and Task Supervisors for the Mandel School are valued and greatly appreciated. In return for their dedication and service to our students, they are also eligible for the following benefits:

- Partnership with a nationally ranked school of social work
- Receive free annual training offered through the Field Education Department
- Obtain a CWRU affiliate ID and Case email account
- Gain access to all on-campus libraries and electronic resources
- Ability to work collaboratively with Mandel School research faculty
- Energize your staff and department with new ideas
- Access to educational and professional resources and
- Access to hire highly qualified and prepared social workers and nonprofit management professionals

Field Instructor Advisory Committee

The Mandel School values the input and expertise of Field Instructors and welcomes their participation on several committees. As such, Field Instructors are invited to participate in several Mandel School committees, including the Curriculum Committee and the Committee on Students. The Field Education Department also appreciates the knowledge and perspective of Field Instructors and Task Supervisors and invites their participation on the Field Instructor Advisory Committee. The purpose of this committee is to provide insight and guidance to the Assistant Dean of Field Education and External Relations and other field faculty on programmatic and policy matters related to field education. The Committee is made up of no

more than 12 members and meets on an ad hoc basis when issues arise that require consultation.

FIELD EDUCATION PROCESSES

Student Field Education Orientation

Since field education is a significant part of professional social work preparation, students must enter this educational process with a thorough understanding of how it works and of the requirements and expectations of field education.

Students are required to attend a Field Education Orientation before the start of the first semester. The orientation provides students with an understanding of the mission and approach to practicum education and details all requirements, expectations, and processes related to practicum and field courses. Students will be informed of the orientation date and time, and should contact the Field Education Department with any related questions.

Once the term and practicum begin, students will continue to be oriented through their practicum courses by their Field Faculty Advisor. Throughout each semester, Field Faculty Advisors are available to answer questions and address concerns. Students are encouraged to reach out to their Field Faculty Advisor if they would like assistance, have questions, or foresee any potential issues that could impact their practicum experience.

Experiential Learning Cloud Data Management System

Experiential Learning Cloud (ELC, formerly Tevera) is a web-based data management system that allows the Field Education Department to assign and review student documents relevant to field education. Students and Field Instructors each have their own ELC account with unique logins, and can view, complete, and electronically sign documents. Students log their daily field hours and activities in the ELC Time Track and run Time Reports that are reviewed and signed by the student, Field Instructor, and Field Faculty Advisor. Learning Agreements, Interim Evaluations, Generalist/Specialized Evaluations, and Professional Development Reflections are also completed and signed in ELC.

Students and Field Instructors will receive ELC login information and instructions via email near the start of the first field term. ELC allows students and Field Instructors to access and customize their details page. A computer and a web browser are required to access ELC.

- Access ELC at: <https://case.tevera.app/#/logon>
- ELC instructions for students and Field Instructors can be accessed at: <https://case.edu/socialwork/academics/field-education/field-education-resources>

Weekly Individual Supervision

Individual supervision is an essential component of social work practice, field instruction, and a student's practicum experience. The Mandel School requires students to receive 60 minutes of individual supervision each week, provided by their approved MSW Field Instructor. While some

practicums offer group supervision in addition to individual supervision, group supervision **cannot** replace the weekly individual supervision requirement.

Weekly supervision meetings with the Field Instructor provide a forum for the student to reflect on and analyze their own practice and explore alternative or advancing methods to broaden their practice skills. The ability for students to speak openly about their practicum tasks and explore their reactions, actions, and alternatives requires them to take risks. Such risk-taking can only occur in an open environment where free expression is actively and positively sanctioned and new ideas are encouraged, rewarded, and valued by the student and Field Instructor. Along with integrating theoretical perspectives into practice, risk-taking is necessary for competency-based learning in the field and can not occur in an atmosphere that is judgmental or punitive.

Supervision meetings are to include components such as role plays, discussion of process recordings/analyses, discussions of ethics and ethical dilemmas, application of relevant theories and research, reflection on identity, values, reactions, and emotional responses, and other activities that support the student in developing and achieving good social work judgments and competence.

Because research shows that we often do not recall situations as they occurred, observing the student's practice and providing timely feedback from the Field Instructor are essential elements of field education. They should also be incorporated into weekly supervision meetings. Students should be directly observed in practice by the Field Instructor each term. If the Field Instructor is external and unable to observe the student in practice, an on-site Task Supervisor or other social work professional should observe the student's practice and share their observations with the Field Instructor and student.

Although administrative issues are a component of supervision, the educational, developmental, and supportive aspects of field supervision should be the primary focus of each weekly supervision meeting. The student should develop an agenda and discussion topics based on the previous week's field-related activities. There should also be a mutual review of the student's progress towards the goals outlined within the Learning Agreement.

While Field Instructors may provide additional instruction outside of supervision, such as after a student observes an intake assessment or counseling session, the supervision meeting should be a separate, uninterrupted single block of time that is set aside for students and Field Instructors to address their agenda items.

Just as the Mandel School does not expect students to miss class with their professors each week, field supervision should be conceptualized as instruction (in the field) and revered as vital to the student's competency-based learning and development. If supervision is not occurring as required, students and Field Instructors should discuss this and inform the student's Field Faculty Advisor.

Learning Agreements

Learning Agreements serve as the agreed-upon educational plan for the student during each field period of practicum. The Learning Agreement must capture the learning activities that

students will engage in to ensure competence development in all competencies, their respective practice behaviors, and the required systems levels. See Appendix D, E, and F for Generalist and Specialized Learning Agreements.

The student, Field Instructor, and Task Supervisor (when applicable) collaborate to develop learning activities that reflect the practice opportunities available in the practicum settings, as they relate to each competency. Additional learning activities may need to be explored and created, beyond the day-to-day functions and services of the practicum site, to ensure full exposure in all required areas. Field Faculty Advisors can assist students, Field Instructors, and Task Supervisors in the Learning Agreement development process if needed.

Learning Agreements must meet the following requirements:

- A new Learning Agreement must be developed and completed for each field period. Learning Agreements are available to students and Field Instructors and are filled out in ELC.
- Two Generalist Learning Agreements are assigned, one for SASS 661 and one for SASS 662A and 662B.
- Two Specialized Learning Agreements are assigned, one for SASS 663A and 663B, and one for SASS 664A and 664B.
- The student, Field Instructor, and Task Supervisor (when applicable) collaborate to develop Learning Activities that will ensure practice opportunities in each competency and practice behavior.
- Generalist Learning Agreements **must include** learning activities with all systems levels, individuals, families, groups, organizations, and communities, in the competencies related to engagement, assessment, intervention, and evaluation of practice.
- Specialized Learning Agreements **must include** learning activities with the systems levels relevant to the student's specialization in the competencies related to engagement, assessment, intervention, and evaluation of practice (Systems Levels for IHW: Individuals and Families).
- The Learning Agreement is developed early in each field period and is reviewed by the Field Faculty Advisor. Feedback is given and revisions are made as indicated.
- Learning Agreements should be reviewed during field supervision throughout the field period to ensure progress and competence development in each competency.
- Failure to complete or meet deadlines for the completion of the Learning Agreement by the due dates outlined in the syllabus may result in a No Pass grade. **Students cannot continue to complete practicum hours for an extended period without a completed and approved Learning Agreement.**

Hours Tracking, Reporting, and Approval

Students are required to track and record all practicum hours and the activities for each day of practicum, including individual supervision, in [ELC](#). Students also run four Time Reports each term, and have them signed for approval in ELC. Time Reports ensure that students complete

all required hours and spend their practicum time appropriately. Time Reports must accurately reflect the student's practicum hours, activities, and supervision dates. The activities listed must be sufficient to account for the hours logged on the Time Report. Each Time Report must be electronically signed by the student, the Field Instructor, and the Field Faculty Advisor for the hours to count toward degree completion.

ELC resources are available for students and Field Instructors on the Mandel School's [Field Education Resources webpage](#) under the heading of Field Education Technology. These include step-by-step instructions with screenshots for Time Report processes specific to students and to Field Instructors.

Students should check Time Reports for accuracy before electronically signing and submitting them. Field Instructors should review Time Reports before electronically signing them, as well. Time Report signatures are the approval of the Time Report's contents and accuracy. All field education activities documented on the Time Report must be clearly stated and directly related to the competencies and the learning activities outlined in the Learning Agreement. Each time report should include:

- Practicum hours for each day of attendance
- List of all specific activities for each day
- Included in activities, "Individual Supervision" on the dates it occurred
- Electronic signature of the Student and Field Instructor

Time Reports **should not include hours or activities for Professional Development** events. It is the student's responsibility to acquire the Field Instructor's signature, and Time Reports are **not complete until the Field Instructor's signatures are added**. Incomplete Time Reports delinquent by more than 30 days may result in the suspension of those field hours. Any hours subject to suspension cannot be reinstated; therefore, students must make up all suspended hours.

Field Conferences

Individual Field Conferences serve three important functions. The first function is educational. During conferences, Field Faculty Advisors support student competence development by educating them and their Field Instructor about the competencies, required practice opportunities, and ways to maximize the practicum experience. The second function is evaluative. Field Faculty Advisors, students, and Field Instructors evaluate student engagement, growth, and competence development in all required competencies, systems levels, and practice opportunities. The third function is administrative. Field Faculty Advisors ensure that practice and supervision requirements are met, that Mandel School policies are followed, and that students are accountable to the site and the Mandel School.

A field conference is conducted each term, but the type of field conference and the parties who attend depend on the field course in which the student is enrolled. During the first semester of practicum, Non-Advanced Standing students enrolled in SASS 661 must complete an Individual Field Conference that includes the Field Faculty Advisor, student, Field Instructor, and Task Supervisor, if the Field Instructor is external or off-site. After SASS 661, the type of field

conference depends on whether students are enrolled in A or B field courses. For SASS 662A, 663A, and 664A, students will attend a Student Group Field Conference with the Field Faculty Advisor and other students. For SASS 662B, 663B, and 664B, Field Faculty Advisors, students, Field Instructors, and Task Supervisors, when relevant, attend Individual Field Conferences.

Field Faculty Advisors will post Canvas course announcements for instructions on scheduling. It is the student's responsibility to coordinate with Field Instructors and Task Supervisors to schedule Individual Field Conferences. During Individual Field Conferences, the student portion of the Generalist/Specialized Learning Evaluation may be discussed. Students will be notified if they are to complete their portion and be prepared to discuss their learning and competence development within each competency and relevant systems levels.

Student Learning Evaluations

Interim Evaluations

At the midpoint of each field period, the student and Field Instructor complete an Interim Evaluation. The Interim Evaluation uses the Likert scale rating system from the Generalist/Specialized Learning Evaluations, which is applied by both parties to each competency. It reflects the extent to which the student is engaging in learning activities and developing competence within each competency. The Field Faculty Advisor reviews this and provides an opportunity for a mid-point evaluation and intervention if the student is not progressing in any areas or if there is limited exposure to any competencies. Interim Evaluations are located and completed in ELC.

Generalist and Specialized Learning Evaluations

Towards the conclusion of each field period, the student and Field Instructor will evaluate the student's competence development based on their demonstration of the knowledge, skills, values, and affective and cognitive processes for each competency, practice behavior, and relevant systems level. This evaluation is completed in ELC and includes numeric ratings for each competency assigned by the student and Field Instructor, a narrative description of the student's competence development for each competency, and student and Field Instructor narrative summary responses. The numeric ratings for the Generalist and Specialized Learning Evaluations are based on a 5-point Likert scale and are shown below, along with definitions and descriptions for each rating.

Evaluation Rating Scales and Process

Generalist Rating Scale

The generalist rating scale is used for students in the two generalist field periods, including SASS 661 and SASS 662A/B.

Rating	Definition	Description
0	Does not demonstrate competence at the Generalist level	Student exhibits substandard levels of knowledge, skills, values, and processes. Activities are not managed in a competent manner consistent with expectations at the generalist level. Additional training, instruction, and support are needed, and corrective action is required .
1	Demonstrates limited competence at the Generalist level	Student has not demonstrated performance of relevant knowledge, skills, values, and processes at the generalist level. Activities are managed with some difficulty. Additional training, instruction, and support are required to develop competence. Corrective action may be initiated .
2	Demonstrates developing competence at the Generalist level	Student has not yet demonstrated consistent performance of knowledge, skills, values, and processes. Beginning to perform competently at the generalist level. Some activities are managed in a competent manner consistent with expectations at the generalist level.
3	Demonstrates competence at the Generalist level	Student's performance exhibits appropriate levels of knowledge, skills, values, and processes. All activities are consistently managed in a competent manner at the generalist level.
4	Demonstrates advanced competence at the Generalist level	Student exhibits advanced levels of knowledge, skills, values, and processes, and can perform independently. All activities are consistently managed at an advanced level well beyond what would be expected of a generalist level student.

Specialized Rating Scale

The specialized rating scale is used for students in the two specialized field periods, including SASS 663A/B and SASS 664A/B.

Rating	Definition	Description
0	Does not demonstrate competence at the Specialized level	Student exhibits substandard levels of knowledge, skills, values, and processes. Activities are not managed in a competent manner consistent with expectations at the specialized level. Additional training, instruction, and support are needed, and corrective action is required .
1	Demonstrates limited competence at the Specialized level	Student has not demonstrated performance of relevant knowledge, skills, values, and processes at the specialized level. Activities are managed with some difficulty. Additional training, instruction, and support are required to develop competence. Corrective action may be initiated .
2	Demonstrates developing competence at the Specialized level	Student has not yet demonstrated consistent performance of knowledge, skills, values, and processes. Beginning to perform competently at the specialized level. Some activities are managed in a competent manner consistent with expectations at the specialized level.
3	Demonstrates competence at the Specialized level	Student exhibits appropriate levels of knowledge, skills, values, and processes. All activities are consistently managed in a competent manner at the specialized level.
4	Demonstrates advanced competence at the Specialized level	Student exhibits advanced levels of knowledge, skills, values, and processes, and can perform independently. All activities are consistently managed at an advanced level well beyond what would be expected of a specialized level student.

Qualitative narratives are used to support the quantitative ratings and to summarize performance and mastery of the core competencies. The Field Faculty Advisor reviews the student and Field Instructor evaluations and completes their portion based on the student and Field Instructor's ratings and narratives, Field Conference discussion, and ongoing evaluation of the student through meetings and course assignments.

Modal Rating Evaluation Expectations

Generalist Competence Development and Ratings

Students are expected to advance their skills and competence throughout each field period and over the course of the generalist and specialized practicums. That said, the generalist portion of field education is a discrete learning experience, and modal ratings should be given **based on the expectations of generalist MSW students**, keeping in mind that they have only been engaged in generalist-level coursework.

Ratings are required for each competency. A rating of n/a is not allowed. If a student has not acquired any competence or not engaged in any activities related to a competency, a rating of 0 must be given. This stressed the importance of engaging in all competencies, practice behaviors, and relevant systems levels each field period.

- Modal ratings during the specialized portion of field education that reflect **limited or emerging specialized competence development are 1 and 2**, as described in the table above. These ratings might reflect the student's competence development at the conclusion of the third field period.
- Modal ratings during the generalist portion of field education that reflect **generalist competence are 3**, as described in the table above. These ratings most often reflect the student's competence development at the conclusion of the second field period.
- Modal ratings during the generalist portion of field education that reflect **advanced generalist competence are 4**, as described in the above table. These ratings might reflect the student's competence development at the conclusion of the second field period if the student has shown a very high level of competence for the generalist practicum.

Specialized Competence Development and Ratings

The Specialized portion of field education is also a discrete learning experience with different expectations than generalist field education. The modal ratings should be based on the higher expectations for specialized MSW students, keeping in mind that they are now engaged in their specialized-level coursework. This is not a continuation of the generalist portion of field education where ratings pick up where they left off, but a new experience with its own rating expectations.

- Modal ratings during the specialized portion of field education that reflect **emerging specialized competence development range from 1-2**, as described in the table above. These ratings might reflect the student's competence development at the conclusion of the third field period.

- Modal ratings during the specialized portion of field education that reflect **specialized competence are 3**, as described in the table above. These ratings might reflect the student's competence development at the conclusion of the third or fourth field period.
- Modal ratings during the specialized portion of field education that reflect **advanced specialized competence are 4**, as described in the above table. These ratings most often reflect the student's competence development at the conclusion of the fourth field period if the student has shown a very high level of competence for the specialized practicum.

When viewing both the generalist and specialized portions of field education as discrete learning experiences with distinct expectations, ratings may not steadily increase from the start to the finish of practicum education. There may even be a decrease in ratings from the end of the Generalist Evaluation to the first Specialized Evaluation, or ratings may stay the same. This does not mean the student has lost competence or hasn't gained any new competence. It is a function of the change in expectation upon entering specialized coursework and practicum.

Field Education Grading

Practicum Courses

The Field Faculty Advisor assigns grades for all practicum courses. The final practicum course grade is based on a synthesis of the following:

- Successful completion and approval of the Learning Agreement.
- Successful completion and approval of the Interim Evaluation.
- Successful completion and approval of Generalist/Specialized Learning Evaluation
- Students' self-ratings and evaluation of learning, and competence/professional development.
- Field Instructor's ratings and evaluation of learning, competence/professional development.
- Field Faculty Advisor's ratings and evaluation of learning, competence/professional development.
- Satisfactory completion of all field hours by the end of the term, appropriate use and documentation of practicum activities, and submission and completed signatures from all parties on Time Reports.
- Satisfactory completion of Professional Development events and reflections approved by the Field Faculty Advisor.
- Timely scheduling and satisfactory completion of field conferences.
- Successful completion of all other required practicum course assignments, activities, and expectations in a timely manner as outlined in the course syllabi.
- Appropriate level of professional and ethical demeanor/behavior within practicum and academic settings.
- Successful completion of any additional assigned tasks communicated to the student by the Field Faculty Advisor.

The grading rubric for field practicum courses is as follows:

Pass (P)	Meets or exceeds expectations in all areas of field education
No Pass (NP)	Does not meet the expectations for field education

Important Information on Practicum Assignment and Course Grades

It is the responsibility of the Field Education Department and Field Faculty Advisor to ensure that upon graduation and MSW degree conferral, all students meet the Mandel School, Council on Social Work Education, and the social work profession's standard for ethical, professional, and competent practice. This mandate means that the Field Education Department and Field Faculty Advisors serve as gatekeepers to the social work profession, ensuring that those who enter are capable of all aspects of competent, professional practice.

In practicum courses, an assignment grade isn't just a reflection of how well written it is, if it satisfies the assignment's instructions, and if the student demonstrates an understanding of the concepts. While these things are relevant to practicum courses, the assignments have several critical functions that students must understand:

1. They are essential tools for helping students become competent social work professionals.
2. They are required to enable Field Faculty Advisors to evaluate students' understanding of social work concepts, theories, and processes, and their ability to apply them to practice competently.
3. Assignments such as Learning Agreements, Interim Evaluations, Generalist/Specialized Learning Evaluations, Time Reports, and Supervision Summaries are official records of:
 - Active engagement in all required practice opportunities
 - Completion and documentation of required practicum hours'
 - Attainment of the required levels of competence to enter professional practice
 - Attainment of the expectations and standards for professionalism, use of supervision and consultation, and judgment

Because **practicum course assignments must accurately demonstrate and document that students have met these requirements and standards for graduation and professional practice**, when an assignment does not do so, the Field Faculty Advisor will provide written feedback (and, in some cases, verbal feedback) and often require students to redo assignments until they do meet expectations.

For this reason, students must read all grading feedback, acknowledge requests to revise assignments, follow through promptly, and notify Field Faculty Advisors when revised assignments are ready for review. If a student has questions about feedback or needs assistance, they should contact their Field Faculty Advisor right away and schedule a meeting.

The importance of the practicum course assignments is reflected in the fact that completed Learning Agreement/Evaluations and related documentation on practicum hours and activities are included as a part of the student's official transcript upon graduation and are archived for

future reference. Failure to submit all required documents or to successfully meet all field education and practicum course requirements listed above and throughout this manual by the scheduled due date will result in a grade of No Pass (NP). When an NP grade is given, the practicum course must be retaken, and all course field hours and assignments must be redone. Please see the [Remediation Process](#) section of this manual for further information.

Organizational Theory and Practice Courses

Organizational Theory and Practice courses are academic courses taught by Field Faculty Advisors. Unlike practicum courses, Organizational Theory and Practice courses are graded on a letter scale. The grading scale is as follows:

Grade	Points	Meaning	Explanation
A	96–100	Outstanding/Superior	Exceptional performance; consistently exceeds expectations
A–	92–95	Excellent	Strong performance; often exceeds expectations
B+	89–91	Very Good	Consistently meets and occasionally exceeds expectations
B	85–88	Good	Meets expectations
B–	82–84	Somewhat Below Expectations	Sometimes falls short of expectations
C+	79–81	Often Below Expectations	Often falls short of expectations
C	75–78	Below Expectations	Unevenness or inconsistent grasp of content and experience
C–	72–74	Well Below Expectations	Very inconsistent in grasp of content and experience
F	Below 72	Fail	Complete lack of grasp of content and experience; does not meet minimal expectations
I	n/a	Incomplete	Automatically becomes an “F” by instructor if work is not completed within the specified time period
W	n/a		Official withdrawal

Incomplete Grades

Incomplete grades should not be requested regularly and should be avoided whenever possible by the student. The student may request an “Incomplete” grade only under the following circumstances:

- The student has been unable to meet the requirements for the term due to **compelling, unavoidable, and extenuating circumstances**, and there is agreement that submission of a request for an [Incomplete Form](#) is appropriate.
- Field performance is deemed sufficiently concerning to warrant a remediation plan that provides additional time and evidence of at least satisfactory performance in the field practicum, as demonstrated in course assignments. The Field Faculty Advisor and Field

Education Department determine this course of action. Depending on the specific circumstances, an Incomplete Grade may not be warranted, in which case the student would receive a No Pass grade.

The Incomplete Form must include a description of the **compelling, unavoidable, and extenuating circumstances to receive approval**. Additionally, the form must **specify the exact hours and assignments required** to complete the field course, along with a **non-negotiable due date** for completing all requirements.

If field performance is deemed sufficiently concerning, the Incomplete Form should also include the specified remediation plan and expectations for meeting it. The Field Faculty Advisor must agree to the plan. The Assistant Dean of Field Education and External Relations provides final approval of all remediation plans and requests for Incomplete Grades. The Incomplete Form is not approved until signed by the student's Field Faculty Advisor.

Students must comply with all conditions and dates specified in the Incomplete Form and meet the practicum course requirements to receive a Pass grade. Students will receive a No Pass grade and be required to repeat the course if the requirements are not met by the agreed-upon date. An Incomplete in any course cannot extend beyond one additional semester.

When an Incomplete Grade has been granted, but the student has not satisfactorily completed at least three-quarters (75%) of their practicum hours by the end of the incomplete course/term, the student cannot be enrolled in the upcoming practicum course or log hours beyond the incomplete hours. Even in circumstances in which a student has completed at least 75% of the practicum hours, if there are other extenuating circumstances, they may not be allowed to move forward to the next practicum course. This determination will be made by the Field Education Department.

Evidence of successful completion of all practicum hours, course requirements, and remediation plans (when applicable) by the date documented in the Incomplete Form will allow an Incomplete grade to be changed to a final course grade. The Field Education Department follows the Mandel School policy regarding Incomplete Grades and the conversion to final grades. This policy can be found in the Mandel School Student Manual.

FIELD EDUCATION ROLES, RESPONSIBILITIES, AND RIGHTS

At the Mandel School, we view field education as a group effort that involves an educational team. Members of this team include the student, the Field Instructor, the Field Faculty Advisor, the practicum organization, the Mandel School, and, in some cases, the Task Supervisor. Successful practicums and competency-based learning experiences involve a collaborative approach, but each team member has their own role to play and responsibilities to fulfill.

Student Roles and Responsibilities

The student's roles and responsibilities include:

1. Read and understand the contents of the Field Education manual and direct any questions regarding the information included in the manual to the Field Faculty Advisor.

2. Participate/complete the Mandel School's Student Field Education Orientation before the start of the first practicum and course.
3. Participate in practicum site orientation provided by the organization. If the orientation is scheduled before the official start of the first practicum term, a collaborative agreement must be reached among the student, Field Instructor, and Field Faculty Advisor to address potential liability issues and accommodations for accumulated field hours.
4. Articulate and respect the distinction between a student learner and an organization employee.
5. Schedule and attend at least 60 minutes of in-person weekly individual supervision with the Field Instructor. Be an active participant in field supervision by creating an agenda for meetings and clearly defining competency-based learning needs, goals, and objectives.
6. Proactively schedule the field conference with the Field Instructor and Field Faculty Advisor during each field period to review the Generalist/Specialized Learning Agreement, discuss progress, and competence development.
7. Perform the identified tasks and activities documented in the Learning Agreement by the deadlines agreed upon with the Field Instructor and Field Faculty Advisor.
8. Be attentive to, address, and ameliorate dual and/or multiple relationships. Seek consultation and direction from the Field Instructor and/or Field Faculty Advisor as needed.
9. Proactively identify and discuss problems or barriers to competency-based learning, receiving supervision, completing field hours, or other field education requirements with the Field Faculty Advisor and Field Instructor.
10. Inform Field Instructor and Field Faculty Advisor of potential disruptions to field education in advance, or as soon as possible.
11. Practice, demonstrate, and adhere to the Mandel School Code of Conduct and Field Education policies/expectations in all interactions.
12. Report any field practicum safety concerns to the Field Instructor and Field Faculty Advisor.
13. Demonstrate professional and responsible behavior, dress, and conduct within the field practicum site.
14. Communicate in a professional, effective, and timely manner in interactions with other students, Field Faculty Advisor, Field Instructors, Task Supervisors, staff, clients and client systems, and other professionals involved with the field education practicum and experiences.
15. Respect and comply with the practicum organization's protocol to support and promote its mission.
16. Obtain, as required by the practicum organization, an Ohio Social Work Trainee (SW-T) credential or other credential available in the practicum organization's state, background check/fingerprinting, and/or health/drug screenings. It is the student's responsibility to inquire about the need for background checks/fingerprinting, health and drug screenings, or other required pre-placement requirements during the placement interview or before accepting a placement. The student may be required to pay for any background checks/fingerprinting or screenings required by the field organization, depending on the

policies of the organization. The Mandel School is not responsible for fees related to field practicum organization screening, health, or background check requirements. Failure to complete or pass required background checks, health, or drug screenings may prevent a student from obtaining a field placement and moving forward with enrolling in or completing field education courses.

- Additional information regarding the Ohio SW-T can be found at: <http://cswmft.ohio.gov/Social-Workers/Social-Work-Trainee>.
 - Background checks/fingerprinting can be obtained through the CWRU Division of Public Safety <https://case.edu/publicsafety/services>.
 - Certain health and drug screenings can be obtained through University Health and Counseling Services <https://students.case.edu/wellness/services/prices.html>.
17. Provide the Field Instructor with copies of the course syllabi to support the integration of learning and the collaborative development of the Learning Agreement.
 18. Complete all field education course requirements in their entirety by the established due dates indicated in the course syllabi and receive a course grade of Pass.
 19. Retain a copy of all field education documentation, including all time reports, Learning Agreements, evaluations, and related information.
 20. Access the ELC system after receiving instructions from the Field Education Department. Maintain system access and password.
 21. Should a student be terminated or asked to leave a field practicum organization, the student is responsible for immediately reporting this to the assigned Field Faculty Advisor.
 22. Student conduct or performance issues may result in the suspension of field hours, either temporarily or permanently.

Field Instructor Roles and Responsibilities

The Field Instructor is a practicum-based supervisor and instructor responsible for orienting the student to the organization, assigning and teaching relevant and required practice opportunities, and evaluating student performance and competence development.

The Field Instructor's roles and responsibilities include:

1. Attend the Field Instructor and Task Supervisor Field Education Orientation provided by the Field Education Department.
2. Provide or facilitate a comprehensive orientation to the practicum organization and/or department/program.
3. Orient students to the organization's safety policies and procedures, provide them in writing, and review the Mandel School's practicum safety policies.
4. Provide consistent in-person weekly individual supervision meetings to the student for a minimum of 60 minutes.
5. Actively participate in developing the Learning Agreement to meet all required practice opportunities.

6. Provide opportunities for students to observe and pace students' involvement in activities according to their readiness.
7. Respect and articulate the distinction between a student learner and an organization employee.
8. Ensure student access to and engagement in the required generalist/specialized practice opportunities in all competencies, practice behaviors, and relevant systems levels to support the development of competence at both the generalist and specialized levels.
9. Articulate expectations to students and define and describe what competence looks like in all required competencies.
10. Attend and participate in the Field Conference each field period, providing feedback and evaluation of student progress, competence development, and areas of strength and need for growth.
11. Observe students in practice during each field period. Provide timely constructive feedback and instruction to support students' competency development.
12. Access the ELC system after receiving instructions from the Field Education Department. Maintain system access and password.
13. Complete Interim and Generalist/Specialized Learning Evaluations collaboratively with students to meet the submission deadlines.
14. Review and approve Time Reports by the submission deadlines.
15. Be responsive to student and Field Faculty Advisor communication and requests.
16. Be attentive to, and address dual and/or multiple relationships, student concerns, or issues impacting the practicum education experience. Communicate any issues or concerns to the student and the Field Faculty Advisor and engage in problem-solving approaches.
17. If a Task Supervisor is assigned and is not a social worker, the Field Instructor should identify professional issues and differences between the social work profession and other disciplines and help the student integrate the Task Supervisor's contributions into the overall educational experience.

Task Supervisor Roles and Responsibilities

A Task Supervisor is designated as the primary practicum contact person and manager of the student's practicum experience when the Field Instructor is not employed by the practicum organization, or is not on-site where the student is. The Task Supervisor does not replace the role of the Field Instructor, but does need to be well informed of educational objectives and understand their role in the student's competency-based learning. Task Supervisors may be social workers or members of other disciplines.

The Task Supervisor's roles and responsibilities include:

1. Attend the Field Instructor and Task Supervisor Orientation offered by the Field Education Department
2. Utilize staff with related professional competence in supporting the competency-based learning of the student.

3. Provide day-to-day management and oversight of the student's activities.
4. Meet weekly with the student to discuss progress and address any needs or issues.
5. Maintain communication with the Field Instructor to coordinate the student's overall practicum assignments and competency-based learning experience.
6. If the Field Instructor is external to the practicum organization or off-site, provide oral/written input to that Field Instructor for student evaluation and instruction purposes, and participate in the field conference each field period.
7. If the Task Supervisor is not a social worker, the Field Instructor should identify professional issues and differences between the social work profession and other disciplines and help the student integrate the Task Supervisor's contributions into the overall educational experience.
8. Respect and articulate the distinction between a student learner and an agency/organization employee.
9. Be attentive to, address, and ameliorate dual and/or multiple relationships.
10. Communicate to the student, Field Faculty Advisor, and Field Instructor any issues or concerns and engage in a collaborative problem-solving process.

Field Faculty Advisor Roles and Responsibilities

The Mandel School Field Faculty Advisor coordinates all aspects of practicum education, including teaching practicum and Organizational Theory and Practice (OTP) courses, educating and advising students and Field Instructors on practicum-related policies, processes and requirements, supporting students and Field Instructors, intervening to address issues and/or maximize the practicum experience, evaluating student competence development, and assigning grades for practicum and OTP courses.

The Field Faculty Advisor's roles and responsibilities include:

1. Develop working relationships with and maintain availability to students, Field Instructors, and practicum sites.
2. Respect and articulate the distinction between a student learner and an agency/organization employee.
3. Monitor and evaluate student practicum experiences, practice opportunities, field instruction/supervision, student learning and competence development, and intervene as needed.
4. Provide consultation, coaching, educational guidance, and support to students, Field Instructors, and sites regarding all aspects of practicum education.
5. Facilitate and offer consultation, problem-solving, and remediation planning to address any field-related issues or concerns with students, Field Instructors, and/or practicum sites.
6. Teach field education practicum courses, provide student feedback, and assign course grades.

7. Provide instruction, consultation, and feedback to students and Field Instructors regarding the Learning Agreement and practicum planning.
8. Schedule and facilitate a field conference each field period with the student and Field Instructor (and Task Supervisor if relevant). Evaluate student competence development and practice opportunities. Provide feedback.
9. Participate in the evaluation of student practicum performance and competence development, providing written feedback. When needed, assist in future practicum planning to strengthen student competence development.
10. Monitor student safety in practicum, consult with students, Field Instructors, and practicum sites, and intervene when needed.
11. Demonstrate ethics and professionalism, and consult and/or intervene to address ethics-related concerns.
12. Work collaboratively with Field Education Department leadership and Student Support to address student issues or needs.
13. Evaluate and review field education policies and procedures and communicate to students, Field Instructors, and practicum sites as needed.
14. Develop practicum education curriculum, design and implement courses, content, and assignments, and function as lead instructors.
15. Teach Organizational Theory and Practice courses, provide constructive feedback that aligns with learning objectives, and assign grades.

Practicum Organization Roles and Responsibilities

1. Reserve the right to determine the number of students accepted each term.
2. Conduct interviews of students referred to the organization by the Placement Team.
3. Complete all necessary documentation and steps for vetting and approval, including an Affiliation Agreement.
4. Provide the Field Education Department with descriptive organization information, complete all necessary processes related to the placement of the student, and communicate a student's pre-placement start requirements.
5. Provide the student with an organization orientation and any necessary training. Orient the student to the policies and procedures, Health Insurance Portability and Accountability Act (HIPAA) requirements, safety policies and protocols, and all other performance expectations. Provide students with necessary health and safety equipment, including Personal Protective Equipment (PPE), to safely complete field practicum activities.
6. Review, understand, and adhere to all policies, procedures, and requirements set forth in this manual, including the Mandel School's safety policies and responsibilities.
7. Model and teach the values and ethics of the social work profession throughout the organization.
8. Provide a Field Instructor who has a Master's Degree in social work from a CSWE-accredited program and at least two years of post-MSW/MSSA social work practice experience. If not available, agree to the use of an External Field Instructor.

9. Arrange for the appropriate scheduling or workload accommodations that will allow the Field Instructor sufficient time each week to supervise student placements, instruct the student, and provide them with at least 60 minutes of in-person individual supervision each week of practicum.
10. Provide the Field Education Department with all required education and licensure documentation of the Field Instructor(s) and/or Task Supervisor(s) upon request, including, but not limited to, a graduate diploma, license, disclosure statement, and resume.
11. Take all reasonable measures to ensure student safety, educate them on the site's safety policies and procedures, and comply with the Mandel School's safety policies. Report to the Field Education Department's leadership and/or Field Faculty Advisor any safety concerns or incidents within 48 hours
12. Ensure students have access to the required generalist/specialized learning and practice opportunities outlined in this manual to support competence development.
13. Ensure that students are provided the required opportunities for in-person contact with clients and constituencies within several weeks of beginning practicum and continuously thereafter.
14. Comply with all policies and procedures included in the Family Educational Rights and Privacy Act (FERPA) policy.
15. Provide access to the necessary tools, space, and resources (e.g., telephone, computer, office supplies, and adequate space) for the student to work in the practicum effectively.
16. Maintain an open dialogue with the Mandel School and the Field Faculty advisor to discuss any issues affecting the organization that may impact the student's experience or placement.
17. Communicate any student concerns or issues to the Field Faculty Advisor and engage in a collaborative problem-solving process before consideration of student termination.

Mandel School Roles and Responsibilities

1. Provide a practicum education orientation to Field Instructors and Task Supervisors, including the policies, procedures, requirements, and processes of practicums at the Mandel School.
2. Instruct students to comply with all required health screening, immunizations, criminal background checks, and all other pre-employment requirements of the organization.
3. Monitor all identified student concerns and conduct or performance issues and address them through a collaborative problem-solving approach.
4. Provide the organization, students, and Field Instructors with access to the necessary forms, documentation, and information required for practicums.
5. Provide opportunities for membership on the Mandel School Field Education Advisory Council as available.
6. Provide opportunity for Field Instructors and Task Supervisors to attend training, practicum presentations, and colloquia.

7. Maintain compliance with the regulations, policies, and procedures of the Council on Social Work Education (CSWE).
8. Provide proof of practicum-related liability coverage for students to practicum sites upon request.
9. Provide a designated Mandel School Field Faculty Advisor to guide and monitor the practicum experience, provide instruction and support to students and Field Instructors, and discuss and address issues relevant to and impacting the practicum education experience.
10. Provide the organization with timely notification of any changes in the procedures and policies governing the Field Education Department and student practicums.
11. Monitor the quality of the practicum instruction and experience to ensure compliance with departmental, School, and University policy, requirements, and expectations.
12. Provide Field Instructors with access to designated library services of the Mandel School.
13. Facilitate and offer consultation in all aspects of the practicum education and the placement process.

Student's Field Education Rights

Mandel School students have the right to:

- A practicum assignment that meets the Generalist/Specialized practice requirements set forth by the CSWE and Mandel School, and allows the student to develop competence in all required competencies, practice behaviors, and relevant systems levels.
- Consult with the Field Faculty Advisor on any practicum-related topics and concerns that arise.
- Individual supervision for at least 60 minutes per week with an approved Field Instructor.
- Assigned field education activities specifically enumerated in the Learning Agreement, which serve an expressed educational purpose and align with all competencies and relevant systems levels.
- Expectation that no practicum tasks will be assigned that violate the ethics and values of the social work profession.
- Due process if a problem arises related to the student's performance or behavior in the practicum setting. The Field Faculty Advisor is responsible for guiding the information-gathering and problem-solving approach to be taken. This may be done in consultation with the Assistant Dean of Field Education and External Relations, Dean's Consultation Committee, or other Mandel School officials as appropriate.
- Participate in the student evaluation process and have the opportunity to discuss the evaluation with the Field Instructor and Field Faculty Advisor.
- When there are substantial differences between the student's and the Field Instructor's evaluations, the student may submit a written explanation and request that it be attached to the evaluation.

PROFESSIONAL CONDUCT POLICIES AND PROCESSES

Mandatory Reporting, Duty To Warn, And Duty To Protect

The State of Ohio has laws that cover the mandatory reporting of child or elder abuse and the duty to warn if clients are or may be harmful to themselves or others. While laws regarding mandatory reporting, duty to warn, and duty to protect vary from state to state, and not all states have these laws, **it is the Field Instructor's responsibility to educate all students about these laws or the lack thereof.** It is also the Field Instructor's responsibility to inform all students regarding organization policies and procedures in these areas of practice. If the Field Instructor is external to the practicum organization, the Task Supervisor or another organization employee must assume this responsibility.

It is the expectation of the Mandel School that, should a student be required to report, they should do so with the proper supervision and guidance of their Field Instructor. In the event the Field Instructor is external or unavailable, another social worker or informed employee should be available to assist the student in the reporting process. The Field Instructor and/or other responsible employee of the practicum organization should provide such guidance while ensuring that all state and/or practicum organization policies, regulations, laws, and ethical obligations are followed.

Ethics In Practicum

Ethics and the NASW Code of Ethics should guide all aspects of practicum education. Field Instructors are expected to be knowledgeable of the contents of the NASW Code of Ethics and their state's ethics-related standards and laws and to abide by them. In addition, they are expected to instruct students in ethics and the application of the NASW Code of Ethics in practicum. **The Mandel School requires students and Field Instructors to carefully review the NASW Code of Ethics early in the practicum experience, and before students begin direct work with clients and constituents.** Field Instructors and other practicum site personnel should not ask students to do anything in the practicum setting that goes against the NASW Code of Ethics.

The use of an ethical decision-making model in practicum is strongly encouraged. Students can access an ethical decision-making model in the Toolbox of their practicum courses, and are encouraged to share it with their Field Instructor and discuss its application to real-world situations. Students are expected to read, review, and discuss the NASW Code of Ethics with their Field Instructor and to consult with them when ethics-related situations arise. It is of the utmost importance that students seek consultation and assistance immediately when serious ethical dilemmas occur, and that they have access to the Field Instructor or other relevant professional in these situations. Field Faculty Advisors should be contacted as soon as possible if there are any ethics-related concerns in practicum.

Students should review and adhere to the [Ethical Obligations](#) as described in the Mandel School Student Manual.

Ethical Use of Technology

The use of technology in the social work profession has expanded greatly in recent years, enabling social workers to help more people in need. There are many positive aspects to these developments, but the use of technology is not without risks and should always be done with the utmost caution and forethought. **The Mandel School requires students and Field Instructors to carefully review the NASW, ASWB, CSWE & CSWA Standards for Technology in Social Work Practice**, which can be located on the [NASW website](#).

This document outlines a uniform set of standards for professional social workers to guide the use of technology in practice. The standards were developed using the NASW Code of Ethics and the ASWB Model Social Work Practice Act and incorporate a humanistic framework to enhance ethical social work practice through the appropriate use of technology (NASW, ASWB, CSWE, & CSWA, 2017). While it is an excellent resource for students and Field Instructors, there are many subtle aspects of technology use in social work that can raise concerns. Students are encouraged to discuss these standards with their Field Instructors in supervision and process all use of technology and possible issues that could arise.

Social Media Policies

Students are expected to understand and adhere to the social media policies of the practicum organization and the Mandel School. The Standards for Technology in Social Work Practice specifically address the need for social media policies, to “inform clients regarding their social worker’s professional use of social networking sites, email, text messaging, electronic search engines, smartphone applications, blogs, business review sites and other forms of electronic communication” (2017). A carefully crafted social media policy shared by social workers and agencies with clients can enhance the protection of private information and maintain clear boundaries.

- Students are expected to maintain professional boundaries at all times in field education.
- The Mandel School prohibits personal contact with clients on social media.
- Students should not search, friend, or accept friend requests from clients or constituents on their personal social media accounts.
- Students should be aware of their personal social media content that is public and take measures to ensure personal content is private so as not to impact their work with clients and constituents.
- Students should be aware of the policies regarding practicum site social media accounts and adhere to them.
- Students are encouraged to seek guidance from the Field Instructor and/or Field Faculty Advisor if they have questions about the appropriate use of social media in the practicum setting or with clients.

It is important to recognize that anyone can be a client and that when using social media, students are expected to project a professional image that aligns with the values and ethics of the social work profession. It is also important to keep in mind that we cannot know how personal content shared through social media will impact our clients and constituents or our working relationship with them.

Student Codes of Conduct and Standards for Behavior

In addition to knowledge of and adherence to the NASW Code of Ethics, Mandel School students are expected to be informed of and adhere to the CWRU Code of Conduct, which guides the policy on professional conduct for Mandel School students.

- [Case Western Reserve's Code of Conduct](#)

In addition to this, the Mandel School's [Student Manual](#) contains the following policies and expectations on professional conduct, which extend to the practicum setting.

- [Mandel School's Code of Professional Conduct](#)
- [Ethical Obligations](#)
- [Professional Commitment](#)
- [Professional Behavior](#)
- [Personal Behavior](#)
- [Emotional/Health/Medical Problems](#)
- [Harassment](#)

Any violation of the Code of Conduct, NASW Code of Ethics, or the Standards for Behavior listed above should be reported to the student's Field Faculty Advisor immediately. The Field Faculty Advisor will notify the Assistant Dean of Field Education and External Relations and the Associate Director of Field Education, and in consultation with them, meet with all parties to gather information. Should it be determined that a violation of the Code of Conduct, NASW Code of Ethics, or the Standards for Behavior occurred, the matter will be referred to the [Dean's Committee on Consultation](#) by the Assistant Dean of Field Education and External Relations. Should the Dean's Committee on Consultation determine the violation warrants a higher level of review and/or disciplinary determination, referral to the [Committee on Students](#) will be made.

The Assistant Dean of Field Education and External Relations may temporarily or permanently suspend or remove students from practicum due to serious concerns about student performance, behavior, or conduct. A decision to suspend field hours or remove a student from practicum is made in consultation with the Field Faculty Advisor, Field Instructor, and practicum organization. Students suspended or removed from practicum may be referred to the Dean's Committee on Consultation, and possibly to the Committee on Students for further consultation and action as described in the Student Code of Conduct, Standards for Behaviors, and Breaches section of this manual.

Any circumstance involving student falsification of practicum hours, activities, or practicum documentation will result in an immediate referral to the Dean's Committee on Consultation and the Committee on Students.

As explained in the Mandel School Student Manual, the Committee on Students shall make administrative decisions regarding students who have been referred for a violation or who appear to be unable to make satisfactory progress in meeting field expectations and recommend a plan of action to the Vice Dean for Academic Affairs and Student Services, including suspension, termination, or no further action. The Vice Dean will provide the final

decision on the committee's administrative action. At any point, the committee may consult with the University Office of Student Affairs.

Performance or behavioral concerns in practicum that do not constitute a violation of the Code of Conduct or Standards for Behavior outlined above will require a student to successfully engage in a problem-solving process and complete a Remediation Plan before continuation of practicum education.

Problem-Solving Student Concerns in Practicum

The Mandel School's Field Education Department takes a problem-solving approach to issues and concerns that arise in practicum (Appendix K). Field Faculty Advisors should be informed and involved in addressing any problems or concerns with student performance and/or behavior. While Field Instructors should communicate their concerns or feedback to students and engage in their own problem-solving, the Field Faculty Advisor should still be made aware of the concerns or issues. If the Field Instructor's discussion and problem-solving efforts have not been successful, Field Faculty Advisors should be informed of this and will participate in the effort. If the issue or concern is serious or if either party feels they need assistance at any point, this should also be communicated to the Field Faculty Advisor, who will become involved early in the process. A Remediation Plan may be used to address student concerns if deemed appropriate by the Field Faculty Advisor and the Field Education Department.

Barring a serious issue or incident, the Field Education Department's position is that termination of placement is a last resort when problem-solving efforts have not resolved the student concerns. If the decision to terminate placement has been made, the student is expected to formally disengage from the organization and its clients. This may include turning in keys and organization property, removing personal items, etc., and is completed in cooperation with the organization. **Despite the placement termination, it is the responsibility of the student and the Field Instructor to complete the Generalist/Specialized Learning Evaluation and the final Time Report** in ELC. These are required documentation when any hours have been completed in a practicum.

Remediation Process

A remediation process and plan are used when student performance and/or behavior issues arise in practicum education. In some cases, remediation may accompany a student's referral to the Dean's Committee on Consultation, and possibly to the Committee on Students. In other cases, it may not constitute a violation of the Code of Conduct, Standards for Behavior, or NASW Code of Ethics, and no referral to these committees will be made. If the student had been terminated from the practicum, the Remediation Plan will be developed by the Field Faculty Advisor. The student will not be able to start a new practicum until the Remediation Plan is successfully completed. If the student is still in the placement, the Field Instructor will be involved in developing the Remediation Plan.

The Remediation Plan will include the performance and/or behavioral concerns to be addressed, specific tasks to be completed, and/or time-sensitive performance expectations that the student must meet. All parties should review the plan and the timeframe, and sign to acknowledge their agreement. If the student is still in the placement, the Field Faculty Advisor will set a specific check-in schedule with the student and Field Instructor.

When the student completes the Remediation Plan, it will be reviewed by the Field Instructor and Field Faculty Advisor. A meeting will be scheduled by the Field Faculty Advisor to address the plan and student progress/outcome, and to determine whether it has been successfully completed or if any additional action is needed. In situations where the student has submitted an unsatisfactory Remediation Plan, the Mandel School will allow one further attempt at successful completion. Should this not result in satisfactory completion of the plan, the Field Faculty Advisor will consult with the Field Instructor, the Assistant Dean of Field Education and External Relations, and the Associate Director of Field Education, and the student will be referred to the Dean's Committee on Consultation and possibly the Committee on Students to determine the outcome.

Issues that a Remediation Plan may address include, but are not limited to:

- Failure to prioritize duties, responsibilities, and/or complete activities
- Failure to follow organization policies, procedures, and/or directives
- Failure to follow Mandel School Field Education Department policies, procedures, and/or directives
- Unsatisfactory progress towards completing competency-based learning activities and/or required practicum hours
- Failure to develop a reasonable and expected level of social work competence
- Failure to attend or appropriately engage in consistent individual supervision with the Field Instructor
- Inadequate concern and sensitivity for human needs
- Poor professional boundaries with clients/client groups and/or staff
- Inability to integrate theoretical concepts and/or other academic learning into practice
- Failure to demonstrate the ability to regulate emotions effectively
- Demonstrating inflexibility in working with agency and School personnel
- Inability to work as part of a collegial team
- Failure to seek appropriate resources to help ensure personal issues do not interfere with practicum/course performance
- Failure to communicate in a professional, effective, and/or timely manner in interactions with other students, faculty, Field Instructors, Task Supervisors, staff, clients, and/or other professionals
- Failure to present in a professional manner
- Demonstrating inappropriate attitudes toward diversity
- Demonstrating inadequate professional awareness, insight, judgment, and/or social consciousness
- Inadequate professional responsibility at practicum site
- Excessive tardiness, absenteeism, or failure to notify the field practicum site promptly of absences
- Terminating the field practicum without the advanced written permission of the Field Education Department
- Failure to demonstrate appropriate professional assertiveness
- Failure to recognize and resolve ethical conflicts and /or dilemmas
- Advocating for change in an inappropriate, unprofessional, and/or unproductive manner

This list is not exhaustive, but there are behavior or performance issues not included because their severity would not warrant a Remediation Plan. In those cases, students will be referred to the Dean's Committee on Consultation, and possibly the Committee on Students, to determine the course of action and disciplinary outcome.

Required Extensions of Time in Practicum

It is the responsibility of the Field Education Department to monitor the practicum experience, students' use of field hours and engagement in supervision and all required practice opportunities, students' development of appropriate competence levels given their current point in practicum education, and students' adherence to and completion of course and practicum requirements and expectations. Given this responsibility, the Field Education Department reserves the right to determine that an extension of time in practicum is needed, beyond the required hours for a term, field period, or specific portion of practicum education.

The Field Education Department may extend a student's required hours in practicum, regardless of hours completed, assignment grades, or course grade, if there is evidence that the student has not:

- Has not used a portion or all of their time/hours in practicum appropriately or effectively
- Has not adequately engaged in the breadth of master's level required practice opportunities that are expected, given their point in practicum education
- Has not achieved an appropriate level of competence, given their point in practicum education
- Has not developed appropriate judgment, professionalism, and/or ethics related understanding and application, given their point in practicum education
- Has not engaged in sufficient instruction and/or supervision in practicum.

In these situations, additional time in practicum may be indicated to appropriately address these concerns and/or those raised in the Remediation Plan. If an extension of hours beyond the end of the term is needed, a grade of Incomplete may be required, as a course grade cannot be given at that time. The Incomplete form must include any coursework to be resubmitted, an attached Remediation Plan with tasks and/or time-sensitive performance expectations, and a non-negotiable due date for completing all requirements. The Field Faculty Advisor and Field Instructor will develop the Remediation Plan, and the Assistant Dean of Field Education and External Relations will provide final approval of the extension of hours, Remediation Plan, and request for an Incomplete grade.

Students must comply with all conditions and dates specified in the Incomplete form and Remediation Plan, successfully meet the expectations stated in the Remediation Plan, and satisfactorily complete all requirements for the term/field period for the Incomplete to be converted to a Pass grade. Students will receive a grade of No Pass and be required to repeat the term's hours and practicum course requirements if the requirements and expectations of the Remediation Plan and Incomplete grade are not satisfactorily fulfilled by the agreed-upon date.

If a student's time in practicum has been extended, a Remediation Plan has been developed, and an Incomplete grade approved, the student cannot progress to the next practicum term and

course until all concerns have been remediated, all additional hours completed, and all requirements for a Pass grade have been met.

Severe circumstances or student behaviors may warrant an immediate suspension of field hours. Practicum organizations may terminate students from practicum at their discretion, although these decisions should be discussed in advance with the Field Faculty Advisor.

Student Dress Code

The Mandel School respects individual expression and self-determination; however, appropriate attire in the practicum setting is an expected element of professionalism and demonstrates respect for colleagues, clients, organizations, communities, and self. Students must follow the dress code that is required of organization staff. Practicum organization policies, including but not limited to dress, tattoos, and/or piercings, must be strictly adhered to by students.

ADDITIONAL FIELD EDUCATION POLICIES

Much of the information included in this manual constitutes field education policy. The following sections of the manual also address additional policy areas related to field education.

Nondiscrimination Statement

The Mandel School's Field Education Department does not discriminate unlawfully on the basis of race, color, national origin, age, sex, sexual orientation, or disability in the selection, placement, support, and evaluation of students and all other activities related to its program.

Disability Accommodations

The Mandel School and Case Western Reserve University do not discriminate on the basis of disability in admission or access to its programs and activities. The Mandel School is committed to providing all students with opportunities to take full advantage of the university's educational programs. We recognize that students with documented disabilities may need resources or accommodations to achieve this objective.

Academic accommodations are available to students with documented disabilities. To access accommodations for which you may be eligible, students should contact the Office of Disability Resources (ESS, Sears 470). The staff there will work with each student to verify the need for specific accommodations. When an accommodation is approved, the Office of Disability Resources will provide the student with the appropriate information to share with the Field Faculty Advisor. Once receiving an accommodation, the student can make an appointment to meet privately with the Field Instructor and/or Field Faculty Advisor to discuss the support that may be required in the practicum setting or practicum courses.

The student must share accommodations with the Field Faculty Advisor and the Field Instructor to apply them to practicum courses or practicum activities and requirements. The Field Faculty Advisor and Field Instructor will work collaboratively with the student to develop a plan to best meet the identified competency-based learning needs. Information regarding the nature of a student's disability is confidential and is not shared by the Office of Disability Resources with the Field Faculty Advisor or Field Instructor.

Accommodations cannot be implemented retroactively; therefore, it is in the student's best interest to notify the Field Faculty Advisor and Field Instructor of approved accommodations promptly. For additional information regarding disability resources and the process of obtaining an accommodation, please contact the [Office of Disability Resources](#).

Field Education Withdraw

Practicum education is distinct from most other courses in that it entails not only the educational objectives of the student but also professional responsibilities to clients, the organization, and the community. When students engage clients, organizations, and communities and assume service responsibilities, they assume ongoing professional, educational, and ethical responsibilities. Also, considerable time and effort are spent by the Field Instructor to balance the educational needs of the student with those of the practicum organization and those they serve.

Students withdraw from courses for many reasons, including educational considerations, serious illness, personal crisis, and performance problems. Should a student need to withdraw from field education for any reason, the student should notify the Field Faculty Advisor and the Field Instructor to discuss the intention to withdraw. Together, the student, Field Faculty Advisor, and Field Instructor should develop a plan to temporarily suspend or terminate the practicum in a clinically and administratively appropriate manner. Should a student withdraw from a practicum course, any hours or assignments for that course will not count, and the entire course and all associated hours must be completed upon the student's return. The student should consult with the Mandel School Registrar and follow the policies and procedures governing the withdrawal process as stated by the Mandel School Registrar's Office.

Transportation and Reimbursement

Depending on the services provided by the field practicum organization, students may be required to transport clients as part of their field experience. Some sites provide vehicles for this purpose, for which students may need to provide driving record information and proof of a driver's license. In these cases, the organization should provide insurance. When students use their own vehicles, they are expected to have personal liability insurance. An Insurance Rider may be required. Students are encouraged to contact their insurance carrier for policy and cost information. The University does not provide such coverage and will not be responsible for injuries to students or organization clientele involving personal vehicles or the transportation of clients.

Students are responsible for their own transportation costs to and from the practicum organization and may be required to pay for parking. Students should discuss the organization's reimbursement policies with the Field Instructor or other appropriate organization personnel before beginning placement.

Change of Field Faculty Advisor Request

Students requesting a change in their assigned Mandel School Field Faculty Advisor must make the request in writing to the Assistant Dean of Field Education and External Relations. A request for a change of advisement assignment is predicated on a serious problem or concern that can

be remedied only by a change in the assignment. The written request must clearly stipulate the reasons for requesting the change. The Assistant Dean of Field Education and External Relations, or designee, will consult with the student and Field Faculty Advisor prior to making a final decision to determine if both parties are in agreement with the request to change. The procedure for change is as follows:

- The student and Field Faculty Advisor will meet to discuss the possible need for a change of advisement before the student submits the written request to the Assistant Dean of Field Education and External Relations. This step must occur before a written request for a change will be considered.
- The student must submit a written request for a change in Field Faculty Advisor to the Assistant Dean of Field Education and External Relations.
- If the request for a change is granted, the Assistant Dean of Field Education and External Relations or designee will inform the student, the current Field Faculty Advisor, and the newly assigned Field Faculty Advisor of the change. The current and new Field Faculty Advisors will consult with each other regarding the advisement that has occurred. Approved changes in Field Faculty Advisors can only be implemented at the conclusion of a term, as Field Faculty Advisors serve as the instructors for field education courses. Instructors may not be changed while a course is in progress.
- If the request for a change is denied, the Assistant Dean of Field Education and External Relations, or designee, will notify the student and Field Faculty Advisor of the decision and the rationale for preserving the original assignment.
- An appeal of the decision must be made to the Office of the Associate Dean in writing within five days of notification.

Students should be aware that a request for a change of Field Faculty Advisor will be impacted by the availability of an alternate Field Faculty Advisor who is teaching the upcoming field course that the student requires. **If no alternate Field Faculty Advisor is teaching the student's required field course, a change cannot be made, and an alternate plan will be determined.**

APPENDIX

Appendix A



Required Generalist Social Work Competencies and Practice Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

Practice Behaviors

1. 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 as appropriate to the context.
2. Demonstrate professional behavior, appearance, and oral, written, and electronic communication.
3. Use technology ethically and appropriately to facilitate practice outcomes.
4. Use supervision and consultation to guide professional judgment and behavior.

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

Practice Behaviors

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

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

Practice Behaviors

1. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.
2. 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 experience.

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

Practice Behaviors

1. Apply research findings to inform and improve practice, policy, and programs.
2. 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

Practice Behaviors

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

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

Practice Behaviors

1. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.
2. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

Practice Behaviors

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

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

Practice Behaviors

1. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.
2. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

Practice Behaviors

1. Select and use culturally responsive methods for evaluation of outcomes.
2. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Competency 10: Develop as an Anti-Racist and Anti-Oppressive Social Work Leader

Practice Behaviors

1. Demonstrate the ability to identify the organization's anti-racist and anti-oppressive statements, structures, policies, and leadership strategies.
2. Demonstrate the ability to assess the organization's leadership actions/commitment to address racism and oppression.

*Competencies 1-9 (and the associated Practice Behaviors) are prescribed directly by the Council on Social Work Education (CSWE) in their 2022 Education and Policy and Accreditation Standards (EPAS). Competency 10 is the "Signature" competency of the Mandel School.

Appendix B



Required Specialized Competencies and Practice Behaviors

Integrated Health and Wellness (IHW)

Competency 1: Demonstrate Ethical and Professional Behavior

Practice Behaviors

1. Select, employ, and document the use of a framework for ethical decision-making in recognition and clarification of conflicting values, ethical dilemmas, and options in a specialized area of practice.
2. Demonstrate professional behavior, appearance, and oral, written, and electronic communication to facilitate practice outcomes
3. Address the ethical and professional considerations in their use of technology in a specialized area of practice.
4. Identify the need and process for seeking supervision and consultation, and engage in self-reflection to guide professional judgment and behavior within their scope of practice in an area of concentration/specialization.

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

Practice Behaviors

1. Advance and defend specific policy and service delivery options that support social, racial, economic, and environmental justice in a specialized area of practice.
2. Identify inequalities and engage in practices that advance human rights to promote social, racial, economic, and environmental justice in a specialized area of practice.

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

Practice Behaviors

1. Reflect on and critically evaluate their own practice and practice settings using social justice, anti-racist, and anti-oppressive lenses.
2. Use a supervisory process to continue to engage in critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients, organizations, constituencies, and communities.
3. Develop a plan for continuous learning/improvement in diversity, inclusion, cultural humility, and anti-racism and anti-oppression.
4. Seek and utilize multiple and diverse sources of knowledge and perspectives to strengthen practice.

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

Practice Behaviors

1. Critically apply practice experience to the conceptualization and the interpretation of research and/or program evaluation.
2. Critically apply evidence from research and/or program evaluation to inform practice.
3. Use social justice, anti-racist, and anti-oppressive lenses to critique research and evaluation methods and/or findings in an effort to enhance ethically sound and culturally informed practice, programs, and policies.

Competency 5: Engage in Policy Practice

Practice Behaviors

1. Apply critical thinking, client feedback, and practice experience, and use social justice, anti-racist, and anti-oppressive lenses to recognize, formulate, analyze, and advocate for policies that advance human rights and social, racial, economic, and environmental justice in a specialized area of practice.
2. Analyze specific historical and current contexts that have influenced the development and implementation of social policies in a specialized area of practice.

Competency 6: Engage With Individuals and Families

Practice Behaviors

1. Formulate, defend, and demonstrate culturally responsive strategies to engage diverse clients, systems, and constituencies based upon: knowledge of relevant theoretical perspectives, empirical evidence, human behavior, person-in-environment, and interprofessional conceptual frameworks.
2. Identify and utilize personal and professional strengths and skills to address barriers to the engagement process with clients in an area of specialization/concentration.

Competency 7: Assess Individuals and Families

Practice Behaviors

1. Formulate, defend, and demonstrate culturally responsive strategies to assess diverse clients, systems, and constituencies based upon: knowledge of relevant theoretical perspectives, empirical evidence, human behavior, person-in-environment, and interprofessional conceptual frameworks.
2. Identify and utilize personal and professional strengths and skills to address barriers to the assessment process and maximize client self-determination in a mutually collaborative assessment and goal-setting process.
3. Identify in the assessment process the specific needs and strengths of clients and constituencies, balancing those with agency policies and offerings and referring to outside services as needed.

Competency 8: Intervene With Individuals and Families

Practice Behaviors

1. Formulate, defend, and demonstrate culturally responsive, evidence-informed, theory-informed, and developmentally appropriate interventions to achieve mutually agreed-upon plans and increase resilience and coping capacities of clients in an area of specialization/concentration.
2. Identify and utilize personal and professional strengths and skills to negotiate, mediate, and advocate with and on behalf of clients to address barriers to the delivery of services.

Competency 9: Evaluate Practice With Individuals and Families

Practice Behaviors

1. Formulate, defend, and demonstrate culturally responsive strategies that include anti-racist and anti-oppressive perspectives in the evaluation of practice in an area of specialization/concentration.
2. Identify, monitor, and evaluate intervention processes and outcomes, with specific attention to barriers to access, utilization, and delivery to improve practice effectiveness in an area of specialization/concentration.
3. Demonstrate and critique strategies to evaluate practice, processes, and/or outcomes based on relevant theoretical perspectives, empirical evidence, the goals and preferences of clients and constituencies, and understanding of practice contexts in an area of specialization/concentration.

Appendix C



CASE WESTERN RESERVE
UNIVERSITY
Jack, Joseph and Morton Mandel
School of Applied Social Sciences

Required Specialized Competencies and Practice Behaviors Community Practice for Social Change (CPSC)

Competency 1: Demonstrate Ethical and Professional Behavior

Practice Behaviors

1. Select, employ, and document the use of a framework for ethical decision-making in recognition and clarification of conflicting values, ethical dilemmas, and options in a specialized area of practice
2. Demonstrate professional behavior, appearance, and oral, written, and electronic communication to facilitate practice outcomes
3. Address the ethical and professional considerations in their use of technology in a specialized area of practice
4. Identify the need and process for seeking supervision and consultation, and engage in self-reflection to guide professional judgment and behavior within their scope of practice in an area of concentration/specialization

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

Practice Behaviors

1. Advance and defend specific policy and service delivery options that support social, racial, economic, and environmental justice in a specialized area of practice
2. Identify inequalities and engage in practices that advance human rights to promote social, racial, economic, and environmental justice in a specialized area of practice

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

Practice Behaviors

1. Reflect on and critically evaluate their own practice and practice settings using social justice, anti-racist, and anti-oppressive lenses
2. Use a supervisory process to continue to engage in critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients, organizations, constituencies, and communities
3. Develop a plan for continuous learning/improvement in diversity, inclusion, cultural humility, and anti-racism and anti-oppression
4. Seek and utilize multiple and diverse sources of knowledge and perspectives to strengthen practice

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

Practice Behaviors

1. Critically apply practice experience to the conceptualization and the interpretation of research and/or program evaluation
2. Critically apply evidence from research and/or program evaluation to inform practice
3. Use social justice, anti-racist, and anti-oppressive lenses to critique research and evaluation methods and/or findings in an effort to enhance ethically sound and culturally informed practice, programs, and policies.

Competency 5: Engage in Policy Practice

Practice Behaviors

1. Apply critical thinking, client feedback, and practice experience, and use social justice, anti-racist, and anti-oppressive lenses to recognize, formulate, analyze, and advocate for policies that advance human rights and social, racial, economic, and environmental justice in a specialized area of practice
2. Analyze specific historical and current contexts that have influenced the development and implementation of social policies in a specialized area of practice.

Competency 6: Engage With Organizations and Communities

Practice Behaviors

1. Utilize empathy and reflection in the engagement process, identifying and utilizing personal and professional strengths and skills while also addressing barriers to engagement with diverse stakeholders, systems, and constituencies
2. Demonstrate an understanding of the nature of entering a community or organization, including using relevant strategies for establishing rapport and building equitable relationships

Competency 7: Assess Organizations and Communities

Practice Behaviors

1. Demonstrate the ability to plan and facilitate organizational- and/or community-level assessment processes (e.g., power analysis, change readiness, etc.) that explicitly consider theories of privilege and oppression and personal and social biases
2. Demonstrate the ability to share assessment findings with a community and/or organization, including preparation and delivery
3. Demonstrate the ability to seek feedback and incorporate the perspectives of the community and/or organization into the assessment.

Competency 8: Intervene With Organizations and Communities

Practice Behaviors

1. Demonstrate the use of an established evidence base and strong critical thinking in helping to choose, design, and/or implement culturally responsive interventions with organizations, communities, and/or systems
2. Demonstrate effective collaboration and teamwork in designing and implementing interventions with organizations, communities, and/or systems.

Competency 9: Evaluate Practice With Organizations and Communities

Practice Behaviors

1. Plan, design, and/or conduct a data-gathering process in support of an evaluation effort for an organization or community (e.g., client survey, focus group, needs assessment, environmental scan, etc.)
2. Demonstrate the ability to select and implement evaluation tools as appropriate to the specialized practice setting (e.g., logic model, theory of change, process map, etc.)
3. Present evaluation findings/results, along with specific recommendations to improve practice effectiveness, and solicit and incorporate feedback from organizational and/or community leadership.

Appendix D



CASE WESTERN RESERVE
UNIVERSITY
Jack, Joseph and Morton Mandel
School of Applied Social Sciences

Generalist Learning Agreement and Learning Evaluation

PURPOSE

The Learning Agreement is a written evaluative agreement between the student, agency, Field Instructor, and the Mandel School that outlines the goals of the field practicum and the activities the student will engage in to achieve those goals. The Learning Agreement aligns with the Council on Social Work Education competency requirements and helps to ensure students have the opportunity for ongoing competence development in all practice areas, throughout the practicum experience.

INSTRUCTIONS

It is the student's responsibility to initiate the process of developing the Learning Agreement in collaboration with the Field Instructor, and when applicable, the Task Supervisor. The Learning Agreement should be discussed in supervision and developed in conjunction with the due dates in the Syllabus.

The evaluation portions of the Learning Agreement will be completed by the student, Field Instructor, and, when applicable, Task Supervisor in conjunction with the due dates in the syllabus. Students are responsible for communicating these deadlines to Field Instructors and Task Supervisors.

STUDENT INFORMATION

Name:
Pronouns:
Phone:
Student ID #:
Street Address:
City:
State:
Zip Code:

PRACTICUM INFORMATION

Organization:
Street Address:
City:
State:
Zip Code:
Field Instructor:
Type:
External Field Instructor?
Phone:
Email:
Task Supervisor:
Phone:
Email:

PROGRAM INFORMATION

Program Format:
 Path of Study:
 Path of Study:
 Path of Study:
 Course Section:
 Course Number:
 Course Number:
 Course Number:
 Course Term:
 Field Period Start Date:
 Field Period End Date:
 Field Faculty Advisor (Mandel School Faculty):

FIELD PRACTICUM EXPECTED WEEKLY SCHEDULE

Timezone:

Mon.	Tues	Wed.	Thur.	Fri.	Sat.	Sun.
------	------	------	-------	------	------	------

WEEKLY INDIVIDUAL SUPERVISION

Student and Field Instructor agree that a minimum of 60 minutes of individual, weekly supervision will occur on:

ORIENTATION CONFIRMATION

Students should receive an orientation to the agency that includes agency policies, safety protocols, and emergency plans. Students, Field Instructor, and Task Supervisor, when applicable, should review the Mandel School Field Education Manual to familiarize themselves with the school's field policies and expectations. The Online and On-Ground manuals can be accessed from the Resources tab on the [Field Education Resources Webpage](#).

Please confirm that the following have been reviewed by marking the checkbox in the respective category.

Category	Student	Field Instructor
Organization Policies	<input type="checkbox"/>	<input type="checkbox"/>
Emergency Plan	<input type="checkbox"/>	<input type="checkbox"/>
Safety Policies	<input type="checkbox"/>	<input type="checkbox"/>
Mandel Field Education Manual	<input type="checkbox"/>	<input type="checkbox"/>
Supervision Expectations	<input type="checkbox"/>	<input type="checkbox"/>

EMPLOYMENT-BASED & PAID PRACTICUMS

Is this practicum an employment-based placement?

☐ Yes ☐ No

Are your employment tasks the same as your practicum tasks?

☐ Yes ☐ No ☐ Some

Is your Field Instructor also your employment supervisor?

☐ Yes ☐ No

Is weekly practicum supervision separate and distinct from employment supervision?

☐ Yes ☐ No

As Field Instructor, I confirm the student's practicum supervision is separate and distinct from employment supervision. Initial: _____

Is this placement approved as an employment-based practicum by the Mandel School Field Education office?

☐ Yes ☐ No Initial: _____

COMPETENCIES

Upon completion of field education, students are required to demonstrate knowledge, skills, values, and cognitive and affective processes in all 10 Competencies listed below. In order to achieve this, **students must have the opportunity to engage in activities related to all competencies during every field period.**

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4. Engage In Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice 5.
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
10. Develop as an Anti-Racist and Anti-Oppressive Social Work Leader

LEARNING AGREEMENT

Planning Sections/Learning Activities: At the beginning of the Field Period, discuss each competency area below and identify the Learning Activities students will engage in to develop the knowledge, skills, values, and processes that are reflected in the Competency Practice Behaviors. Students will fill in the Learning Activities sections. Students are expected to complete these activities in-person unless approved by their Field Advisor.

Evaluation Sections: Near the end of the Field Period, students and Field Instructors are to complete the evaluation sections.

1. Student: Complete the "Demonstration of Knowledge, Skills, Values, and Processes" sections, the Student Self-Ratings, and the Student Summary Questions.
2. Field Instructors: Complete the Field Instructor Ratings and the Field Instructor Summary Questions.

GENERALIST RATING SCALE AND DEFINITIONS

This scale is used by the student, Field Instructor, and Field Faculty Advisor to evaluate the student's performance at the conclusion of each field period.

Rating	Rating Definition	Rating Description
0	Does not demonstrate competence the Generalist level	Student exhibits substandard levels of knowledge, skills, values, and processes. Activities are not managed in a competent manner consistent with expectations at the generalist level. Additional training, instruction, and support are needed, and corrective action is required .

Rating	Rating Definition	Rating Description
1	Demonstrates limited competence at the Generalist level	The student has not demonstrated performance of relevant knowledge, skills, values, and processes at the generalist level. Activities are managed with some difficulty. Additional training, instruction, and support are required to develop competence. Corrective action may be initiated.
2	Demonstrates developing competence at the Generalist level	Student has not yet demonstrated consistent performance of knowledge, skills, values, and processes. Beginning to perform competently at the generalist level. Some activities are managed in a competent manner consistent with expectations at the generalist level.
3	Demonstrates competence at the Generalist level	Student's performance exhibits appropriate levels of knowledge, skills, values, and processes. All activities are consistently managed in a competent manner at the generalist level.
4	Demonstrates advanced competence at the Generalist level	Student exhibits advanced levels of knowledge, skills, values, and processes, and can perform independently. All activities are consistently managed at an advanced level well beyond what would be expected of a generalist level student.

FIELD PERIOD GOAL

What is your overarching goal for this field period?

COMPETENCY 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR		
Practice Behaviors	<ol style="list-style-type: none"> 1. 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; 2. Demonstrate professional behavior, appearance, and oral, written, and electronic communication; 3. Use technology ethically and appropriately to facilitate practice outcomes; 4. Use supervision and consultation to guide professional judgment and behavior. 	
Learning Activities:		
Demonstration of Knowledge, Skills, Values, and Cognitive and Affective Processes:		
Ratings	Student:	Field Instructor:
Field Instructor Comments:		

COMPETENCY 2: ADVANCE HUMAN RIGHTS AND SOCIAL, RACIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE
--

Practice Behaviors	1. Advocate for human rights at the individual, family, group, organizational, and community system levels; 2. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	
Learning Activities:		
Demonstration of Knowledge, Skills, Values, and Cognitive and Affective Processes:		
Ratings:	Student:	Field Instructor:
Field Instructor Comments:		

COMPETENCY 3: ENGAGE IN ANTI-RACISM, DIVERSITY, EQUITY, AND INCLUSION (ADEI) IN PRACTICE		
Practice Behaviors	1. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; 2. 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.	
Learning Activities:		
Demonstration of Knowledge, Skills, Values, and Cognitive and Affective Processes:		
Ratings:	Student:	Field Instructor:
Field Instructor Comments:		

COMPETENCY 4: ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH INFORMED PRACTICE		
Practice Behaviors	1. Apply research findings to inform and improve practice, policy, and programs; 2. 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.	
Learning Activities:		
Demonstration of Knowledge, Skills, Values, and Cognitive and Affective Processes:		
Ratings:	Student:	Field Instructor:

Field Instructor Comments:

COMPETENCY 5: ENGAGE IN POLICY PRACTICE

Practice Behaviors

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

Learning Activities:

Demonstration of Knowledge, Skills, Values, and Cognitive and Affective Processes:

Ratings:

Student:

Field Instructor:

Field Instructor Comments:

COMPETENCY 6: ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Practice Behaviors

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

Learning Activities:

Individuals:

Families:

Groups:

Organizations:

Communities:

Demonstration of Knowledge, Skills, Values, and Cognitive and Affective Processes (all levels):

Ratings:

Student:

Field Instructor:

Field Instructor Comments:

COMPETENCY 7: ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES

Practice Behaviors	1. Apply theories of human behavior and person-in-environment, as well as other culturally responsive interprofessional conceptual frameworks, when assessing clients and constituencies; 2. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	
Learning Activities:		
Individuals: Families: Groups: Organizations: Communities:		
Demonstration of Knowledge, Skills, Values, and Cognitive and Affective Processes (all levels):		
Ratings:	Student:	Field Instructor:
Field Instructor Comments:		

COMPETENCY 8: INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES		
Practice Behaviors	1. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; 2. Incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies.	
Learning Activities:		
Individuals: Families: Groups: Organizations: Communities:		
Demonstration of Knowledge, Skills, Values, and Cognitive and Affective Processes (all levels):		
Ratings:	Student:	Field Instructor:
Field Instructor Comments:		

COMPETENCY 9: EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES		
--	--	--

Practice Behaviors	1. Select and use culturally responsive methods for evaluation of outcomes; 2. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	
Learning Activities:		
Individuals: Families: Groups: Organizations: Communities:		
Demonstration of Knowledge, Skills, Values, and Cognitive and Affective Processes (all levels):		
Ratings:	Student:	Field Instructor:
Field Instructor Comments:		

COMPETENCY 10: DEVELOP AS AN ANTI-RACIST AND ANTI-OPPRESSIVE SOCIAL WORK LEADER		
Practice Behaviors	1. Demonstrate the ability to identify the organization's anti-racist and anti-oppressive statements, structures, policies, and leadership strategies. 2. Demonstrate the ability to assess the organization's leadership actions/commitment to address racism and oppression.	
Learning Activities:		
Demonstration of Knowledge, Skills, Values, and Cognitive and Affective Processes:		
Ratings:	Student:	Field Instructor:
Field Instructor Comments:		

RATINGS SUMMARY	STUDENT	FIELD INSTRUCTOR
Rating Average		

STUDENT SUMMARY QUESTIONS

Reflect on this field period and address the following:

1. Describe your development in terms of the knowledge, skills, values, and processes necessary to practice social work:
2. Describe a pivotal learning experience and how it has impacted your growth:
3. Identify your areas of strength and the competencies they relate to:

4. Identify areas for future growth and the competencies they relate to:
5. Identify specific goals for the upcoming Learning Agreement and activities that you can engage in to meet them:

FIELD INSTRUCTOR SUMMARY QUESTIONS

Reflect on this field period and address the following:

1. Describe the methods used to evaluate the student:
2. Describe the student's development in terms of the knowledge, skills, values, and processes necessary to practice social work:
3. Identify the student's specific areas of strength and the competencies they relate to:
4. Identify areas for future growth and the competencies they relate to:

FIELD FACULTY ADVISOR EVALUATION

AREA	RATING
Demonstration of Professional & Ethical Behavior	
Verbal and Written Communication Skills	
Use of Feedback & Supervision	
Adherence to Field Education Expectations, Timelines & Policies	

1. Describe the methods used to evaluate the student:
2. Describe the student's professional development in terms of the knowledge, skills, values, behavior, and cognitive & affective processes:
3. Describe specific areas of strength for the student:
4. Describe specific areas for continued growth and development:
5. Additional comments (optional):

Grade:

SIGNATURES

Student Signature	Date
Field Instructor Signature	Date
Field Faculty Advisor Signature	Date

Appendix E



CASE WESTERN RESERVE
UNIVERSITY
Jack, Joseph and Morton Mandel
School of Applied Social Sciences

Specialized Integrated Health & Wellness Learning Agreement and Learning Evaluation

PURPOSE

The Learning Agreement is a written evaluative agreement between the student, agency, Field Instructor, and the Mandel School that outlines the goals of the field practicum and the activities the student will engage in to achieve those goals. The Learning Agreement aligns with the Council on Social Work Education competency requirements and helps to ensure students have the opportunity for ongoing competence development in all practice areas, throughout the practicum experience.

INSTRUCTIONS

It is the student's responsibility to initiate the process of developing the Learning Agreement in collaboration with the Field Instructor, and when applicable, the Task Supervisor. The Learning Agreement should be discussed in supervision and developed in conjunction with the due dates in the syllabus.

The evaluation portions of the Learning Agreement will be completed by the student, Field Instructor, and, when applicable, Task Supervisor in conjunction with the due dates in the syllabus. Students are responsible for communicating these deadlines to Field Instructors and Task Supervisors.

STUDENT INFORMATION

Name:
Pronouns:
Phone:
Student ID #:
Street Address:
City:
State:
Zip Code:

PRACTICUM INFORMATION

Organization:
Street Address:
City:
State:
Zip Code:
Field Instructor:
Type:
External Field Instructor?
Phone:
Email:
Task Supervisor:
Phone:
Email:

PROGRAM INFORMATION

Program Format:
 Specialization:
 Path of Study:
 Course Section:
 Course Number:
 Course Term:
 Field Period Start Date:
 Field Period End Date:
 Field Faculty Advisor (Mandel School Faculty):

FIELD PRACTICUM EXPECTED WEEKLY SCHEDULE

Timezone:

Mon.	Tues	Wed.	Thur.	Fri.	Sat.	Sun.
------	------	------	-------	------	------	------

WEEKLY INDIVIDUAL SUPERVISION

Student and Field Instructor agree that a minimum of 60 minutes of individual, weekly supervision will occur on:

ORIENTATION CONFIRMATION

Students should receive an orientation to the agency that includes agency policies, safety protocols, and emergency plans. Students, Field Instructor, and Task Supervisor, when applicable, should review the Mandel School Field Education Manual to familiarize themselves with the school's field policies and expectations. The Online and On-Campus manuals can be accessed from the Resources tab on the [Field Education Webpage](#).

Please confirm that the following have been reviewed by marking the checkbox in the respective category.

Category	Student	Field Instructor
Organization Policies	<input type="checkbox"/>	<input type="checkbox"/>
Emergency Plan	<input type="checkbox"/>	<input type="checkbox"/>
Safety Policies	<input type="checkbox"/>	<input type="checkbox"/>
Mandel Field Education Manual	<input type="checkbox"/>	<input type="checkbox"/>
Supervision Expectations	<input type="checkbox"/>	<input type="checkbox"/>

EMPLOYMENT-BASED PRACTICUM

Is this practicum an employment-based placement?

☐ Yes ☐ No

Are your employment tasks the same as your practicum tasks?

☐ Yes ☐ No ☐ Some

Is your Field Instructor also your employment supervisor?

☐ Yes ☐ No

Is weekly practicum supervision separate and distinct from employment supervision?

☐ Yes ☐ No

As Field Instructor, I confirm the student's practicum supervision is separate and distinct from employment

supervision.

Initial: _____

Is this placement approved as an employment-based practicum by the Mandel School Field Education office?

☐ Yes ☐ No

Initial:n _____

COMPETENCIES

Upon completion of field education, students are required to demonstrate knowledge, skills, values, and cognitive and affective processes in all 9 Competencies listed below. In order to achieve this, **students must have the opportunity to engage in activities related to all competencies during every field period.**

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4. Engage In Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals and Families
7. Assess Individuals and Families
8. Intervene with Individuals and Families
9. Evaluate Practice with Individuals and Families

LEARNING AGREEMENT

Planning Sections/Learning Activities: At the beginning of the Field Period, discuss each competency area below and identify the Learning Activities students will engage in to develop the knowledge, skills, values, and processes that are reflected in the Competency Practice Behaviors. Students will fill in the Learning Activities sections. Students are expected to complete these activities in-person unless approved by their Field Advisor.

SPECIALIZED RATING SCALE AND DEFINITIONS

This scale is used by the student, Field Instructor, and Field Faculty Advisor to evaluate the student's performance at the conclusion of each field period.

Rating	Rating Definition	Rating Description
0	Does not demonstrate competence at the Specialized level	Student exhibits substandard levels of knowledge, skills, values, and processes. Activities are not managed in a competent manner consistent with expectations at the specialized level. Additional training, instruction, and support are needed, and corrective action is required.
1	Demonstrates limited competence at the Specialized level	The student has not demonstrated performance of relevant knowledge, skills, values, and processes at the specialized level. Activities are managed with some difficulty. Additional training, instruction, and support are required to develop competence. Corrective action may be initiated.
2	Demonstrates developing competence at the Specialized level	Student has not yet demonstrated consistent performance of knowledge, skills, values, and processes. Beginning to perform competently at the specialized level. Some activities are managed in a competent manner consistent with expectations at the specialized level.

Rating	Rating Definition	Rating Description
3	Demonstrates competence at the Specialized level	Student's performance exhibits appropriate levels of knowledge, skills, values, and processes. All activities are consistently managed in a competent manner at the specialized level.
4	Demonstrates advanced competence at the Specialized level	Student exhibits advanced levels of knowledge, skills, values, and processes, and can perform independently. All activities are consistently managed at an advanced level well beyond what would be expected of a specialized level student.

FIELD PERIOD GOAL

What is your overarching goal for this field period?

COMPETENCY 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR		
Practice Behaviors	1. Select, employ, and document the use of a framework for ethical decision-making in recognition and clarification of conflicting values, ethical dilemmas, and options in a specialized area of practice; 2. Demonstrate professional behavior, appearance, and oral, written, and electronic communication to facilitate practice outcomes; 3. Address the ethical and professional considerations in their use of technology in a specialized area of practice; 4. Identify the need and process for seeking supervision and consultation, and engage in self-reflection to guide professional judgment and behavior within their scope of practice in an area of concentration/specialization.	
Learning Activities:		
Demonstration of Knowledge, Skills, Values, and Cognitive and Affective Processes:		
Ratings	Student:	Field Instructor:
Field Instructor Comments:		

COMPETENCY 2: ADVANCE HUMAN RIGHTS AND SOCIAL, RACIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE	
Practice Behaviors	1. Advance and defend specific policy and service delivery options that support social, racial, economic, and environmental justice in a specialized area of practice; 2. Identify inequalities and engage in practices that advance human rights to promote social, racial, economic, and environmental justice in a specialized area of practice.
Learning Activities:	
Demonstration of Knowledge, Skills, Values, and Cognitive and Affective Processes:	

Ratings:	Student:	Field Instructor:
Field Instructor Comments:		

COMPETENCY 3: ENGAGE IN ANTI-RACISM, DIVERSITY, EQUITY, AND INCLUSION (ADEI) IN PRACTICE	
Practice Behaviors	<ol style="list-style-type: none"> 1. Reflect on and critically evaluate their own practice and practice settings using social justice, anti-racist, and anti-oppressive lenses; 2. Use a supervisory process to continue to engage in critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients, organizations, constituencies, and communities; 3. Develop a plan for continuous learning/improvement in diversity, inclusion, cultural humility, and anti-racism and anti-oppression; 4. Seek and utilize multiple and diverse sources of knowledge and perspectives to strengthen practice.
Learning Activities:	
Demonstration of Knowledge, Skills, Values, and Cognitive and Affective Processes:	
Ratings:	Student:
Field Instructor Comments:	

COMPETENCY 4: ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH INFORMED PRACTICE	
Practice Behaviors	<ol style="list-style-type: none"> 1. Critically apply practice experience to the conceptualization and the interpretation of research and/or program evaluation; 2. Critically apply evidence from research and/or program evaluation to inform practice; 3. Use social justice, anti-racist, and anti-oppressive lenses to critique research and evaluation methods and/or findings in an effort to enhance ethically sound and culturally informed practice, programs, and policies.
Learning Activities:	
Demonstration of Knowledge, Skills, Values, and Cognitive and Affective Processes:	
Ratings:	Student:
Field Instructor:	

Field Instructor Comments:

COMPETENCY 5: ENGAGE IN POLICY PRACTICE				
Practice Behaviors	<ol style="list-style-type: none"> 1. Apply critical thinking, client feedback, and practice experience and use social justice, anti-racist, and anti-oppressive lenses to recognize, formulate, analyze, and advocate for policies that advance human rights and social, racial, economic, and environmental justice in a specialized area of practice; 2. Analyze specific historical and current contexts that have influenced the development and implementation of social policies in a specialized area of practice. 			
Learning Activities:				
Demonstration of Knowledge, Skills, Values, and Cognitive and Affective Processes:				
Ratings:	Student:	Field Instructor:		
Field Instructor Comments:				

COMPETENCY 6: ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES				
Practice Behaviors	<ol style="list-style-type: none"> 1. Formulate, defend, and demonstrate culturally responsive strategies to engage diverse clients, systems, and constituencies based upon: knowledge of relevant theoretical perspectives, empirical evidence, human behavior, person-in-environment, and interprofessional conceptual frameworks; 2. Identify and utilize personal and professional strengths and skills to address barriers to the engagement process with clients in an area of specialization/concentration. 			
Learning Activities:				
Individuals: Families: Groups: Organizations: Communities:				
Demonstration of Knowledge, Skills, Values, and Cognitive and Affective Processes (all levels):				
Ratings:	Student:	Field Instructor:		
Field Instructor Comments:				

COMPETENCY 7: ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES		
Practice Behaviors	<ol style="list-style-type: none"> 1. Formulate, defend, and demonstrate culturally responsive strategies to assess diverse clients, systems, and constituencies based upon: knowledge of relevant theoretical perspectives, empirical evidence, human behavior, person-in-environment, and interprofessional conceptual frameworks. 2. Identify and utilize personal and professional strengths and skills to address barriers to the assessment process and maximize client self-determination in a mutually collaborative assessment and goal-setting process. 3. Identify the specific needs and strengths of clients and constituencies, balancing those with agency policies and offerings and referring to outside services as needed. 	
Learning Activities:		
Individuals: Families: Groups: Organizations: Communities:		
Demonstration of Knowledge, Skills, Values, and Cognitive and Affective Processes (all levels):		
Ratings:	Student:	Field Instructor:
Field Instructor Comments:		

COMPETENCY 8: INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES	
Practice Behaviors	<ol style="list-style-type: none"> 1. Formulate, defend, and demonstrate culturally responsive, evidence-informed, theory-informed, and developmentally appropriate interventions to achieve mutually agreed-on plans and increase the resilience and coping capacities of clients in an area of specialization/concentration. 2. Identify and utilize personal and professional strengths and skills to negotiate, mediate, and advocate with and on behalf of clients to address barriers to the delivery of services.
Learning Activities:	
Individuals: Families: Groups:	

Organizations: Communities:		
Demonstration of Knowledge, Skills, Values, and Cognitive and Affective Processes (all levels):		
Ratings:	Student:	Field Instructor:
Field Instructor Comments:		

COMPETENCY 9: EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES	
Practice Behaviors	<ol style="list-style-type: none"> 1. Formulate, defend, and demonstrate culturally responsive strategies that include anti-racist and anti-oppressive perspectives in the evaluation of practice in an area of specialization/concentration; 2. Identify, monitor, and evaluate intervention processes and outcomes, with specific attention to barriers to access, utilization, and delivery to improve practice effectiveness in an area of specialization/concentration; 3. Demonstrate and critique strategies to evaluate practice, processes, and/or outcomes based on: relevant theoretical perspectives; empirical evidence; the goals and preferences of clients and constituencies; and understanding of practice contexts in an area of specialization/concentration.
Learning Activities:	
Individuals: Families: Groups: Organizations: Communities:	
Demonstration of Knowledge, Skills, Values, and Cognitive and Affective Processes (all levels):	
Ratings:	Student: Field Instructor:
Field Instructor Comments:	

RATINGS SUMMARY	STUDENT	FIELD INSTRUCTOR
Rating Average		

STUDENT SUMMARY QUESTIONS

Reflect on this field period and address the following:

1. Describe your development in terms of the knowledge, skills, values, and processes necessary to practice social work:

2. Describe a pivotal learning experience and how it has impacted your growth:
3. Identify your areas of strength and the competencies they relate to:
4. Identify areas for future growth and the competencies they relate to:
5. Identify specific goals for the upcoming Learning Agreement and activities that you can engage in to meet them:

FIELD INSTRUCTOR SUMMARY QUESTIONS

Reflect on this field period and address the following:

1. Describe the methods used to evaluate the student:
2. Describe the student's development in terms of the knowledge, skills, values, and processes necessary to practice social work:
3. Identify the student's specific areas of strength and the competencies they relate to:
4. Identify areas for future growth and the competencies they relate to:

FIELD ADVISOR EVALUATION

AREA	RATING
Demonstration of Professional & Ethical Behavior	
Verbal and Written Communication Skills	
Use of Feedback & Supervision	
Adherence to Field Education Expectations, Timelines & Policies	

1. Describe the methods used to evaluate the student:
2. Describe the student's professional development in terms of the knowledge, skills, values, behavior, and cognitive & affective processes:
3. Describe specific areas of strength for the student:
4. Describe specific areas for continued growth and development:
5. Additional comments (optional):

Grade:

SIGNATURES

Student Signature	Date
Field Instructor Signature	Date
Field Faculty Advisor Signature	Date

Appendix F



CASE WESTERN RESERVE
UNIVERSITY
Jack, Joseph and Morton Mandel
School of Applied Social Sciences

Specialized Community Practice for Social Change Learning Agreement and Learning Evaluation

PURPOSE

The Learning Agreement is a written evaluative agreement between the student, agency, Field Instructor, and the Mandel School that outlines the goals of the field practicum and the activities the student will engage in to achieve those goals. The Learning Agreement aligns with the Council on Social Work Education competency requirements and helps to ensure students have the opportunity for ongoing competence development in all practice areas, throughout the practicum experience.

INSTRUCTIONS

It is the student's responsibility to initiate the process of developing the Learning Agreement in collaboration with the Field Instructor, and when applicable, the Task Supervisor. The Learning Agreement should be discussed in supervision and developed in conjunction with the due dates in the syllabus.

The evaluation portions of the Learning Agreement will be completed by the student, Field Instructor, and, when applicable, Task Supervisor in conjunction with the due dates in the syllabus. Students are responsible for communicating these deadlines to Field Instructors and Task Supervisors.

STUDENT INFORMATION

Name:

Pronouns:

Phone:

Student ID #:

Street Address:

City:

State:

Zip Code:

PRACTICUM INFORMATION

Organization:

Street Address:

City:

State:

Zip Code:

Field Instructor:

Type:

External Field Instructor?

Phone:

Email:

Task Supervisor:

Phone:

Email:

PROGRAM INFORMATION

Program Format:
 Specialization:
 Path of Study:
 Course Section:
 Course Number:
 Course Term:
 Field Period Start Date:
 Field Period End Date:
 Field Faculty Advisor (Mandel School Faculty):

FIELD PRACTICUM EXPECTED WEEKLY SCHEDULE

Timezone:

Mon.	Tues	Wed.	Thur.	Fri.	Sat.	Sun.
------	------	------	-------	------	------	------

WEEKLY INDIVIDUAL SUPERVISION

Student and Field Instructor agree that a minimum of 60 minutes of individual, weekly supervision will occur on:

ORIENTATION CONFIRMATION

Students should receive an orientation to the agency that includes agency policies, safety protocols, and emergency plans. Students, Field Instructor, and Task Supervisor, when applicable, should review the Mandel School Field Education Manual to familiarize themselves with the school's field policies and expectations. The Online and On-Campus manuals can be accessed from the Resources tab on the [Field Education Webpage](#).

Please confirm that the following have been reviewed by marking the checkbox in the respective category.

Category	Student	Field Instructor
Organization Policies	<input type="checkbox"/>	<input type="checkbox"/>
Emergency Plan	<input type="checkbox"/>	<input type="checkbox"/>
Safety Policies	<input type="checkbox"/>	<input type="checkbox"/>
Mandel Field Education Manual	<input type="checkbox"/>	<input type="checkbox"/>
Supervision Expectations	<input type="checkbox"/>	<input type="checkbox"/>

EMPLOYMENT-BASED PRACTICUM

Is this practicum an employment-based placement?

☐ Yes ☐ No

Are your employment tasks the same as your practicum tasks?

☐ Yes ☐ No ☐ Some

Is your Field Instructor also your employment supervisor?

☐ Yes ☐ No

Is weekly practicum supervision separate and distinct from employment supervision?

☐ Yes ☐ No

As Field Instructor, I confirm the student's practicum supervision is separate and distinct from employment

supervision.

Initial: _____

Is this placement approved as an employment-based practicum by the Mandel School Field Education office?

☐ Yes ☐ No

Initial: _____

COMPETENCIES

Upon completion of field education, students are required to demonstrate knowledge, skills, values, and cognitive and affective processes in all 9 Competencies listed below. In order to achieve this, **students must have the opportunity to engage in activities related to all competencies during every field period.**

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4. Engage In Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals and Families
7. Assess Individuals and Families
8. Intervene with Individuals and Families
9. Evaluate Practice with Individuals and Families

LEARNING AGREEMENT

Planning Sections/Learning Activities: At the beginning of the Field Period, discuss each competency area below and identify the Learning Activities students will engage in to develop the knowledge, skills, values, and processes that are reflected in the Competency Practice Behaviors. Students will fill in the Learning Activities sections. Students are expected to complete these activities in-person unless approved by their Field Advisor.

SPECIALIZED RATING SCALE AND DEFINITIONS

This scale is used by the student, Field Instructor, and Field Faculty Advisor to evaluate the student's performance at the conclusion of each field period.

Rating	Rating Definition	Rating Description
0	Does not demonstrate competence at the Specialized level	Student exhibits substandard levels of knowledge, skills, values, and processes. Activities are not managed in a competent manner consistent with expectations at the specialized level. Additional training, instruction, and support are needed, and corrective action is required.
1	Demonstrates limited competence at the Specialized level	The student has not demonstrated performance of relevant knowledge, skills, values, and processes at the specialized level. Activities are managed with some difficulty. Additional training, instruction, and support are required to develop competence. Corrective action may be initiated.
2	Demonstrates developing competence at the Specialized level	Student has not yet demonstrated consistent performance of knowledge, skills, values, and processes. Beginning to perform competently at the specialized level. Some activities are managed in a competent manner consistent with expectations at the specialized level.

Rating	Rating Definition	Rating Description
3	Demonstrates competence at the Specialized level	Student's performance exhibits appropriate levels of knowledge, skills, values, and processes. All activities are consistently managed in a competent manner at the specialized level.
4	Demonstrates advanced competence at the Specialized level	Student exhibits advanced levels of knowledge, skills, values, and processes, and can perform independently. All activities are consistently managed at an advanced level well beyond what would be expected of a specialized level student.

FIELD PERIOD GOAL

What is your overarching goal for this field period?

COMPETENCY 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR		
Practice Behaviors	1. Select, employ, and document the use of a framework for ethical decision-making in recognition and clarification of conflicting values, ethical dilemmas, and options in a specialized area of practice; 2. Demonstrate professional behavior, appearance, and oral, written, and electronic communication to facilitate practice outcomes; 3. Address the ethical and professional considerations in their use of technology in a specialized area of practice; 4. Identify the need and process for seeking supervision and consultation, and engage in self-reflection to guide professional judgment and behavior within their scope of practice in an area of concentration/specialization.	
Learning Activities:		
Demonstration of Knowledge, Skills, Values, and Cognitive and Affective Processes:		
Ratings	Student:	Field Instructor:
Field Instructor Comments:		

COMPETENCY 2: ADVANCE HUMAN RIGHTS AND SOCIAL, RACIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE	
Practice Behaviors	1. Advance and defend specific policy and service delivery options that support social, racial, economic, and environmental justice in a specialized area of practice; 2. Identify inequalities and engage in practices that advance human rights to promote social, racial, economic, and environmental justice in a specialized area of practice.
Learning Activities:	
Demonstration of Knowledge, Skills, Values, and Cognitive and Affective Processes:	

Ratings:	Student:	Field Instructor:
Field Instructor Comments:		

COMPETENCY 3: ENGAGE IN ANTI-RACISM, DIVERSITY, EQUITY, AND INCLUSION (ADEI) IN PRACTICE	
Practice Behaviors	<ol style="list-style-type: none"> 1. Reflect on and critically evaluate their own practice and practice settings using social justice, anti-racist, and anti-oppressive lenses; 2. Use a supervisory process to continue to engage in critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients, organizations, constituencies, and communities; 3. Develop a plan for continuous learning/improvement in diversity, inclusion, cultural humility, and anti-racism and anti-oppression; 4. Seek and utilize multiple and diverse sources of knowledge and perspectives to strengthen practice.
Learning Activities:	
Demonstration of Knowledge, Skills, Values, and Cognitive and Affective Processes:	
Ratings:	Student:
Field Instructor Comments:	

COMPETENCY 4: ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH INFORMED PRACTICE	
Practice Behaviors	<ol style="list-style-type: none"> 1. Critically apply practice experience to the conceptualization and the interpretation of research and/or program evaluation; 2. Critically apply evidence from research and/or program evaluation to inform practice; 3. Use social justice, anti-racist, and anti-oppressive lenses to critique research and evaluation methods and/or findings in an effort to enhance ethically sound and culturally informed practice, programs, and policies.
Learning Activities:	
Demonstration of Knowledge, Skills, Values, and Cognitive and Affective Processes:	
Ratings:	Student:
Field Instructor Comments:	

COMPETENCY 5: ENGAGE IN POLICY PRACTICE		
Practice Behaviors	<ol style="list-style-type: none"> 1. Apply critical thinking, client feedback, and practice experience and use social justice, anti-racist, and anti-oppressive lenses to recognize, formulate, analyze, and advocate for policies that advance human rights and social, racial, economic, and environmental justice in a specialized area of practice; 2. Analyze specific historical and current contexts that have influenced the development and implementation of social policies in a specialized area of practice. 	
Learning Activities:		
Demonstration of Knowledge, Skills, Values, and Cognitive and Affective Processes:		
Ratings:	Student:	Field Instructor:
Field Instructor Comments:		

COMPETENCY 6: ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES		
Practice Behaviors	<ol style="list-style-type: none"> 1. Utilize empathy and reflection in the engagement process, identifying and utilizing personal and professional strengths and skills, while also addressing barriers to engagement with diverse stakeholders, systems, and constituencies. 2. Demonstrate an understanding of the nature of entering a community or organization, including using relevant strategies for establishing rapport and building equitable relationships. 	
Learning Activities:		
Individuals: Families: Groups: Organizations: Communities:		
Demonstration of Knowledge, Skills, Values, and Cognitive and Affective Processes (all levels):		
Ratings:	Student:	Field Instructor:
Field Instructor Comments:		

COMPETENCY 7: ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES		
Practice Behaviors	<ol style="list-style-type: none"> 1. Demonstrate the ability to plan and facilitate organizational- and/or community-level assessment processes (e.g., power analysis, change readiness, etc.) that explicitly consider theories of privilege and oppression and personal and social biases. 2. Demonstrate the ability to share assessment findings with a community and/or organization, including preparation and delivery. 3. Demonstrate the ability to seek feedback and incorporate the perspectives of the organization and/or community into the assessment. 	
Learning Activities:		
Individuals: Families: Groups: Organizations: Communities:		
Demonstration of Knowledge, Skills, Values, and Cognitive and Affective Processes (all levels):		
Ratings:	Student:	Field Instructor:
Field Instructor Comments:		

COMPETENCY 8: INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES		
Practice Behaviors	<ol style="list-style-type: none"> 1. Demonstrate the use of an established evidence base and strong critical thinking in helping to choose, design, and/or implement culturally responsive interventions with organizations, communities, and/or systems. 2. Demonstrate effective collaboration and teamwork in designing and implementing interventions with organizations, communities, and/or systems. 	
Learning Activities:		
Individuals: Families: Groups: Organizations: Communities:		
Demonstration of Knowledge, Skills, Values, and Cognitive and Affective Processes (all levels):		

levels):		
Ratings:	Student:	Field Instructor:
Field Instructor Comments:		

COMPETENCY 9: EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES		
Practice Behaviors	<ol style="list-style-type: none"> 1. Plan, design, and/or conduct a data gathering process in support of an evaluation effort for an organization or community (e.g., client survey, focus group, needs assessment, environmental scan, etc.). 2. Demonstrate the ability to select and implement evaluation tools as appropriate to the specialized practice setting (e.g., logic model, theory of change, process map, etc.). 3. Present evaluation findings/results, along with specific recommendations to improve practice effectiveness, and solicit and incorporate feedback from organizational and/or community leadership. 	
Learning Activities:		
Individuals: Families: Groups: Organizations: Communities:		
Demonstration of Knowledge, Skills, Values, and Cognitive and Affective Processes (all levels):		
Ratings:	Student:	Field Instructor:
Field Instructor Comments:		

RATINGS SUMMARY	STUDENT	FIELD INSTRUCTOR
Rating Average		

STUDENT SUMMARY QUESTIONS

Reflect on this field period and address the following:

1. Describe your development in terms of the knowledge, skills, values, and processes necessary to practice social work:
2. Describe a pivotal learning experience and how it has impacted your growth:
3. Identify your areas of strength and the competencies they relate to:

4. Identify areas for future growth and the competencies they relate to:
5. Identify specific goals for the upcoming Learning Agreement and activities that you can engage in to meet them:

FIELD INSTRUCTOR SUMMARY QUESTIONS

Reflect on this field period and address the following:

1. Describe the methods used to evaluate the student:
2. Describe the student's development in terms of the knowledge, skills, values, and processes necessary to practice social work:
3. Identify the student's specific areas of strength and the competencies they relate to:
4. Identify areas for future growth and the competencies they relate to:

FIELD ADVISOR EVALUATION

AREA	RATING
Demonstration of Professional & Ethical Behavior	
Verbal and Written Communication Skills	
Use of Feedback & Supervision	
Adherence to Field Education Expectations, Timelines & Policies	

1. Describe the methods used to evaluate the student:
2. Describe the student's professional development in terms of the knowledge, skills, values, behavior, and cognitive & affective processes:
3. Describe specific areas of strength for the student:
4. Describe specific areas for continued growth and development:
5. Additional comments (optional):

Grade:

SIGNATURES

Student Signature	Date
Field Instructor Signature	Date
Field Faculty Advisor Signature	Date

Appendix G

Sample Generalist Learning Activities

Competency 1: Demonstrate Ethical and Professional Behavior

Practice Behaviors:

1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
2. Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication;
3. Use technology ethically and appropriately to facilitate practice outcomes;
4. Use supervision and consultation to guide professional judgment and behavior.

First Generalist Field Period	Second Generalist Field Period
<ul style="list-style-type: none">• Read NASW and applicable state Codes of Ethics. Discuss with Field Instructor the types of ethical dilemmas that might occur in this setting and how to apply codes.• Identify other ethics-related laws that apply to practice, such as duty to warn and protect. Discussion in supervision how to apply them.• Attend case conferences or team meetings and identify how consultation enhances ethical decision-making.• Be proactive in scheduling weekly individual supervision, adhere to schedule, discuss how supervision will be used, and develop weekly agendas for supervision.• Review agency policy, standards, and procedures regarding professional behavior, appearance and communication and discuss in supervision.• Review the NASW Standards for Technology in Social Work Practice. Review the agency's policies on ethical use of technology. Discuss in supervision, comparing and contrasting them.• Discuss social media and ethics in supervision and review personal social media usage to ensure ethics and appropriate boundaries are maintained.• Begin using technology in the practice setting, learning to navigate electronic records, electronic communication, agency databases, and other data management	<ul style="list-style-type: none">• Identify ethical dilemmas that arise in practicum. Identify possible ethical decisions and approaches. Discuss the responses you identified in supervision and get feedback.• Summarize the types of ethical issues that arise in the field site and discuss in supervision whether changes may be needed in agency procedures or practice.• Prepare a case with an ethical dilemma for presentation and consultation with other professionals. Share your thoughts on the best ethical approaches and get feedback.• Continue to prepare weekly agendas for supervision; tie agenda to academic course work and learning goals.• Review the Standards for Technology in Social Work Practice and discuss in supervision the use of personal devices, telehealth, and other potential technology that could lead to ethical dilemmas. Continue to use technology ethically.• Discuss in supervision the ethical implications that can emerge when the need to break confidentiality arises, such as the need to warn or protect someone. Identify best practices based on the Code of Ethics.• Review the NASW website on ethics consultations for members and discuss in supervision the importance of ethics consultation.• Attend an ethics training for a professional development event and discuss the content in

First Generalist Field Period	Second Generalist Field Period
<p>systems effectively.</p> <ul style="list-style-type: none"> Review NASW and practice policies on electronic confidentiality. Review electronic communication consent agreements with clients during intake sessions. 	<p>supervision.</p>

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

Practice Behaviors:

1. Advocate for human rights at the individual, and systems family, group, organizational, and community system levels;
2. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

First Generalist Field Period	Second Generalist Field Period
<ul style="list-style-type: none"> In supervision, discuss barriers clients experience in accessing necessary services and entitlements and identify ways to address them through advocacy and empowerment. Discuss forms and mechanisms of oppression and discrimination in supervision and identify ways to empower clients and advocate for them. Identify and use an intervention strategy that empowers a client, such as educating them about their rights and/or benefit entitlements. Discuss in supervision ways to advocate for clients when interacting with other systems/agencies. Engage in advocacy. Identify client needs and research options within and outside of the agency to meet those needs. Educate clients about the resources available and the eligibility requirements. Through research and supervision discussion, develop knowledge of the services the agency does and does not offer, agencies in the community that offer additional services and the process for making referrals. Identify populations in the community that experience injustice and discuss in 	<ul style="list-style-type: none"> Identify a local, state, or federal policy/law that creates injustice for marginalized groups served by the agency and write a relevant legislator to advocate for policy change. Research and discuss in supervision the disparity between a privileged and a marginalized population the agency serves. Develop and carry out an intervention that addresses the disparity. Research and employ two evidence-informed interventions that empower clients. Discuss research and efficacy of interventions in supervision. Identify community resources that will empower clients to meet their goals and educate and refer clients. Attend several client grievance committee meetings and learn the process for clients submitting grievances. Educate clients on this process and assist them when the need arises. Discuss and learn the process for reporting suspected abuse and neglect to child protective services. Observe and/or make a report to CPS to advocate for a child. Advocate for the rights of clients and their families in treatment team meetings by discussing their strengths, circumstances, and needs.

First Generalist Field Period	Second Generalist Field Period
<p>supervision how the practicum agency or other community agencies address this.</p> <ul style="list-style-type: none"> • Participate in training sessions for clients on self-advocacy and provide them with tools and techniques to advocate for themselves. • Assess the organization's practices to address rights violations and injustice and discuss in supervision how this compares to their stated mission. Discuss ways to address any disparities that you find. 	<ul style="list-style-type: none"> • Help develop and deliver an educational presentation that addresses injustice and inequity and identifies areas of change that need to occur to address it. • Research a relevant policy that your state legislature will be voting on that impacts your community or population served. Attend social work legislative day and advocate for needed change to the policy.

Competency Area 3: Engage Diversity and Difference in Practice

Practice Behaviors:

1. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels;
2. 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.

First Generalist Field Period	Second Generalist Field Period
<ul style="list-style-type: none"> • Research and discuss in supervision the definitions of anti-racism, diversity, equity, and inclusion. Identify practices that address each term. • Attend a training on cultural humility, discuss the content in supervision and how to apply it to practice. • Identify a bias that arises in working with a client and discuss it in supervision. Identify where the bias may stem from, alternate views, and ways to mitigate its impact. • Reflect on and identify clients that may present a challenge to work with due to differences and/or power dynamics. Discuss this in supervision and explore ways to address this. • In supervision, discuss how to identify yourself as a learner and acknowledge the client as the expert on their experience and identity. • Observe Field Instructor engage with 	<ul style="list-style-type: none"> • Review research on an intervention model used by the agency and assess whether the research represents diverse populations. • Research interventions that are tailored for marginalized populations that experience injustice, racism, and oppression. • Review and discuss in supervision the principles of cultural humility and employ them in practice with clients. • Engage in difficult but honest and open discussions about race, power, and privilege, and incorporate what you learn into practice. • Collaboratively use ecomaps and genograms with clients to explore all aspects of their lives and histories that may affect them. Discuss in supervision. • Review the agency's documents and forms and assess the language used as it relates to inclusivity and representation. Discuss findings and areas for

First Generalist Field Period	Second Generalist Field Period
<p>clients of diverse identities and note their engagement. Process observations in supervision.</p> <ul style="list-style-type: none"> • In supervision, discuss unconditional positive regard and begin to practice this in working with clients and constituents. • In supervision, discuss “person in environment” and how it is relevant to diverse clients given their identity and experiences. Discuss how this might impact. • Observe social workers delivering services and identify instances of ADEI practice. Discuss observations in supervision. • Self-reflect and journal on thoughts, feelings and interactions with clients who are different and discuss in supervision. 	<p>improvement in supervision.</p> <ul style="list-style-type: none"> • Seek out diverse populations to work with and discuss intersectionality, power, and privilege and how they might factor into the client’s life. • Speak up professionally but honestly when witnessing oppressive actions by others and discuss the impact of the actions and ways to address them. • Attend training on anti-oppressive social work practices, discuss content with Field Instructor, and incorporate it into practice. • Participate in the development of a presentation on ADEI practices and present at a team meeting.

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

Practice Behaviors:

1. Apply research findings to inform and improve practice, policy, and programs;
2. 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.

First Generalist Field Period	Second Generalist Field Period
<ul style="list-style-type: none"> • Through supervision discussion, identify an assessment tool or intervention the agency uses. Look it up in a research database and determine if it is evidence-informed. • Bring relevant research findings from coursework to supervision to discuss, as well as share relevant experiences from practicum in the classroom. • Identify and discuss quantitative methods of evaluating progress/outcomes that the agency uses involving collecting and analyzing data. • In supervision, discuss Field Instructor's theoretical orientations, the modalities they use, and the evidence and research supporting them. 	<ul style="list-style-type: none"> • Discuss the quantitative methods of evaluating progress/outcomes that the agency uses and participate in collecting and analyzing data. • Research the efficacy of treatment modalities that are used with clients, discuss findings in supervision, and identify if other modalities would be better suited to the client/situation. • Attend several outcomes committee meetings and identify how data is collected and how it is used by the organization to determine outcomes. Discuss in supervision. • Work on developing a client satisfaction survey by reviewing the literature on effective behavior health survey methods and practices. Discuss the process and

First Generalist Field Period	Second Generalist Field Period
<ul style="list-style-type: none"> Observe social workers and the use of evidence-informed interventions and discuss why they were chosen. Select an intervention model of interest and look at the research on its use. What evidence is there to show its effectiveness, and who is it effective for? Discuss in supervision. Discuss in supervision what types of data the agency collects, how they collect it, how they analyze it, and what it is used for. Identify and discuss in supervision the evidence-informed modalities that the agency uses or endorses and why. Identify and discuss evidence-informed curriculum group interventions. Review the evidence that supports the curriculum. 	<p>findings in supervision. Once completed, present to the Field Instructor for feedback.</p> <ul style="list-style-type: none"> Select several treatment modalities and review the research findings on each. Determine the effectiveness of modalities and the populations or presenting issues they are most effective with. Discuss findings in supervision. Review research on an intervention model used by the agency and assess whether the research represents diverse populations. Discuss the research study the agency is involved in with a partnering university, what the study is addressing, and how the data is collected. Explore ways to be involved during specialized field practicum.

Competency Area 5: Engage in Policy Practice

Practice Behaviors:

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

First Generalist Field Period	Second Generalist Field Period
<ul style="list-style-type: none"> Review, discuss, and learn the agency's policies related to client services, how they are carried out, and the foreseen and unforeseen consequences of the policies. Review and assess the agency policies on ethics, ethical decision-making, and ethical use of technology. Compare and contrast them to the NASW Code of Ethics and the Standards for Technology in Social Work Practice. Discuss in supervision. Review and assess the agency's policies and procedures on social worker safety and compare them to the Social Worker Safety in the Workplace standards. Discuss in supervision. Identify and discuss policy that is connected to funding and/or reimbursement. Assess how it impacts the practices of social workers and the 	<ul style="list-style-type: none"> Identify two local, state, or federal policies that impact clients and/or social work practice at the agency. Review policies and write policy briefs to bring to group supervision for discussion. Identify a local, state, or federal policy/law that creates injustice for marginalized groups served by the agency and write a relevant legislator to advocate for policy change. Research a relevant policy that your state legislature will be voting on that impacts your community or population served. Attend social work legislative day and advocate for needed change to the policy. Participate in review and analysis of agency policies related to enrollment requirements and treatment termination. Identify areas that create barriers for clients

First Generalist Field Period	Second Generalist Field Period
<p>intended and unintended consequences of the policy.</p> <ul style="list-style-type: none"> Assess and discuss how current agency policies may or may not benefit clients through discussions with Field Instructor and other professionals. Attend two policy committee meetings and determine what the committee does, who is on the committee, how policy is created, and how it is documented and communicated to staff and clients. Identify and discuss a local, state, or federal policy that impacts clients and/or social work practice at the agency. Discuss in supervision. Identify and review agency policies that support social justice, and anti-racist and anti-oppressive leadership. Observe the functioning of the agency and compare and contrast to the policies. Discuss policies and observations in supervision and get Field Instructor's feedback. 	<p>and write analysis of these areas and suggested changes.</p> <ul style="list-style-type: none"> Review policies of organizations that provide transportation to needed services, develop an understanding of the requirements to receive transportation and the limitations and present information in a team meeting with suggested areas for advocacy. Participate in reviewing and analyzing agency policy. Discuss findings in supervision and provide recommendations related to policy impact on clients and/or barriers policy creates. Research organizations doing policy analysis and advocacy and sign up for their newsletter. Review the newsletter regularly for policies that impact the population served and bring to supervision for discussion. Attend policy committee meetings and participate in discussions regarding agency policy changes and advocacy around local, state, and federal policy impacting the agency and its clients.

Competency Area 6: Engage With Individuals, Families, Groups, Organizations, and Communities

Practice Behaviors:

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

First Generalist Field Period	Second Generalist Field Period
<p>Individuals</p> <ul style="list-style-type: none"> Observe Field Instructor engage Individuals during assessments and counseling. Note engagement techniques used and discuss in supervision, interpersonal skills, use of empathy and self-reflection, and use of ADEI. Role play engagement with individuals in supervision, identifying techniques and frameworks used, and begin to use 	<p>Individuals</p> <ul style="list-style-type: none"> Attend Motivational Interviewing training and note the impact it has on engagement with individuals. Discuss the use of MI in supervision. Research engagement with children and review techniques and frameworks used based on the child's age in supervision. Use techniques with clients and process

First Generalist Field Period	Second Generalist Field Period
<p>techniques to directly engage clients.</p> <ul style="list-style-type: none"> • Discuss engagement with mandated individuals in supervision, noting challenges that can arise and how to address them. Begin to engage mandated individuals. <p>Families</p> <ul style="list-style-type: none"> • Observe engagement with family systems during client admission and follow-up family meetings. Note techniques used and discuss them in supervision. • Role-play family engagement in group supervision and begin to engage families. • Research family systems in conflict and techniques for engagement. Bring findings to supervision to discuss. <p>Groups</p> <ul style="list-style-type: none"> • Observe engagement with groups in IOP program. Note techniques used to engage the group and manage group interactions, then discuss during debriefing and in supervision. Begin to engage groups by co-facilitating. • Attend group team meetings and note engagement among team members. Discuss in supervision and engage with the team during meetings. • Research group engagement with mandated group members and write brief on the challenges of engaging with mandated groups and approaches to use. Discuss in supervision and begin to use approaches. <p>Organizations</p> <ul style="list-style-type: none"> • Engage with the practicum organization while conducting organizational assessment. Discuss seminar content on organizational engagement with Field Instructor and get feedback and additional suggestions. • Discuss engagement with partnering organizations during supervision and identify techniques used. Engage with partnering organizations at collaborative meetings. • Discuss in supervision techniques to 	<p>outcomes.</p> <ul style="list-style-type: none"> • Research and discuss in supervision self-disclosure and the appropriate use of self as well as cultural humility when engaging individuals. Role-play engagement and incorporate findings in client interactions. <p>Families</p> <ul style="list-style-type: none"> • Lead family counseling sessions while observed by Field Instructor. Process family engagement and receive feedback on challenging engagement situations. • Process engagement issues that arise with families after making reports to CPS and identify ways to repair rapport. Employ techniques and debrief. • In supervision, discuss engagement with parents when providing counseling services to their child, such as boundary setting, impact/limits of confidentiality, and resistance on the part of parents to acknowledge or address parenting issues impacting the child. <p>Groups</p> <ul style="list-style-type: none"> • Attend Motivational Interviewing training and note techniques for engagement in groups. Discuss use of MI in supervision and employ MI in group sessions. • Be observed by Field Instructor leading groups with mandated clients and debrief and receive feedback on engagement. • Participate in group engagement and dynamics by joining the DEI Committee. Note engagement of group members and myself, and discuss in supervision, productive ways and frameworks to engage when discussing difficult subjects related to DEI. <p>Organizations</p> <ul style="list-style-type: none"> • Continue to engage with the practicum organization while completing the organizational assessment, intervention, and evaluation paper. Discuss engagement in supervision to prepare to present assessment findings and suggested intervention to organization leaders. • Engage with organizations and external systems to advocate for clients. Discuss in supervision barriers to engagement with

First Generalist Field Period	Second Generalist Field Period
<p>engage community organizations and begin to engage while doing outreach to develop a community resources, services, and program booklet to be used by the agency.</p> <p>Community</p> <ul style="list-style-type: none"> Observe Field Instructor engage with the community while attending Community Collaborative meetings. Discuss techniques and skills used in supervision. Engage with the community by attending community education events held by the agency. Observe engagement and engage with the community while assisting with the community needs assessment. Debrief engagement during supervision to identify and problem-solve any barriers to engagement. 	<p>organizations and systems that impact advocacy.</p> <ul style="list-style-type: none"> Engage with the practicum organization by participating in preparation for CARF accreditation review. Attend CARF preparation meetings and process engagement with the organization with Field Instructor. <p>Community</p> <ul style="list-style-type: none"> Research and discuss culturally responsive practices for engaging the community and employ them during Community Collaborative meetings. Develop a presentation on mental health stigma and present at monthly community meeting. Discuss and debrief engagement with community. Continue to engage with community while participating in community needs assessment. Take a more active role in assessment and engagement and process engagement challenges that arise

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

Practice Behaviors:

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

First Generalist Field Period	Second Generalist Field Period
<p>Individuals</p> <ul style="list-style-type: none"> Observe assessments of individuals noting how the assessment is conducted, how questions are asked and how self-determination and collaboration are used. Process after and share notes and questions. Discuss in supervision how theories of human behavior and person-in-environment are used and inform assessments of individuals. Observe these 	<p>Individuals</p> <ul style="list-style-type: none"> Conduct assessments of individuals using a person-in-environment and strengths approach. Review completed assessments in supervision for feedback and discuss treatment planning based on assessments. Be observed by Field Instructor conducting a client needs assessment. In supervision, receive feedback and discuss planning interventions based on needs assessment. In supervision, review the DSM and diagnostic

First Generalist Field Period	Second Generalist Field Period
<p>aspects of assessment and process after.</p> <ul style="list-style-type: none"> • After observing assessments, begin to conduct assessments with individuals under observation. Receive feedback and instruction from Field Instructor and go over documenting the assessment. <p>Families</p> <ul style="list-style-type: none"> • Observe intake assessment and family meetings and note the family dynamic and functioning. Debrief with Field Instructor and discuss the assessment of the family system. • In supervision, discuss the use of genograms to assess the family system when working with individual clients and review the creation of genograms. • Attend a training on Family systems and discuss the application to assessing families in supervision. <p>Groups</p> <ul style="list-style-type: none"> • Observe IOP groups and discuss assessing the group functioning, dynamics, needs, and strengths during supervision. • Attend group team meetings and note the group functioning and dynamics. Discuss an assessment of the group's needs and strengths in supervision. • Research group dynamics, functioning, and group assessment. Write a brief on findings, and discuss them in supervision. <p>Organizations</p> <ul style="list-style-type: none"> • Conduct an internal assessment of the practicum organization for Field Seminar incorporating the classroom discussion and textbook concepts. • Assess an organizational policy to determine its strengths and needs. Write a brief of assessment and discuss it in supervision. • Assess the organization's policies and approaches to safety, ethical decision-making, and anti-racist and anti-oppressive leadership. Discuss supervision. <p>Community</p>	<p>process. Begin to conduct diagnostic assessments and review in supervision my diagnoses for feedback.</p> <p>Families</p> <ul style="list-style-type: none"> • Conduct intake assessments with families and document the family portion of the assessment. Review and get feedback in supervision to determine if family counseling will be used. • Begin to use genograms with clients to assess family history, functioning, strengths, and impacts. Review in supervision and discuss intervention based on findings • Conduct home visits with foster families and assess family in relation to foster child. Document assessment and in supervision determine if a need exists for parenting training or other family focused intervention. <p>Groups</p> <ul style="list-style-type: none"> • Be observed facilitating IOP group. Write an assessment of the group dynamic, needs and strengths and discuss in supervision for feedback. • Use research on group dynamics, functioning and assessment of needs and strengths to develop a presentation to deliver in a team meeting. • Identify and discuss in supervision on-going assessment needs for groups, assessing group formation, levels of motivation, and dynamics. <p>Organizations</p> <ul style="list-style-type: none"> • Conduct the external organizational assessment for field seminar. Analyze assessment data for strengths and consider intervention options. • Continue to assess the organization's commitment to social justice and anti-oppressive leadership through its actions. Present findings in supervision and discuss intervention options where needed. • Assess the organization's policies on enrollment and continuation of services and determine if any policy needs are not currently met. Present findings in supervision for

First Generalist Field Period	Second Generalist Field Period
<ul style="list-style-type: none"> While attending Community Collaborative meetings, review and discuss the community needs assessment. Discuss assessment in supervision and how it impacts planning for change. In supervision, review the Community Needs Assessment the agency is conducting and begin to assist in the assessment. Discuss the services and resources the practicum organization provides and identify additional client needs not addressed by the agency. Begin outreach within the community to assess services and resources available to meet client needs and present findings in a team meeting. 	<p>feedback.</p> <p>Community</p> <ul style="list-style-type: none"> Discuss findings of community needs assessment and begin to engage in the planning and intervention process. Review planning in supervision. Review available findings on food scarcity in the community. Begin to conduct an assessment on food availability and pricing in the community, taking into account socioeconomic status, culture, and equity. Assess available resources for transportation in the community, how transportation or lack thereof impacts members of the community, and determine the strengths and needs regarding transportation. Discuss in supervision to determine possible advocacy interventions.

Competency Area 8: Intervene With Individuals, Families, Groups, Organizations, and Communities

Practice Behaviors:

- Engage with clients and constituencies to critically choose and implement culturally responsive, evidenced-informed interventions to achieve client and constituency goals;
- Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

First Generalist Field Period	Second Generalist Field Period
<p>Individuals</p> <ul style="list-style-type: none"> Observe counseling interventions and note the cultural responsiveness and methods used. Debrief and discuss in supervision. Observe and begin to conduct case-management intervention. In supervision, discuss interventions, client self-determination, and advocacy opportunities and methods. Select an intervention model of interest and attend training on it. Look at the research on its use and discuss the training and research in supervision. <p>Families</p> <ul style="list-style-type: none"> Observe home visits with foster and kinship families and note how social worker 	<p>Individuals</p> <ul style="list-style-type: none"> Provide individual counseling interventions and begin using research-informed modalities such as MI. Discuss the interventions used, their impact, and other options in supervision. Continue to conduct case-management intervention with a focus on client empowerment and advocacy. In supervision, review cases, evaluate progress, and determine next steps. Provide crisis-management interventions through the crisis hotline, contracting for safety, arranging outreach when immediate assistance is needed or other appropriate intervention based on client and crisis assessment. Discuss crisis intervention

First Generalist Field Period	Second Generalist Field Period
<p>intervenes. Discuss the range of intervention options in supervision.</p> <ul style="list-style-type: none"> Review curriculum for family parenting classes and observe delivery of interventions. Discuss curriculum and the impact it has on the family system. Based on family needs assessments, begin linking family members to beneficial services and programs. Assist families in accessing and applying for benefits and services and advocate for and/or educate clients to empower self-advocacy. <p>Groups</p> <ul style="list-style-type: none"> Observe and begin to co-facilitate the IOP group. In supervision, discuss the interventions used and the reasons for choosing them, and explore other intervention options. Research group interventions for SUD populations and the evidence that supports them. Discuss findings in supervision. Based on the assessment of group team meetings, discuss and identify interventions to address a need that emerged. <p>Organizations</p> <ul style="list-style-type: none"> Based on Field Seminar course internal organizational assessment, discuss in supervision possible interventions to address an area of need. Based on the assessment of an organizational policy, identify changes to the policy that would address unintended consequences. Write a brief of an intervention and discuss it in supervision. Attend several of the organization's ADEI meetings and discuss in supervision issues that were raised. Identify possible interventions to address issues. <p>Community</p> <ul style="list-style-type: none"> Help to prepare a community-based advocacy training that teaches advocacy skills to community members and empowers the community. Attend community outreach event representing the agency and observe how Field Instructor educates community 	<p>methods in supervision to support growth.</p> <p>Families</p> <ul style="list-style-type: none"> Conduct home visits with foster and kinship families and intervene through education, problem-solving, and brief, solution-focused therapy. Discuss intervention outcomes and options in supervision. Plan new, evidence-informed curriculum for family parenting classes and participate in conducting classes. Discuss curriculum and the impact it has on the family system and adjust as needed. Based on family needs assessments, continue linking family members to beneficial services and programs. Increase access for families through advocacy for and/or educating clients to empower self-advocacy. <p>Groups</p> <ul style="list-style-type: none"> Explore research of evidence-informed group interventions for anger management and review findings in supervision. Select and implement interventions while facilitating groups and discuss progress in supervision. Based on the assessment of group dynamics in team meetings and the needs that arose, implement selected interventions to improve group dynamics, sense of belonging, and inclusive communication. Research and select a curriculum for an LGBTQ+ support group for youth. Review the curriculum in supervision and develop group rules. Begin to facilitate the group. <p>Organizations</p> <ul style="list-style-type: none"> Based on Field Seminar course organizational assessment, identify an area of need and develop a proposed intervention to bring about change in this area. Participate in organizational policy revision to address ADEI-related concerns and barriers to clients receiving services. Develop a proposal to create an organizational partnership/collaboration with organizations that clients are often referred to. Establish possible methods to address goals of improving referral processes, educating on available services, entitlements, and

First Generalist Field Period	Second Generalist Field Period
<p>members on the services, programs, eligibility requirements, and process to access services available to them. Note how the Field Instructor addresses biases regarding the need for mental health services in culturally responsive ways.</p> <ul style="list-style-type: none"> Attend city council meetings with Field Instructor and observe discussions on community intervention options. Debrief and discuss community-level interventions. 	<p>enrollment requirements. Present to field instructor.</p> <p>Community</p> <ul style="list-style-type: none"> Co-facilitate a community-based advocacy training that teaches advocacy skills to community members and empowers the community. Attend community outreach event representing the agency and intervene by educating community members on the services, programs, eligibility requirements, and process to access services available to them. Prepare for and address biases regarding the need for mental health services in culturally responsive ways. Continue attending city council meetings with the Field Instructor and begin participating in discussions on community intervention options. Debrief and discuss community-level interventions and prepare for the next meeting.

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

Practice Behaviors:

1. Select and use culturally responsive methods for evaluation of outcomes;
2. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

First Generalist Field Period	Second Generalist Field Period
<p>Individuals</p> <ul style="list-style-type: none"> In supervision, discuss observation of assessments and counseling interventions, focusing on the outcomes and other options that may be more effective. In supervision, discuss how the agency evaluates outcomes for individual clients, both qualitatively and quantitatively. Begin to use these methods when working with individuals. Discuss in supervision evaluation of progress and outcomes with individuals by using intake assessments as baseline measures and comparing them to monthly treatment reviews. Review these 	<p>Individuals</p> <ul style="list-style-type: none"> Use discharge summaries and follow-up assessments with clients to evaluate the effectiveness of interventions in supervision. Begin evaluating individual clients' progress using baseline intake assessments and monthly treatment reviews. Discuss findings in supervision and address areas for improvement. At the end of each case management client meeting, invite clients to provide feedback, noting areas for improvement. Review and discuss in supervision. <p>Families</p>

First Generalist Field Period	Second Generalist Field Period
<p>documents for several clients as part of discussion.</p> <p>Families</p> <ul style="list-style-type: none"> Observe family treatment and note the effectiveness of interventions. Review family goals and progress, and discuss evaluation in supervision. Discuss areas that could be improved and interventions. Observe and participate in client intake for hospitalization, noting the engagement with the family system. Evaluate the engagement with the family and discuss in supervision. Review pre- and post-quizzes for family-focused parenting classes to determine the effectiveness of the intervention. <p>Groups</p> <ul style="list-style-type: none"> Observe group treatment, noting what interventions work best. Review notes in supervision and discuss best practices for positive outcomes. Observe and begin to participate in team meetings, noting the group process and communication. In supervision, evaluate what works best and areas that could be improved, and develop ideas for improvements. Attend ADEI committee meetings and evaluate the functioning of the group. Discuss evaluation in supervision. <p>Organizations</p> <ul style="list-style-type: none"> Review client satisfaction surveys, collecting data on the organizational aspects of the survey. Discuss data in supervision, analyzing the functions and effectiveness of the organization. Review and analyze organizational policies on ethics, social worker safety, and ADEI practices, and evaluate areas for possible improvement. Discuss in supervision. Research what makes client surveys effective and present findings in supervision in preparation for developing a survey to evaluate the organization's functions. 	<ul style="list-style-type: none"> Evaluate the outcome of foster family intervention and discuss alternatives when interventions are not effective. Use scales at the start of family meetings to determine any changes to family functioning since the last meeting. Analyze data and discuss the interventions used and outcomes. Assess the functioning of their family system with individual clients and discuss possible interventions. Evaluate family-focused interventions in subsequent sessions to determine outcomes and plan as needed. <p>Groups</p> <ul style="list-style-type: none"> Co-facilitate group treatment, noting what interventions work best. Review research on alternative interventions as needed and discuss in supervision. In supervision, discuss the lack of tools used to evaluate group outcomes and identify possible options. Research group evaluation methods and present findings in supervision in preparation for developing a group evaluation tool. Based on ADEI group evaluation, develop interventions and discuss them in supervision. Carry out a group intervention and discuss the outcome in supervision and with the group. <p>Organizations</p> <ul style="list-style-type: none"> Based on the organizational assessment for the field seminar course, develop a proposed organizational intervention and select a method and process to evaluate the outcome of the intervention. Identify the data needed and a collection method. Begin to develop client satisfaction surveys using research on effective surveys and the areas in which data is most needed. Present in supervision and identify needed revisions. Attend outcomes committee meetings and identify the methods the organization uses to evaluate effectiveness and outcomes, the data collected, the analysis process, and how the data is used for improvement. <p>Community</p> <ul style="list-style-type: none"> Develop a written evaluation of the

First Generalist Field Period	Second Generalist Field Period
Community <ul style="list-style-type: none"> Observe community engagement and discuss in supervision what is effective and areas for improvement. Attend Community Collaborative meetings and evaluate the outcomes of a community intervention undertaken by the Collaborative. Discuss in supervision. 	<ul style="list-style-type: none"> intervention the Community Collaborative undertook and present it at the next meeting. Evaluate the community response to a bill passed that further limits the rights of transgender people. Discuss in supervision to plan a community intervention and identify a method to evaluate the intervention's outcome.

Competency Area 10: Develop as an Anti-Racist and Anti-Oppressive Social Work Leader

Practice Behaviors:

- Demonstrate the ability to identify the organization's anti-racist and anti-oppressive statements, structures, policies, and leadership strategies;
- Demonstrate the ability to assess the organization's leadership actions/commitment to address racism and oppression.

First Generalist Field Period	Second Generalist Field Period
<ul style="list-style-type: none"> Assess the organization's anti-racist and anti-oppressive leadership by reviewing the organization's policies, public statements, programs, structures, and leadership strategies. Compare these to its ongoing actions in the organizational assessment paper and discuss in supervision. Attend a DEI committee meeting, observe, and take notes on how leadership addresses racism and oppression. Discuss meeting in supervision and identify how this can be applied to my practice. Over the course of this semester, take note of examples of how the organization leads in relation to anti-oppression and anti-racism. Discuss in supervision and explore actions that individuals can take to support leadership in this area. Identify and review sources on institutionalized racism and oppression. Discuss in supervision the dynamics and identify areas of strength or need for growth within the organization. 	<ul style="list-style-type: none"> Review sources on incorporating anti-racist and anti-oppressive social work practices into one's own practice. Discuss in supervision, identify practices I can incorporate into my practice, and begin to do so. Attend DEI committee meetings and contribute to discussions on anti-racist and anti-oppressive practices the organization is engaged in or could be engaged in. Process in supervision. Research other organizations' statements and practices that support anti-racist and anti-oppressive leadership by reviewing websites. Identify an organization that is actively engaged in these practices and interview a member of leadership. Process my findings in supervision. Interview several members of my practicum organization and explore their anti-racist and anti-oppressive practices. Review in supervision to find ways to develop my own leadership in this area.

Appendix H



CASE WESTERN RESERVE
UNIVERSITY
Jack, Joseph and Morton Mandel
School of Applied Social Sciences

Practicum Organization Application

Field education provides an applied forum for students to integrate the knowledge, skills, and values that comprise the core of the social work profession. Students integrate and apply theory, skills, and concepts taught in the classroom into organizational practice settings. Please complete this Practicum Organization Application to note possible learning opportunities. The form should take approximately 15-20 minutes to complete.

We are grateful for your interest in working with students from the Jack, Joseph, and Morton Mandel School of Applied Social Sciences at Case Western Reserve University.

Organization Information:

Organization Name:

Organization Address:

City:

County:

State:

ZIP Code:

Phone Number:

Website:

LinkedInProfile:

Other Social Media:

Executive Director's Name:

Organization Description:

Hours of Operation:

Primary Practicum Hours (select all that apply):

☐ Weekdays

☐ Evenings

☐ Weekends

Organization Type:

☐ Federal Government

☐ State Government

☐ Local Government

☐ Non-Profit

☐ For-Profit

☐ Other:

PRACTICUM COORDINATOR INFORMATION (primary contact)

First Name:

Last Name:

Coordinator Phone Number:

Email Address:
Organizational Title:

STUDENT SPECIALIZATIONS ALIGNED WITH ORGANIZATION'S LEARNING

OPPORTUNITIES: Each MSW student selects a specialization/path of study, which should align with their practicum experience.

Please select which student specializations/path(s) that align with learning opportunities at your organization:

- ☐ Aging
- ☐ Children, Youth, & Families
- ☐ Community Practice for Social Change
- ☐ Health
- ☐ Mental Health - Adults
- ☐ Mental Health - Children
- ☐ School Social Work
- ☐ Substance Use Disorders & Recovery

ORGANIZATION AREAS OF PRACTICE & STUDENT OPPORTUNITIES:

Choose ALL areas of practice/learning opportunities that apply:

- ☐ Autism
- ☐ Child Welfare
- ☐ Community Development
- ☐ Corrections
- ☐ Crisis Intervention
- ☐ Developmental Disabilities
- ☐ Employment/Vocational
- ☐ Forensic Social Work
- ☐ Fundraising and Development
- ☐ Governance and Leadership
- ☐ Healthcare
- ☐ Hospice/Palliative Care
- ☐ Housing/Homelessness
- ☐ LGBTQIA+
- ☐ Physical Disabilities
- ☐ Program Development/Evaluation
- ☐ Policy-Making/Analysis
- ☐ Poverty
- ☐ Refugees/Immigrants
- ☐ Research

☐ Veterans

REQUISITE LEARNING OPPORTUNITIES:

The Mandel School and CSWE require students to have exposure and experiences in all 10 Competencies listed below at a Master's level of practice:

- Demonstrate Ethical & Professional Behavior
- Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- Engage In Anti-Racism, Diversity, Equity, and Inclusion (ADEI) In Practice
- Engage in Practice-Informed Research & Research-Informed Practice
- Engage in Policy Practice
- Engage with Individuals, Families, Groups, Organizations, and Communities
- Assess Individuals, Families, Groups, Organizations, and Communities
- Intervene with Individuals, Families, Groups, Organizations, and Communities
- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
- Develop as an Anti-Racist and Anti-Oppressive Leader

In order to develop the requisite skills required within each competency area, Generalist students must have opportunities to work across all levels of social work practice, with:

- Individuals
- Families
- Groups
- Organizations
- Communities

Students are also required to have learning opportunities in all stages of the social work process, with the levels of practice listed above:

- Engagement
- Assessment
- Intervention
- Evaluation of Practice

The following questions will help to provide information regarding the required learning opportunities available to students within the organization.

Will the student be involved in activities that provide exposure to:

1. Ethical & Professional Behavior

☐ Yes ☐ No

Please list related tasks:

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

☐ Yes ☐ No

Please list related tasks:

3. Engage In Anti-Racism, Diversity, Equity, and Inclusion (ADEI) In Practice

☐ Yes ☐ No

Please list related tasks:

4. Engage in Practice-Informed Research & Research-Informed Practice

☐ Yes ☐ No

Please list related tasks:

5. Engage in Policy Practice

☐ Yes ☐ No

Please list related tasks:

6. Engage with Individuals, Families, Groups, Organizations, and Communities

☐ Yes ☐ No

Please list related tasks:

Individual level of practice:

Family level of practice:

Group level of practice:

Organizational level of practice:

Community level of practice:

7. Assess Individuals, Families, Groups, Organizations, and Communities

☐ Yes ☐ No

Please list related tasks:

Individual level of practice:

Family level of practice:

Group level of practice:

Organizational level of practice:

Community level of practice:

8. Intervene with Individuals, Families, Groups, Organizations, and Communities

☐ Yes ☐ No

Please list related tasks:

Individual level of practice:

Family level of practice:

Group level of practice:

Organizational level of practice:

Community level of practice:

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

☐ Yes ☐ No

Please list related tasks:

Individual level of practice:

Family level of practice:

Group level of practice:

Organizational level of practice:

Community level of practice:

10. Develop as an Anti-racist and Anti-oppressive Leader

☐ Yes ☐ No

Please list related tasks:

Approximately what percentage of time could the student spend in direct practice with clients?

Please list/describe the evidence-informed models/approaches the student will be allowed the opportunity to practice or utilize:

GENERALIST / SPECIALIZED YEAR PLACEMENT:

Each student completes a Generalist/1st Year Practicum and a Specialized/2nd Year Practicum:

- During Generalist Practicum, students must have learning opportunities which develop competence at all levels of practice: individual, family, group, organization, and community
- During Specialized Practicum, students continue to develop generalist practice behaviors and skills, but also refine and advance the quality of social work practice through a focus on specialized practice behaviors

Is your organization appropriate for:

- ☐ Generalist/1st Year Placements only
- ☐ Specialized/2nd Year Placements only
- ☐ Both Generalist/1st Year and Specialized/2nd Year Placements

PRACTICUM STRUCTURE:

Does the organization have multiple location sites?

☐ Yes ☐ No

If yes, please list the locations:

Does the organization financially compensate MSW students while they complete their field education practicum?

☐ Yes ☐ No

If yes, please describe how:

Does your organization provide opportunities for students to gain experiences in multiple departments?

☐ Yes ☐ No

Please list departments if applicable (ex., Intake, IOP, SUD):

Number of Employees at Organization:

☐ 0-9 ☐ 10-49 ☐ 50-99 ☐ 100-199 ☐ 200 and above

Preferred Student Degree Format:

☐ On-Campus Weekly (students complete an average of 20-25 hours per week in field placement) ☐ On-Campus Weekend (students complete an average of 10-12 hours per week)

in field placement) ☐ Online (students complete an average of 10-12 hours per week in field placement)

Is the organization accessible by public transportation?

☐ Yes ☐ No

Are students required to drive vehicles?

☐ Yes ☐ No

Will the student be required to have their own vehicle?

☐ Yes ☐ No

Will the Student be required to transport clients?

☐ Yes ☐ No

Is the site compliant with the Americans with Disabilities Act (ADA) standards? ☐ Yes ☐ No

Organization Onboarding Requirements for Students: (select all that apply)

- ☐ FBI Criminal Background Check
- ☐ Ohio BCI Background Check
- ☐ Drug Screening
- ☐ TB Test
- ☐ Immunizations
- ☐ Special Training
- ☐ Social Work Trainee [SWT] designation in Ohio
- ☐ Other:

FIELD INSTRUCTOR/TASK SUPERVISOR:

The Field Instructor plans, implements, and evaluates the student's practicum education program within the organization and provides weekly individual supervision. Field Instructors are required to meet the following qualifications:

- Possess an MSW/MSSA (or equivalent) from a CSWE-accredited school
- Have at least 2 years post-MSW/MSSA social work practice experience
- Provide at least 1 hour of weekly individual supervision to the student
- Review/approve student's monthly time reports
- Review/approve student's Learning Agreements and Evaluations

Please note information about your organization's designated field instructor who is able to satisfy the above requirements:

Field Instructor Name:

Field Instructor Phone:

Field Instructor Email:

*The Mandel School Field Education Department will contact the identified Field Instructor and request they complete a separate Field Instructor Application to capture additional information and document qualifications.

In some instances, a Task Supervisor may need to be designated as a primary contact and manager of the student's on-site learning. This is required if the student's Field Instructor is located off-site or is not employed by the organization.

The Task Supervisor does not replace the role of the Field Instructor but does need to be well informed of educational objectives and understand his/her role in the student's learning. Task Supervisors may be qualified Field Instructors, other social workers, or members of other disciplines.

Will the student have a Task Supervisor? (Note: this is not required, unless the Field Instructor is not on-site at the organization)

☐ Yes

☐ No

If yes, please complete information below:

Task Supervisor Name:

Task Supervisor Phone:

Task Supervisor Email:

Task Supervisor Job Title and Responsibilities:

Signature:

Date:

Appendix I



CASE WESTERN RESERVE
UNIVERSITY
Jack, Joseph and Morton Mandel
School of Applied Social Sciences

Field Instructor Application Form

Field education provides an applied forum for students to integrate the knowledge, skills, and values that comprise the core of the social work profession. Students integrate and apply theory, skills, and

concepts taught in the classroom into organizational practice settings. We are truly appreciative of your interest in supporting a student from the Jack, Joseph, and Morton Mandel School of Applied Social Sciences at Case Western Reserve University. All community partners are required to complete both a Field Instructor Application and a Practicum Organization

Application prior to a

student beginning practicum with your organization. We are grateful for your interest in working with

Mandel School students, and we appreciate your support.

Please complete this Field Instructor Application to document that you meet our qualifications. This form will take approximately 5 minutes to complete.

Field Instructor First Name:

Field Instructor Middle Initial:

Field Instructor Last Name:

Field Instructor Email:

Field Instructor Phone:

Practicum Organization Name [where student is placed]:

Field Instructor Employment Information

Employer:

Department/Program:

Title:

Address:

City:

State:

Zip:

Website:

Office Phone:

Cell Phone (Optional):

Please indicate any and all degrees you have earned.

☐ BA

☐ BSW

☐ MSW

- ☐ MSSA
- ☐ MA
- ☐ MNO ☐ Ph.D.
- ☐ Other

Describe:

Field Instructor Credentials & Experience

All Field Instructors are required to have a Master's Degree in Social Work from a Council on Social Work Education (CSWE) accredited program and a minimum of two years post-Master's social work practice experience.

MSW or MSSA degree awarded from (list name of institution):

Date degree conferred (list month and year):

What is your current level of licensure?

Please indicate the number of years post Master's social work practice experience.

- ☐ Less than 2 years
- ☐ 2-5 years
- ☐ 6-10 years
- ☐ 10+ years

Please upload a copy of your resume, noting that you earned an MSW or MSSA degree, the institution that awarded the degree, and the year you earned the degree, noting at least 2 years post-MSW/MSSA social work practice experience.

Please upload this document by using the upload icon (which looks like a paper clip) in the upper-right corner of your Experiential Learning Cloud window:

The CSWE and the Mandel School Field Education Department require Field Instructors to provide at least 1 hour of weekly, individual supervision to our practicum students. Are you able to meet this requirement?

- ☐ Yes
- ☐ No

Please select the areas that best describe your current and past scope of practice. (Select all that apply)

- ☐ Autism ☐ Child Welfare ☐ Community Development
- ☐ Corrections ☐ Crisis Intervention ☐ Developmental Disabilities
- ☐ Employment/Vocational ☐ Forensic Social Work ☐ Fundraising & Development
- ☐ Governance & Leadership ☐ Healthcare ☐ Hospice/Palliative Care
- ☐ Housing/Homelessness ☐ LGBTQIA+ ☐ Physical Disabilities
- ☐ Program Development & Evaluation ☐ Policy-Making/Analysis ☐ Poverty
- ☐ Refugees/Immigrants ☐ Research ☐ Veterans

Have you served as a Mandel School Field Instructor in the past?

- ☐ Yes
- ☐ No

Would you consider being an External Field Instructor? This means you would be a Field Instructor

for a student who is placed at an organization that doesn't have a social worker on staff.

- ☐ Yes
- ☐ No
- ☐ Maybe

Have you ever been subject to any disciplinary action by a professional organization, investigated by an ethics board, or convicted of or under current indictment for a felony?

- ☐ Yes
- ☐ No

If yes, please explain:

Field Instructor Signature: _____

Date: _____

Appendix J



CASE WESTERN RESERVE
UNIVERSITY
Jack, Joseph and Morton Mandel
School of Applied Social Sciences

Employment-Based Practicum (EBP) Application

What is an employment-based practicum placement?

An employment-based placement is a practicum experience where the student/employee completes field practicum requirements within their place of employment. Practicum education is a fundamental component of social work education; it provides the opportunity to integrate classroom knowledge and practice. While in such situations, we encourage students to view their employment as a learning experience that provides a setting for the acquisition of knowledge and skills and a professional social work identity.

Practicum hours must be completed in an approved placement setting. The placement must provide learning opportunities that allow the student to develop across the Ten Competencies and demonstrate practice behaviors as outlined in the student's Learning Agreement/Evaluation and as noted in the Field Education Manual. The student must also be supervised by a designated Field Instructor to provide support and oversight specific to practicum learning purposes, while also satisfying administrative needs (reviewing/approving time reports, reviewing/evaluating Learning Agreements/evaluations, and participating in Practicum Conferences as required per Field Education Manual) and providing at least 60 minutes of weekly, one-on-one educational supervision.

What is the approval process for an employment-based placement?

To be considered for employment-based practicum placement, a student must complete the following steps at least 60 days prior to the start of field practicum:

1. Submit a copy of the existing job description to the Placement Team
2. Identify a Field Instructor willing to supervise learning activities and provide at least 60 minutes of weekly, one-on-one educational supervision. The proposed Field Instructor must meet Mandel Practicum Education requirements: at least 2 years post-MSW/MSSA social work practice experience, and any employer requirements
3. Complete/Submit this Employment-Based Practicum form, including signatures of student, proposed Field Instructor, employment supervisor (if different from Field Instructor), a director or employer designee, your Field Faculty Advisor, and either the Assistant Dean of Field Education or the Associate Director of Field Education.
4. Any additional steps required for practicum placement as outlined throughout this Field Education Manual

This process is subject to review and approval of the Field Education Department, including the student's Field Faculty Advisor and one of the following: Assistant Dean of Field Education or Associate Director of Field Education.

Application for Employment-Based Practicum Placement

Your application will not be considered for approval until it is complete. Submit completed application at least 60 days prior to field practicum term start date to your Placement Advisor via email.

Student Name: _____ Student

ID: _____ Employer

Name: _____

Employer Street

Address: _____ Employer

Web Address: _____ Proposed Placement Start: _____

Current Employment Details

Employment Start Date: _____ Completed Probationary Period? YES

NO Employment Position: _____

Department: _____

****Please attach/submit your current job description and/or a copy of your resume, which clearly outlines your role and responsibilities****

Current Employment Supervisor

Name: _____

Title: _____

Phone: _____

Email: _____

Have you discussed this possible employment-based placement with your Employment Supervisor AND Agency Director? YES NO [This is necessary as we require signatures from both]

Proposed Practicum Placement:

1. Will you be reassigned to a new unit or department to complete practicum activities?

☐ YES ☐ NO

- If yes, note the new unit for field activities:

2. Will you work with different clients from your employment role?

☐ YES ☐ NO

- If yes, please describe:

3. Will you utilize different interventions between work and practicum roles?

☐ YES ☐ NO

- If yes, please note them:

4. Please note any other new, different, or innovative tasks you'll perform for your practicum:

Proposed Field Instructor

All Field Instructors are required to possess a MSW/MSSA degree from a CSWE-accredited program, plus at least 2 years of post-MSW/MSSA social work practice experience. Field Instructors must also provide students with at least 60 minutes of individual, in-person supervision each week **[note: practicum supervision must be separate and distinct from employment supervision]**.

Your employment supervisor is not required to serve as your Field Instructor, but may if they meet the requirements stated above and agree that practicum supervision will be separate and distinct from employment supervision. Field Instructors are expected to abide by the NASW Code of Ethics, specifically pertaining to professional/dual relationships.

Field Instructor Name: _____

Employment Supervisor? ☐ YES ☐ NO

Title: _____

Department: _____

Phone: _____

Email: _____ School & Year MSW/MSSA

Earned: _____ Licensure/State: _____

If the proposed Field Instructor is physically located at a different employer/site, the student may need to identify an on-site Task Supervisor to support the student's learning and coordinate with the Field Instructor. For information about the Task Supervisor role, please review the Field Education Manual.

Is the proposed Field Instructor located onsite with the student? ☐ YES ☐ NO

Task Supervisor (if needed)

Name: _____

Task Supervisor (if needed) Title: _____

Task Supervisor (if needed) Email: _____

Phone: _____

Required Competency-Based Learning Opportunities

All practicum sites must be able to provide students with the following practice opportunities:

- Opportunities in each competency and at multiple systems levels, including individuals, families, groups, organizations, and communities.
- Progressively advancing opportunities that ensure new learning and skill development at a master's level.

To determine whether all required practice opportunities are available and whether some or all of a student's employment activities can be used for practicum, students and appropriate site representatives should complete the process below:

1. Review the social work Competencies listed below. For more information and the competency practice behaviors, go to the Generalist/Specialized Competencies documents on the [Field Education Resources webpage](#).
2. Review the student's employment job description and all employment-related activities.
3. Document employment activities that will provide new master's level learning and skill development, and are related to one or more competencies in the respective competencies below.
4. After reviewing and documenting all appropriate activities from the job description, for those that do not include 2 or more learning activities, explore and document non-employment activities the student can engage in for the practicum.

Should students and/or employers not want employment activities to be included in the practicum, document all non-employment activities within the competencies below.

When documenting the learning activities below, consider ways to adjust them to expand exposure to the competencies. For example, an activity such as "Assess and create individualized care plans for patients/families" can be altered to "Assess and create individualized care plans for patients/families incorporating culture, religion, developmental needs, gender, and sexual identity." This learning activity is now appropriate to include in Competency 3 (Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice), as well as Competency 7.

Competency One: Demonstrate Ethical and Professional Behavior:

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

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

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

Competency Five: Engage in Policy Practice:

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

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

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

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

Competency Ten: Develop as an Anti-Racist and Anti-Oppressive Social Work Leader:

Termination

If a student is approved for an employment-based practicum, employment termination may disrupt their practicum experience. By initialing below, the student acknowledges that employment termination may impact their practicum progression and possibly their overall standing in the MSW program. The student also agrees to communicate any change in employment status to their Field Faculty Advisor within 48 hours of that change:

_____ [Student Initials]

Signatures

By signing below, we agree that it is a feasible plan for this student to complete an employment-based practicum placement, which will focus on learning and will meet the Mandel School's requirements for practicum as noted above and within the Mandel School Field Education Manual:

Employment Supervisor:

Print Name:_____

Title:_____

Signature/Date_____

Proposed Field Instructor:

Print Name:_____

Title:_____

Signature/Date_____

Agency Director:

Print Name:_____

Title:_____

Signature/Date:_____

Student:

Print Name:_____

Signature/Date:_____

Field Faculty Advisor:

Print Name:_____

Signature/Date:_____

Asst. Dean or Assoc. Dir. of Field Education:

Print Name:_____

Signature/Date:_____