



Calvin University
MSW PRACTICUM EDUCATION MANUAL
2025-2026

TABLE OF CONTENTS

MSW PRACTICUM EDUCATION MANUAL	1
WELCOME TO MSW SOCIAL WORK FIELD EDUCATION!	4
INTRODUCTION: HISTORY AND BACKGROUND	5
<i>The Practicum Education Manual</i>	5
<i>MSW Program Mission Statement</i>	6
CSWE PRACTICUM EDUCATION	7
WORK PRACTICE WITHIN A REFORMED CHRISTIAN PERSPECTIVE.....	9
FIELD PLACEMENTS	10
<i>Process for Identifying Field Education Settings</i>	10
<i>Process for Approving Field Education Settings</i>	10
<i>Criteria for Agency Selection</i>	10
<i>Criteria For Agency Supervisor Selection</i>	11
<i>Orientation for Field Instructors</i>	12
<i>Engaging with Field Education Instructors</i>	13
<i>Evaluating Field Instructor Effectiveness</i>	13
<i>Process for Evaluating Field Education Setting Effectiveness</i>	14
<i>Field Education Student Placement Process</i>	14
<i>Process for Orienting Students to Field Placements</i>	15
<i>Process for Monitoring and Supporting Student Learning</i>	15
<i>Process for Implementing Student Safety Protocols</i>	16
<i>Evaluating Student Learning and Social Work Competencies</i>	17
<i>Policy Regarding Student Completing Field Education at Their Place of Employment</i>	17
<i>Field Education Participants: Roles and Responsibilities</i>	19
CURRICULUM DEVELOPMENT	23
<i>Master of Social Work Course Overview</i>	23
<i>Master of Social Work Course Descriptions</i>	24
PRACTICUM EDUCATION LEARNING CONTRACT	29
PRACTICUM EDUCATION PROGRESSION	30
<i>Policies and Procedures Governing Retention in Practicum Education</i>	30
<i>Overall Progression of Practicum Education</i>	31
<i>Evaluation of the Practicum Experience</i>	33
<i>Practicum Education Seminar</i>	33
<i>Practicum Education Journals</i>	34
APPENDIX A: THE COUNCIL ON SOCIAL WORK EDUCATION POLICY AND STANDARDS (2022)	35
<i>Social Work Generalist Competencies</i>	35
<i>Advanced Clinical Competencies</i>	40
<i>Advanced Macro Competencies</i>	47
APPENDIX B: ORIENTATION	53
APPENDIX C: GENERALIST PRACTICUM SEMINAR SYLLABUS	54
<i>SOWK 580: Field Education I</i>	54
<i>SOWK 581 Field Education II</i>	68
<i>SOWK 680 Advanced Field Education I Seminar</i>	76
<i>SOWK 681 Advanced Field Education II Seminar</i>	86
APPENDIX D: LEARNING CONTRACTS EVALUATIONS	97
1. <i>Evaluation of student performance in Generalist Practicum Education – Final</i>	97
2. <i>Evaluation of student performance in Clinical Practicum Education –Final</i>	105
3. <i>Evaluation of student performance in Macro Practicum Education – Final</i>	112
APPENDIX E: STUDENT’S EVALUATION OF PRACTICUM SITE AND SUPERVISOR	120
APPENDIX F: NON-DISCRIMINATION POLICY	124
APPENDIX G: PRACTICUM EDUCATION AFFILIATION AGREEMENT.....	125

APPENDIX H: PRACTICUM AGENCIES (2025-2026)	129
APPENDIX I: CALVIN UNIVERSITY BSW AND MSW ADVISORY BOARD MEMBERS.....	130
APPENDIX J: SOCIAL WORK FACULTY	131
APPENDIX K: ACADEMIC CALENDAR 2025-2026	132

WELCOME TO MSW SOCIAL WORK FIELD EDUCATION!

The Council of Social Work Education (CSWE) considers practicum education the "signature pedagogy" of any BSW/MSW curriculum, placing practicum education as the center of importance with regard to social work education. CSWE (2022) states,

Field education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the field setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria and measures of student acquisition and demonstration of the nine social work competencies.(p.20).

This manual is intended to provide some addition information on the history and background of Calvin's social work program, as well as providing information about policies and procedures related to field education. If you have any questions along the way, please contact one of the faculty members below.

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INTRODUCTION: HISTORY AND BACKGROUND

CALVIN'S Master of SOCIAL WORK PROGRAM

The Practicum Education Manual

Welcome to the Calvin University's Master of Social Work Practicum Education Program. Calvin has a long and rich history of offering social work education to its students, and we are grateful you can be a part of this! This handbook was written to:

1. help prepare social work students for their practicum education experience.
2. orient practicum instructors to the social work program's curriculum and perspective.
3. provide easy access to all relevant practicum education policies and procedures.

The Practicum Education Manual is a reference for everyone involved in practicum practice. If additional information is needed about the Calvin University social work program, the reader is referred to the Social Work Student Handbook, Practicum Instructor, Practicum Director, or Program Director.

Overview

Our mission at Calvin is to offer a Christian education enriched by the insights of the Reformed heritage. We work to enable students to grasp a vision of God's sovereignty over all of life and to move toward a life of informed Christian involvement and action. We teach that people are God's creatures intended to reclaim God's creation through the redemptive power of love so powerfully expressed through Christ's death for us.

Social work is a profession devoted to professional caring and involvement. It began under religious auspices in the nineteenth century and historically has served and advocated for those persons whose needs have been ignored or minimized by mainstream society. Currently the National Association of Social Work (NASW) defines the practice of social work as:

The professional application of social work values, principles, and techniques to one or more of the following ends: helping people obtain tangible services; counseling and psychotherapy with individuals, families, and groups; helping communities or groups provide or improve social and health services; and participating in legislative processes. The practice of social work requires knowledge of human development and behavior; of social and economic, and cultural institutions; and of the interaction of all these factors. (www.naswdc.org/practice)

There is a clear link between the kingdom work of Reformed Christians and the activities of professional social workers; both involve serving people in need. It is not surprising then, that many Reformed Christians have entered the profession of social work as an expression of their faith. Calvin University has acknowledged this link through its course offerings and has offered social work courses for the past sixty years.

History

Calvin University offered its first social work course in 1934. This was a course in social casework that involved classroom work and volunteer service for area social service agencies. In the late 1960s, a course in social welfare policy and one in social work practice was introduced. By 1971/72, Calvin was offering internship experiences in social work. In 1981/82, Calvin began offering its first formal social work program: a supplementary concentration consisting of five social work courses and an additional psychology or sociology course. In 1982/83, the Department of Sociology changed its name to the Department of Sociology and Social Work. In 1986/87, with the addition of a social work interviewing

course, the supplementary concentration (by then called a group minor) was changed to include six social work courses: a welfare policy course, a practice course, a child welfare course, the interviewing course, and two semesters of practicum education. Students would major in Sociology or Psychology and take the group minor in Social Work. In 1989/90, the BSW curriculum was implemented and the first group of B.S.W. students graduated in May 1990. In June 1992, Calvin's BSW program was granted accreditation by the Council on Social Work Education; Calvin's BSW program was re-accredited in June 1997, June 2005, June 2013 and June 2021.

In September 2025, Calvin launched the Master of Social Work program at the University. We are very excited for the first cohort, who will begin the program in regular standing, and our second cohort who will begin in the advanced standing program in May 2026.

MSW Program Mission Statement

The Master of Social Work (MSW) program at Calvin University will prepare students to be leaders and social work professionals, advancing social justice in their communities. Framed by the NASW code of ethics, the Council of Social Work Education competencies, the integration of Reformed Christian perspective, the dependence on evidence-based practices, and the engagement with scholarly research, the MSW degree at Calvin is designed for students who want to both deepen and broaden their understanding of the social work field. MSW students at Calvin will explore historical, global, environmental, and cultural influences as they prepare to competently collaborate with and serve others. Guided by the core belief of the dignity and worth of every person, the MSW program will equip students to work toward the advancement of social justice in a variety of clinical and macro level settings through teaching and by utilizing anti-racist, anti-oppressive social work practice.

Practicum Education

For the Calvin MSW student, social work practicum education is the opportunity for self-critical personal growth and professional development within the context of an agency setting under the practicum instructor's supervision and small group seminars. Practicum Education is a time for practicing what has been learned in the classroom and getting feedback on implementation followed by evaluation and more testing. It is a time for integration of one's world-and-life view with the ideals and realities of educational theories and the needs of the clients. It can also be a critical time for mentorship as the developing social worker shapes their professional identity.

Thank You

Calvin is grateful for the willingness of agencies to open their doors to students, agency supervisors who invest their time and expertise into students' professional development, and for practicum instructors who give their time and wisdom to develop professional master's level social workers. Through this sharing of resources and knowledge, healing and justice for all people can be furthered.

CSWE PRACTICUM EDUCATION

The Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) promote academic excellence in baccalaureate and master's social work education. The EPAS specifies the curricular content and educational context to prepare students for professional social work practice and set forth basic requirements for these purposes. An integrated curriculum design includes program mission and goals, implicit and explicit curriculum, and assessment (CSWE, 2022).

According to the CSWE, "the purpose of the social work profession is to promote human and community well-being. Guided by a person and environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally" (CSWE, 2022, p. 14).

To this end, the curriculum at Calvin University includes a liberal arts perspective and the development of professional competencies. Professional competencies include the following areas (see Appendix A: The Council on Social Work Education educational policies and standards for a more complete description):

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, 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.

With two competencies added by the social work department for the MSW program at Calvin:

10. Engage the strengths perspective in practice.
11. Demonstrate a Reformed Christian perspective.

As CSWE considers practicum education the "signature pedagogy" of any BSW/MSW curriculum, placing practicum education as the center of importance with regard to social work education. CSWE (2022) states,

Field education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the field setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria and measures of student acquisition and demonstration of the nine social work competencies. (p. 20).

Practicum education is an integrative experience which reinforces and deepens previous learning and experiences with professional social work competencies. Practicum education facilitates the development of new knowledge, skills, and competencies through the practice behaviors. Practicum education provides students with the opportunity to apply classroom learning in actual social work practice situations.

As an integrative experience intended to reinforce and deepen previous learning, the activities and tasks for practicum education must therefore flow from the social work major and core competencies. From

these social work major and core competencies, students construct a learning contract which guides their experiences in practicum practice.

The social work program administers practicum education consistent with program goals and objectives that:

- For regular standing MSW students, provides a minimum of 400 hours of practicum education for the first-year internship and a minimum of 500 hours of practicum education for their second-year internship.
- Admits only those students who have met the program's specified criteria for practicum education.
- Specifies policies, criteria, and procedures for selecting agencies and practicum instructors; placing and monitoring students; supporting student safety; maintaining practicum liaison contacts with agencies; and evaluating student learning and agency effectiveness in providing practicum instruction.
- Specifies that practicum instructors for MSW students hold a CSWE-accredited master's social work degree and at least 2 years of post-degree experience. In programs where a practicum instructor does not hold a CSWE-accredited master's social work degree, the program assumes responsibility for reinforcing a social work perspective.
- Provides orientation, practicum instruction training, and continuing dialogue with agencies and practicum instructors.
- Develops policies regarding practicum placements in an agency in which the student is also employed.
- Connects the theoretical and conceptual concepts of the classroom with the practicum setting.
- Provides generalists (regular standing) and specialized (regular and advanced standing) practice opportunities for all students to demonstrate the nine social work competencies required by CSWE and the two additional competencies required by Calvin University with one or more relevant system levels in field settings for each area of specialized practice.
- Provides students with opportunities to demonstrate competency through in-person contact with clients and constituencies.

The policies and procedures developed in this manual are guided by the requirements of the CSWE and the mission of Calvin University.

WORK PRACTICE WITHIN A REFORMED CHRISTIAN PERSPECTIVE

The mission of the social work profession is firmly rooted in the following core values: service, social justice, dignity and worth of the person, importance of human relationships, scientific inquiry, and an anti-racist and anti-oppressive perspective. These values are intentionally weaved in throughout the social work curriculum and are also supported through a Reformed Christian perspective. The social work program recognizes that commitment to these values contributes to equipping competent social work practitioners ready to carry out the purposes of the profession in a variety of social service settings. As such, one of the competencies is that students be able to articulate a Reformed Christian understanding of the social work profession as a way to participate in God's renewal of all things.

The values of the profession are reinforced through connections to a Reformed Christian perspective, which underscores improving human well-being through service, promoting justice and human rights at all levels of society, and pursuing knowledge through scientific inquiry to participate in the advancement of social, economic, and environmental justice. The Reformed tradition also underscores the importance of bringing justice to the here and now. Reformed traditions, unlike some other Christian traditions, emphasize engagement with the world, rather than separation from it, and that all professional engagement in this world can be a part of God's purpose of renewal. In this context, service and the pursuit of social justice is pressing—it is, in fact, the call of a Christian to participate in God's work of restoration and renewal, to call attention to injustices, and to work towards social justice. A Reformed perspective on Christianity shares the social work value of the dignity and worth of the person, emphasizing that all individuals are made in the image of God with inherent worth and dignity, not because of anything they have done, but in their very existence. We are called to view everyone from this perspective. Enhancing human well-being and alleviating injustice, enhancing the social functioning and interactions of different client systems, formulating and implementing social policies and programs that further justice, and using advocacy and other social or political action to promote justice all speak to commitments stemming from a Reformed Christian perspective.

Thus, a worthy calling for a Christian is to gain the professional knowledge and skills necessary to productively walk alongside client systems in empowering them to meet their developmental needs and to contribute to the restoration of a troubled world. We believe that transforming broken relationships at all levels of society is best accomplished by practitioners focusing on and identifying the strengths of client systems and the directions in which they want to apply them. We believe this “strengths emphasis,” integrated throughout the courses in the social work major, reflects the redemptive theology of a Reformed, Christian outlook.

FIELD PLACEMENTS

Process for Identifying Field Education Settings

The Program Director, Field Director, Field Coordinator, alumni, students, or a professor from the MSW program may suggest a potential field site. An employee from a potential field site may contact the Field Director to inquire about the process of becoming an approved field site. Faculty and staff from the MSW program may recruit new field sites through career fairs, community events, or university events in partnership with the service-learning center.

Process for Approving Field Education Settings

Potential field sites must have an initial in-person or virtual consultation (for out-of-state field sites) with the Field Director to determine a minimal level of fit between the program's expectations and needs and the agency's interests, needs, and willingness to work with Calvin's MSW program. If the agency is interested in working with the Calvin University MSW program, the Field Director will present a profile of the agency and its learning opportunities congruent with generalist and advanced practice to the SWPC for approval. If approved by the Social Work Planning Committee, the agency will send a Field Education Affiliation Agreement (Appendix G) for both the agency and Calvin University social work faculty to sign.

Criteria for Agency Selection

Agencies are sought where students will have opportunities to engage in generalist practice opportunities for first year students in their specialized practice opportunities for students in their advanced field placement. Advanced practice opportunities could include advanced clinical practice or advanced macro practice. A variety of social work settings are sought such that student interests and skills can be matched with agency needs, resulting in mutually beneficial placements. Settings where social work services are primary, are equal partners in interdisciplinary cooperation, or are a secondary discipline in a host setting are all seen as valued placements, assuming they meet the criteria listed below:

- The agency is an approved practice site with an approved field instructor.
- The agency has sufficient volume and flow in its programs such that students are offered a wide range of practice with individuals, families, groups, and communities.
- The agency's programs and intervention methods are clearly defined and carried out.
- The student has opportunities for practicing either a wide range of generalist or advanced/specialized social work practice behaviors including engagement, assessment, intervention, and evaluation.
- The agency provides ample opportunities for students to demonstrate social work competencies, values, and skills.
- The agency and field instructor are committed to actively participate in field education by guiding the student's learning experiences, providing weekly supervision, negotiating learning experiences which complement the work of the agency and the MSW program expectations, participating in evaluations, and attending appropriate orientations and workshops.

- The agency provides necessary measures to protect students' safety. Minimally, this includes training in policies and procedures for conducting home visits, facing potentially challenging situations, developing environmental awareness, and handling emergencies.
- The agency provides services to diverse population groups.
- The agency's philosophy and delivery of service is in compliance with the NASW Code of Ethics.
- The agency is willing to help the student develop an individualized generalist, clinical, or macro learning contract that connects tasks to the competencies and behaviors necessary for competent social work practice.
- The agency is willing to sign the MSW Field Education Agency Affiliation Agreement.
- The agency has a system of community accountability (e.g., a board of directors, fiscal accountability via budget reviews, oversight by an accrediting agency).
- The agency acknowledges in the affiliation agreement that it complies with Equal Opportunity Employment laws.

Agencies which are NOT considered for field placement include agencies:

- With unusually intense morale problems, resulting in high staff turnover.
- Where a key supervisory or administrative position is vacant.
- That are undergoing massive reorganization.
- That consistently refuses to release staff to participate in university-sponsored events.
- That are not in compliance with applicable federal, state, and local laws regarding non-discrimination or the standards of the profession.
- That do not meet the criteria for field instructors.

Criteria For Agency Supervisor Selection

All MSW students receive field supervision from a qualified and approved Field instructor. Field instructors should have the following qualifications, at a minimum:

- Has a MSW from a CSWE accredited program, or a CASWE-accredited degree, or an internationally earned ISWDRES evaluated degree.
- Has 2-years post-master's social work degree practice experience in social work.
- If providing supervision for a clinical placement, has obtained a clinical license.
- Be committed to the values of the social work profession.
- Be competent in practice.
- Have an interest, time, and ability to teach, including the ability to select appropriate learning experiences and to integrate academic content and practicum education experiences.
- Be knowledgeable about the community and its resources.
- Have the support of the agency in undertaking the supervision of a student.
- Be willing to attend orientation for new supervisors or be available for individual orientation by field instructors. All field instructors are expected, along with students, to attend the fall in-service orientation. They also are encouraged to attend other in-services on an "as-needed" basis.

Prior to the start of the field placement, all supervisors are required to submit their resume or CV to the Field Director to ensure proper qualifications. The Field Director will maintain a file with these resumes/CVs along with a file showing educational background and years of experience of each supervisor. In the case that no social work supervisor is identified the file will be marked and the field instructor will be notified.

In all field placements, the goal is to pair the MSW student with a field instructor with an MSW and two years of experience post-MSW education; however, there are instances where this will not be possible even at potential field agencies that may provide a positive field experience. As such, the MSW program will consider agencies for field when a MSW is not on staff to provide supervision. In these circumstances, the potential field agency is first encouraged to reach out to community members and/or advisory board members who meet the supervisory requirements and who are active in the agency to serve as the supervisor on record. In these cases, these supervisors must agree to meet regularly with the student, review the learning contract, participate in site visits by the Field Director or Field Coordinator, and provide guidance to the day-to-day/task supervisors. If the agency is unable to identify a Field instructor, the following conditions must be met:

1. The agency director and designated Field instructor understand and respect the link between their services and MSW. The Field Director meets with the agency director and Field instructor and outlines the requirements for MSW education as well as the requirements for fulfilling the learning contract. The Agency Affiliation Agreement also formalizes the agency's commitment to MSW education.
2. The designated Field instructor is willing to attend orientation and in-service training, and overall, become familiar with the program and generalist and advanced social work practice, including the competencies and behaviors. The Field Director provides an overview of generalist and advanced social work practice in the supervisor training including a review of the generalist model, an overview of the core curriculum and its role in the social work program, and an overview of the courses offered in the social work program and the competencies addressed by each course.
3. A Field Instructor or Field Director is able to assume the role of a qualified alternative supervisor. Field Instructors are required to meet weekly for at least one hour outside of the seminar class with students for whom they are listed as the alternative supervisor. The supervision may be in the form of weekly group supervision in the instance that multiple students require social work supervision. The liaison provides assistance to students and supervisors in developing the learning contract outside of class and identifying tasks and activities for the competencies that are appropriate to MSW level social work practice. Field Instructors also provide regular feedback to both student and supervisor with regard to connecting tasks and activities to the theories and concepts learned in their coursework.

Orientation for Field Instructors

Once the MSW program has identified a potential field placement and field instructor for a student, the Field Director will orient and engage with field instructors in multiple ways:

- The Field Director will have an initial phone call with the Field instructor to determine a goodness of fit between the MSW student and the field education site

and supervisor. This includes a fit between the program's expectations and needs and the agency's interests, needs, and willingness to work with Calvin's MSW program.

- If the agency site is approved and a student has been placed at the agency for their field experience, the assigned Field instructor will be required to attend a virtual Field Orientation Meeting held prior to the fall semester.
- During this orientation, Field Instructors will receive information related to the MSW program requirements for field education for MSW students, the generalist, clinical, or macro learning contract used by MSW students for completing their field requirements; supervision requirements; working with Tevera, the online program used for approving field hours and the learning contract; and the contact information for the Field Director and Field Coordinator for any relevant field communication.

Engaging with Field Education Instructors

The social work program will engage with field instructors in a variety of ways during the academic year. After the orientation is complete, the practicum instructor will arrange to meet with the field instructor either in person or virtually at least once in the fall semester and once during the spring semester. These visits usually correspond with the midpoint practicum evaluation and final evaluation.

These meetings are intended to continue to build the working relationship between the program, the field instructor, and the agency. The purpose of the meeting is to check in with the field instructor to hear how the semester is progressing and to address any concerns with the student's practicum performance. In addition, the field director will also reach out at least once during the academic year to each of the field instructors to check in to see how the practicum placement is going.

MSW students and field personnel will be given the contact information for the Field Director and Practicum Instructor and can be in touch any time with questions about relevant processes or questions and concerns.

Evaluating Field Instructor Effectiveness

The MSW Program at Calvin University is committed to ensuring a positive field placement experience for their MSW students. It is understood that various factors could affect a field placement experience. The MSW program will provide ongoing evaluation to approved field agencies to ensure a fruitful field experience for its MSW students. There are multiple ways a field instructor will undergo evaluation:

- MSW students will complete weekly journals describing their experience in field. Any issues related to the field agency or supervisor, should they exist, would come up in these journals.
- MSW students will be enrolled in their field seminar where they will be in regular communication with their peers and Practicum Instructor. During this seminar class students will have the opportunity to discuss any issues related to their field placement.

- Upon conclusion of their field education, students will be required to submit a Student Evaluation of Instructor form (Appendix E), giving them the opportunity to critically evaluate their field instructor and their overall experience. The Field Director will use these evaluation forms to evaluate the effectiveness of their field education site and field instructor and for consideration for future field placements.

Process for Evaluating Field Education Setting Effectiveness

The MSW Program at Calvin University is committed to ensuring a positive field placement experience for their MSW students. It is understood that various factors could affect a field placement experience, including the field education site itself. The MSW program will provide ongoing evaluation of approved field agencies to ensure a fruitful field experience for its MSW students. There are multiple ways a field education site will undergo evaluation:

- Through the learning contract, the Field Director and Practicum Instructor will gain an understanding of the generalist, clinical, or macro experiences students are gaining at the field sites, which will be taken into consideration for current and future field placements.
- Upon conclusion of their field education, students will be required to submit a Student Evaluation of Practicum Site, giving them the opportunity to critically evaluate the field site and their overall experience. The Field Director will use these evaluation forms to evaluate the effectiveness of their field education site and field instructor and for consideration for future field placements.

Field Education Student Placement Process

- Upon acceptance to the program, new students (regular and advanced standing) will be required to attend a virtual Field Placement Information meeting, during which students will learn more about field placement, the application process for field placement, and will be given the opportunity to ask questions.
- After attending the Field Placement Information meeting, students will then be required to apply for their field placement. The field application will be submitted in Tevera and students will identify their preferences for field placement, including by identifying prior experiences, skills, or interests relevant to their preferences.
- After submitting the Field Application, students are required to participate in an interview with the Field Director to discuss further their preferences for field placement. The interview includes a review of the student's application, a discussion about the student's preference for placement, and an overview of the process for placement. If there are questions or concerns about academic work or co-curricular participation such as extensive commitments in student clubs, sports, family, or employment, such concerns are also discussed.
- Students can assist in locating their own field placements. When this occurs, the program will initiate the same processes stated in **Accreditation Standard 3.3.4** to ensure the field placement site and Field instructor meet the expectations for a MSW foundation or advanced field placement.

- The Field Director will set up a field placement based on the student’s interests expressed in the field application and the interview. The Field Director will set up the placement by contacting a potential Field instructor at an approved placement site.
- The student will participate in a one-on-one interview with their Field instructor at their field placement agency. This will take place in the summer prior to starting the MSW program for new students or the summer prior to their second year in the program for regular standing students who still need to complete their advanced field placement.
- Regular standing students will be required to submit another Field Application for their advanced field placement. This will take place in the spring of their first year. After submitting their Field Application, students will meet with the Field Director to discuss placement options for their advanced field. The Field Director will find a potential placement that interests the student and the student would then interview with their potential Field instructor to determine goodness of fit.
- The Field Director will also set up out-of-state and international field placements. When this occurs, the Field Director will not visit a site in-person, but will have virtual meetings with potential Field instructors to ensure the field setting meets the program requirements and that their agency can offer competency-based field experiences.

Process for Orienting Students to Field Placements

MSW students will be required to attend a virtual Field Placement Information meeting. During this meeting students will be oriented to field placement opportunities and the Field Placement Application process. Students will be provided with a timeline for applying for their field placement. This informational meeting will be held in late spring shortly after they are admitted to the program.

Once students have been placed at a certain agency for field, they will also be required to attend a virtual Field Orientation Meeting held prior to the fall semester. During this orientation, students and their Field instructors will receive information related to the MSW program requirements for field education for MSW students, the learning contract used by MSW students for completing their field requirements; supervision requirements; working with Tevera, the online program used for approving field hours and the learning contract; and the contact information for the Field Director and Field Coordinator for any relevant field communication.

The program is an online program and therefore will accept out-of-state students without a residency requirement. As such, field placements may occur out-of-state.

Process for Monitoring and Supporting Student Learning

Once students are oriented to the requirements of field, they will be supported and monitored in their field placement in multiple ways:

- All students in field will simultaneously enroll in SW 580 and 581 Field Education Seminar I and II for a foundation field placement or SW 680 or 681 Advanced Field Education I and II for advanced field placement. Through these **seminar classes**, students will have a venue to process their field placement with their peers and Field Instructor and contextualize their field placement as it relates to specific topics discussed in the class.

- Students will submit **weekly journals** while enrolled in their seminar classes. As a written exercise, journaling provides an instrument for students to conceptualize learning through critical reflection on practicum education activities to identify the nature of the tasks, the rationale for activities, and how they relate to academic work and professional development. Journals are reviewed by the practicum instructor and provide an additional method for supporting student learning and monitoring students' practicum education experience.
- Students, with the assistance of their Field Seminar Instructor and their Field instructor will develop a **learning contract**, which will outline the field activities they will engage with to fulfill the social work practice competency requirement. The learning contract will be evaluated by the Field instructor and the Field Seminar Instructor throughout the students' field experience.
- MSW students and field personnel will be required to attend a 1-hour **mid-year evaluation**, which will take place at the end of the Fall Semester for foundation and advanced field placements. These meetings will be in-person if the field placement agency is within a 50-mile radius of Calvin University; the meetings will be virtual for out-of-state or international placements or when the agency is outside of a 50-mile radius. During this evaluation, the Field Coordinator will meet with the Field instructor and/or Task Supervisor (when relevant) to discuss student progress and any questions or concerns. The student will join for the second half of the meeting to discuss their progress and to address any questions or concerns. During this meeting, the Field Coordinator will remind the Field instructor of the timeline for Field, the importance of regular supervision, submitting hours, and the importance of using the learning contract for evaluation of social work competencies.
- MSW students and field personnel will be required to attend a 1-hour **end-of-year evaluation** meeting, which will take place at the end of the Spring Semester for foundation and advanced field placements. These meetings will be in-person if the field placement agency is within a 30-mile radius of Calvin University; the meetings will be virtual for out-of-state or international placements or when the agency is outside of a 30-mile radius. During this evaluation, the Field Coordinator will meet with the Field instructor and/or Task Supervisor (when relevant) to discuss the student's progress in their field placement and whether they fulfilled their field placement requirements, either foundation or advanced. The student will join for the second half of the meeting to discuss their progress and to address any questions or concerns.
- Throughout the year, the student and field personnel can contact the Field Director and/or Field Coordinator with any questions or concerns. Students or field personnel can set up additional meetings as needed outside of the once a semester requirement with the field placement site.

Process for Implementing Student Safety Protocols

One way student safety is prioritized is by working with the field placement agency. To become an approved agency, the agency must provide necessary measures to protect students' safety. This includes at a minimum **training** in the following areas: policies and procedures for conducting home visits; policies for interacting with potentially aggressive or violent clients; skills for environmental awareness; check in/out procedures; and procedures for handling emergencies.

Students are encouraged/required to develop a safety plan at their field placement. If they are not required to develop a safety plan at their field placement, they will be encouraged to do this in their seminar class.

In the seminar class, students will engage in reading and discussion related to:

- Self-care
- Access to mental health services and the Health and Wellness Center on campus
- Burnout, compassion fatigue, transference, and other concepts that affect a social worker's wellbeing and safety when in their field placement.
- Mandated reporting and criminal activity
- Workplace harassment and discrimination

Calvin University will purchase limited liability insurance for students placed in field.

Evaluating Student Learning and Social Work Competencies

- All students will initiate and develop a **learning contract** with the assistance of their Field instructor and Field Instructor. A learning contract is an agreement designed by students and practicum instructors that assures an educational focus to the practicum experience. Students will individualize and specify how they will acquire and practice the *social work major core competencies and practice behaviors* and guide basic knowledge and skill attainment as a generalist social work practitioner for students in foundation field placements or as advanced social work practitioners for students in their advanced field placements.
- The Field Coordinator and Field instructor will use the learning contract to evaluate student learning in relation to the social work core competencies and practice behaviors. The progress on the learning contract will be formally evaluated at the mid-term evaluation and end-of-year evaluation.

Policy Regarding Student Completing Field Education at Their Place of Employment

The social work program permits students to complete their field education requirements in agencies where they are already employed. Students may be paid via wages or a stipend and can be paid for both employment and qualifying field hours. However, this option is not always encouraged. Some students have limited professional social work experience and we encourage students to broaden their exposure to professional experiences with a range of client systems, concerns, and agency contexts for practice. Further, it can be difficult to keep an educational focus to the field experience in places where students are already employed. Tensions between type and number of professional activities students are expected to carry, release time for academic commitments, and differences in supervision and evaluation expectations for students and employees are some of the difficulties inherent in such placements.

The CSWE standards regarding the use of an employing agency for practicum education also address the need to maintain the educational focus of the practicum experience, to differentiate between job and practicum education activities, to ensure the uniformity of administration and

utilization of practicum placements throughout the program, and to ensure that employing agencies commit the necessary resources to further students' progress in the educational program.

As such, students wishing to pursue their field placement at an agency where they are already employed must address the following criteria:

- The agency and Field instructor must meet the criteria established by the program for agency and Field instructor selection.
- The Field instructor may not be the student's regular employment supervisor.
- The proposed field tasks and activities must be aligned with the student's learning contract and the student must have flexibility within work hours or add additional work hours to engage with learning contract tasks.
- The proposed field tasks and activities must be congruent with the framework set by the learning contract, which builds on the competencies and behaviors. Coverage of the learning contract competencies must be the foundation on which practicum experiences are chosen.
- The agency must ensure the availability of release time for the student for field work and related seminar work.
- The student must have a broad range of professional social work experience prior to requesting approval for practicum education in an employment setting.

Students who wish to consider their employment setting as a field site must do the following:

- Submit a written request to the Field Director when applying for field. The written request must contain a description of present job duties and proposed field responsibilities; beginning date of employment with the agency; present and anticipated job supervisor; anticipated field instructor; description of proposed field assignments that is grounded in the competencies and practice behaviors as outlined in the learning contract; plan for released time for meeting field expectations; a summary of previous professional social work experience; student's reasons for request of plan; and signatures from student, anticipated practicum supervisor, job supervisor(s), and the social work program director which indicate approval of the plan.
- Upon receipt of the student's request, the Field Director will meet with the appropriate agency personnel to ensure that the agency and Field instructor meet the program's criteria and to review the proposed activities for learning.
- The student's written request and the Field Director's summary of the meeting with agency personnel will be discussed with the SWPC for final decision.
- A final decision will be forwarded to the student in writing not more than 30 days after the receipt of the student's written request.

Similarly, if a student is in an agency for their field placement and the opportunity for payment becomes available for that particular placement through the agency, the likelihood of such a plan being approved is minimal. What one does as a student quickly becomes blurred by what is expected of one as an employee. Students may, however, follow the procedures identified above for the issue to be discussed and decided upon by the SWPC. If such assurances are not made

and/or if the Field Director feels that the change in status hinders the learning process and development of competencies, such a request may be denied. Students may, however, follow the procedures identified above for the issue to be discussed and decided upon by the Social Work Program Committee.

The written policy regarding the program's expectations related to a student's field placement at a place of employment is located in the MSW Field Manual.

Nine Competencies: To ensure the student assignments in field are directly linked to the nine social work competencies and level of practice, the students will complete a learning contract. The learning contract is completed in collaboration with the agency field instructor. Students and supervisors identify appropriate MSW-level activities and tasks for each behavior within each of the nine competencies. Mid-way through field education, students update to the learning contract by adding and updating tasks to ensure that they are covering all competencies. The Field Instructor reviews the learning contract throughout the students' time in field to ensure the students assignments in field are directly linked to the nine social work competencies and level of practice.

When a student is completing their field at an agency in which they are also employed, there will be extra attention paid to the learning contract by the Field Instructure and Field instructor. Often, there are tasks that need to be completed to meet the nine competencies and levels of practice that will take place outside of a student's scope of employment. When this is the case, students will not be paid for those hours. We encourage students and supervisors to set aside a certain number of hours each week (e.g. 5-10 hours) that are unpaid to complete the tasks in their learning contract that fulfill the nine competencies.

Distinct Field Education Supervision: Prior to students engaging in field at a place of employment, an agreement must be made that the student and Field instructor would set aside one hour per week to engage in supervision related to field activities. This would include time to go over the learning contract and time to discuss learning and competencies in the field placement. The Field Instructor and Field instructor would check in with the student to ensure regular supervision is set aside to specifically address field topics.

Student Assistance: There are occasions when field placements do not work out in the way they were intended. In the case of a student losing employment at the same agency in which they are doing field, certain processes would be followed. First, the Field Instructor and/or Field Director would work with the student and ultimately the Field instructor to determine if field can still be carried out at the agency. If so, and if the student agrees, then the student would remain at the agency. If it is determined that the agency is not a good place for the student to carry out their remaining hours, the Field Director would work with the student to locate another agency to complete field hours

Field Education Participants: Roles and Responsibilities

The following responsibilities for practicum education participants have been identified.

The University

MSW Social Work Program

1. Prepare students academically for practicum education through generalist and specialized education in social work courses.
2. Admit students to the social work program and make final decisions regarding student's readiness to enter the practicum education program.
3. Offer opportunities for agency personnel to participate on the MSW Advisory Board.
4. Welcome recommendations for program changes from agencies, incorporating such suggestions into the social work program when appropriate.
5. Assume final responsibility for ensuring that practicum education meets accreditation requirements.
6. Reserve the right to delay, cancel, or discontinue the agency contract in situations not conducive to learning.
7. Provide liability insurance for students in training as covered through the social services professional liability coverage offered in the Calvin University plan. The only exception is if students are driving their personal vehicle, the primary insurer will be the student's personal auto insurer.

Social Work Practicum Education Director

1. Recruit and select agencies from a wide range of practice settings that are interested in graduate social work education and who can provide social work experience.
2. Interview new practicum instructors to ensure they meet the university's requirements for practicum education instructors.
3. Create and maintain an up-to-date practicum education manual for practicum instructors, agency supervisors, and students.
4. Assist students in determining their particular needs, abilities, and goals for practicum education.
5. Inform students of various practicum agencies and supervisors through individual or group interviews and through former student/practicum instructor evaluations of agencies and supervisors.
6. Provide a practicum education application and screening process that assures that students are prepared for practicum education and which provides agency personnel with appropriate information on students referred for placement.
7. Match students with particular agencies for practicum education based upon student needs, abilities and goals, academic work, feedback from faculty, and the characteristics of the practicum agencies.
8. Contact agencies with student referrals for placement providing basic information about students for review by agency personnel.
9. Follow-up with such agencies, pairing the student after the pre-placement interview to determine each party's continued interest in placement. If the student is appropriate for agency placement, the formal agency-school contract must be reviewed and signed by agency and university representatives.
10. Provide a seminar, in consultation and cooperation with practicum instructors, where students may share practicum practice experiences, integrate theoretical knowledge, consider ethical and value issues, and provide professional support to one another.
11. Provide regular in-service training for practicum instructors to assist them in fulfilling their supervisory roles.
12. Maintain ongoing awareness of research and trends in practicum instruction to ensure that curriculum, policies, and procedures are current and up to date.
13. Develop and maintain an Advisory Board to review curriculum and practicum education policies and address general concerns.
14. Review student evaluations of practicum education experiences and consider these in the planning of future placements.

Practicum Instructor (the following responsibilities include only the group of students assigned to the practicum instructor, not all social work students in the program)

1. Conduct a seminar class for practicum students and monitor time spent in practicum agencies.
2. Help students develop learning contracts compatible with master's level social work practice.
3. Monitor students' practicum education experiences to ensure that all competencies and practice behaviors are addressed, and tasks for each are completed.
4. Be available to students as questions or problems arise regarding course work or practicum practice.
5. Meet with agency supervisors each semester to ensure coordination and cooperation between agencies and the university, to review student progress in tasks related to competencies and practice behaviors, and to participate in final evaluation of students. Minimally, two agency visits must occur during an academic year. Variables such as the experience of agency supervisor, their familiarity with Calvin's program, involvement in program in-services, and the strengths of students all influence the number of visits to an agency by the practicum instructor.
6. Inform agency supervisors of university program developments that affect the practicum education program.
7. Distribute relevant course syllabi and related materials to practicum instructor.
8. Assist agency supervisors, when needed, to develop teaching skills, and work with the students to integrate class and practicum practice learning.
9. Be available for joint or individual consultation with students and agency representatives when problems arise in placement.
10. When a student or an agency requests termination of a placement, the practicum instructor should conduct individual and/or joint conference(s) with the student, the agency supervisor, and the practicum director (as needed) to attempt to resolve the issues. If resolution is not possible, the student's termination from the agency placement should be facilitated by the practicum instructor. A written summary of the pertinent concerns and dates of meetings should be given to the practicum director. The practicum director should be informed at each step in this process.
11. Provide written documentation for the practicum director of each contact with the agency supervisor and/or student.
12. Recommend to the practicum director whether a given agency or agency supervisor should be used by the university in the future.
13. Determine students' grades, taking into consideration the impressions of both practicum instructors and students.
14. Share feedback from students with agencies and agency supervisors such that positive experiences can be commended and areas for further development identified in an effort to improve the quality of practicum instruction.
15. Read and be familiar with the contents of the practicum education manual.

The Agency

Agency Administration

1. Sign a formal written contract with the university regarding practicum education participation. The university will take responsibility for developing the contract based upon consultation with the agency (Appendix G: Practicum Education Affiliation Agreement).
2. Provide agency supervisors who meet university criteria for practicum education instructors.
3. Provide agency supervisors with appropriate release time to engage in student instruction and to attend university-sponsored in-service orientation and training.
4. Provide the student with a written plan for agency orientation (Appendix B: Orientation).
5. Reimburse students' mileage for practicum assignments.
6. Ensure that students are not used as substitute staff or do not displace staff.
7. When an agency is large and complex, it may want to designate a coordinator for the practicum education, i.e. a "site supervisor".

Agency-Based Field Site Supervisor “Agency Supervisors”

1. Show interest and ability in providing practicum education instruction and meet the university's criteria for practicum education instructors.
2. Participate in school-sponsored orientation. As needed, attend in-service training related to practicum education.
3. Assist students in developing their learning contracts.
4. Provide regular, weekly supervision and instruction of at least one hour per week to assist and support students in ongoing learning, performance evaluation, and increased professional self-awareness.
5. Provide learning experiences that give students professional responsibilities in accordance with generalist social work practice; namely, practice with individuals, families, groups, organizations, and communities.
6. Inform the practicum instructor and student of any significant performance problems as they occur.
7. Participate in semester evaluations by preparing a written review of the student's performance, sharing and discussing it with the student, and providing the practicum instructor or practicum director with a signed copy.
8. When applicable, participate in an exit interview that includes a discussion of the issues raised in a student's agency evaluation and feedback to the practicum instructor regarding the quality of the practicum education experience.
9. Provide office space and other supplies that contribute to student learning process.
10. Possibly participate on the program's Advisory Board.
11. Read and be familiar with the contents of this practicum education manual.

The Student

1. Attend the university's orientation related to practicum education.
2. Engage in a minimum of 400 or 500 agency-based practice hours during the academic year, depending on regular or advanced standing status.
3. Follow agency policies governing office and administrative procedures, personnel policies, and recording guidelines.
4. Initiate and take responsibility for developing a learning contract with the agency supervisor.
5. Participate in the weekly on-campus seminar and comply with seminar expectations.
6. Communicate with the assigned practicum instructor when problems arise at the practicum agency that cannot be resolved with the agency supervisor.
7. Contact the agency supervisor when unable to fulfill professional responsibilities on a given day.
8. Receive clearance from the agency supervisor for use of agency material for any purpose, including seminar assignments.
9. Adhere to the [NASW Code of Ethics](#).
10. Participate in weekly supervision and instruction with the agency supervisor by preparing a written agenda.
11. Participate in the end of semester evaluations (Appendix D: Evaluation of Student Performance in Practicum Education –Final).
12. Provide the agency supervisor and practicum instructor with a written evaluation of the practicum education experience (Appendix E: Student's Evaluation of Practicum Education Site and Site Supervisor). Be responsible for securing physical examinations and/or immunizations required by the agency prior to beginning placement.
13. Read and be familiar with the contents of this practicum education manual.

The Advisory Board

The Advisory Board is established to provide direction, support, and feedback regarding the social work program to the social work faculty. The Advisory Board serves both the BSW and MSW programs at Calvin. Committee members consist of practicum instructors, agency supervisors or directors, and other social workers representing diverse social work practice settings who are interested in and committed to baccalaureate social work education. Members of the committee are selected upon the recommendation of the community, including practicum instructors.

The Advisory Board meets each year. Possible agenda items include overall program evaluation, curriculum development, continued education for practicum instructors, potential tasks and activities for practice behaviors for the learning contract, recruitment/development of practicum agencies and instructors, and practicum education manual revisions.

The Advisory Board also conducts exit interviews with graduating seniors. Interviews will be used to inform curriculum development and program improvements. The names of persons currently serving on the Advisory Board can be found in Appendix I: Calvin University BSW and MSW Advisory Board.

CURRICULUM DEVELOPMENT

Master of Social Work Course Overview

First Year Generalist Courses

SOWK 501	Foundations of Social Work
SOWK 520	Diversity, Inequality, and Social Justice
SOWK 580	Field Education and Seminar I
SOWK 510	Spirituality, Faith and Social Work Practice
SOWK 550	Human Behavior and the Social Environment
SOWK 571	Introduction to Practice: Individuals, Families, and Groups
SOWK 560	Social Welfare Policy
SOWK 581	Field Education and Seminar II
SOWK 575	Introduction to Practice: Communities and Organizations
SOWK 555	Applied Social Research

Second Year - Advanced Standing Clinical Specialization

SOWK 610	Trauma Informed Practice
SOWK 620	Anti-Oppressive, Anti-racist Practice
SOWK 630	Mental Health and Social Work
SOWK 632	Practice with Infants, Children and Families
SOWK 633	Practice with Adolescents and Families
SOWK 650	Advanced Practice with Individuals
SOWK 660	Advanced Practice with Families and Groups
SOWK 680	Advanced Field Education I
SOWK 681	Advanced Field Education II

Second Year - Advanced Standing Macro Specialization

SOWK 610	Trauma Informed Practice
SOWK 620	Anti-Oppressive, Anti-Racist Practice
SOWK 630	Mental Health and Social Work
SOWK 640	Ethical Leadership and Supervision in Social Work Practice
NOPM 609	Non-Profit Management
SOWK 670	Advanced Practice with Communities and Organizations
SOWK 675	Social Work Program Evaluation
SOWK 680	Advanced Field Education and Seminar I
SOWK 681	Advanced Field Education and Seminar II

Master of Social Work Course Descriptions

The MSW degree program is intended for students who want to prepare for a career of Christian service as a professional social worker. The regular standing master's program consists of 60 credit hours, and advanced standing requires 36 credit hours. Regular standing students begin with 500-level courses, and advanced standing students begin with 600-level courses. The minimum requirement of agency-based hours for field education is 900 hours total. The courses in the program are:

SOWK 501: Foundations of Social Work

Catalog Description: This course introduces students to the profession of social work. Students will be given an overview of the history of social work, review the National Association of Social Work (NASW) code of ethics, learn the generalist strengths based social work model, and be introduced to the micro, mezzo, and macro levels of practice. Using a Reformed Christian framework, students will also explore concepts of justice as it relates to social work.

SOWK 510: Spirituality, Faith, and Social Work

Catalog Description: Using a social work lens, students will explore the topic of ethics and spirituality. This course will explore differing spiritual frameworks and how to create culturally sensitive and respectful ways of engaging and assessing client's spiritual resources and needs. Students will be introduced to spiritual assessment tools and learn how to apply them.

SOWK 520: Diversity, Inequity, & Social Justice

Catalog Description: SOWK 520 creates a Biblical foundation for understanding the gift of diversity and the value of each person as image bearer of God. The course is an introductory course which explores systemic social and economic inequalities experienced both globally and domestically with particular attention to gender, race, ability, class, and sexuality.

SOWK 550: Human Behavior and the Social Environment

Catalog Description: This course involves studying persons in their environment with a focus on human behavior and development using a Reformed perspective of creation, fall, redemption. Persons are described as biological, psychological, social, cultural, and spiritual beings who grow and develop throughout their lives. Theoretical frameworks, with special emphasis on

systems perspectives, are applied to enable students to explore and assess micro, mezzo, and macro influences on human behavior and development.

SOWK 555: Introduction to Applied Social Research

Catalog Description: SOWK 555 is an introduction to ethical applied social behavioral research practices. Students will learn the research process from developing research questions to communicating research findings. Special attention will be paid to examination of potential bias and developing research practices which support anti-racist, anti-oppressive, culturally sensitive research.

SOWK 560: Social Welfare Policy

Catalog Description: This course helps students examine and think critically about how social welfare policies in the United States affect client systems. Specifically, students examine how structural and institutional barriers have influenced, and continue to influence, social welfare policy and practices. Students are introduced to the history of social welfare policies, ideologies and values that influence policy decisions, and major policies that influence social work practice. Students will evaluate and analyze policies as well as develop practical advocacy skills in relation to human rights and social, economic, and environmental justice

SOWK 571: Introduction to Practice: Individuals, Families, and Groups

Catalog Description: Students will learn about the generalist intervention model in social work practice with individuals, families and groups. They will develop practice competencies in solution-focused interviewing with individuals, examining family systems, and exploring group dynamics. Special attention will be to anti-racist and anti-oppressive practice and to competent and ethical documentation.

SOWK 575 Introduction to Practice: Communities & Organizations

Catalog Description: Framed by change theory and the social work value of advocacy, this course will introduce students to understanding macro level social work with communities, organizations, and institutions. Congregational and faith-rooted community social work will also be explored.

SOWK 580 – Field Education I

Catalog Description: This praxis-oriented course requires a 400-hour onsite practicum (spread over SOWK 580 and SOWK 581). The practicum will be accompanied by a weekly 90-minute synchronous online seminar. Guided by a biblical perspective and NASW values, students will apply areas of social work content to experiences in the practicum, including professionalism, the planned change process, social policy, anti-oppressive practice, and professional ethics. Within the practicum setting, students will engage, assess, and intervene with client systems at the individual, family, group, community, and organizational levels. Students may complete a placement proximate to their geographic location. Assistance in finding site placement will be provided by the Field Director.

SOWK 581: Field Education II

Catalog Description: This praxis-oriented course requires a 400-hour onsite practicum (spread over SOWK 580 and SOWK 581). The practicum will be accompanied by a weekly 90-minute

synchronous online seminar. Guided by a biblical perspective and NASW values, students will apply areas of social work content to experiences in the practicum, including professionalism, the planned change process, social policy, anti-oppressive practice, and professional ethics. Within the practicum setting, students will engage, assess, and intervene with client systems at the individual, family, group, community, and organizational levels.

SOWK 610: Trauma Informed Social Work Practice

Catalog Description: In this course students will learn about defining and understanding the nature of trauma and the impact of trauma on individuals, families and communities. Students will learn about trauma-informed care and interventions, focusing on empowering clients and promoting resilience. The importance of self-care for social workers dealing with trauma will be emphasized, along with strategies to prevent and respond to secondary trauma.

SOWK 620: Anti-Racist, Anti-Oppressive Social Work Practice

Catalog Description: This course takes a deep dive into understanding anti-racist and anti-oppressive social work practice. The course will cover history as well as social work ethics and values and how this approach can be applied through all levels of practice as well as a global context. Students will also learn about internalized superiority and oppression and the ways that these have misshaped the image of God in us as well as distorted God's design for how we are to live in community with one another. Finally, students will investigate the ways that the church and the profession of social work have been complicit in perpetuating racism and other forms of oppression.

SOWK 630: Mental Health and Social Work

Catalog Description: This course will provide an overview of both mental health disorders and the social work challenges associated with mental disorders. Course material will introduce students to some of the more commonly occurring disorders outlined by the DSM-V. Social work issues related to mental disorders such as impact of labelling, homelessness, the criminal justice system, and working with families will be discussed. Mental health treatment and the effects of culture, gender, racism, ableism, and sexuality will also be discussed.

SOWK 650: Advanced Practice with Individuals

Catalog Description: Advanced Practice with individuals is a practice course which builds on the theories and skills learned in SOWK 571. Students will strengthen their skills by practicing culturally appropriate engagement, assessment, intervention, evaluation and termination within a strengths-focused context. Students will be introduced to theories such as, ecopsychology, functional theory, psychosocial frameworks, and relational therapy. Modalities will include cognitive behavioral therapy and dialectical behavior therapy. Special attention is given to competent and ethical documentation.

SOWK 660: Advanced Practice with Families and Groups

Advanced Practice with groups is a practice course which builds on the theories and skills learned in SOWK 571. Students will strengthen their skills by practicing culturally appropriate engagement, assessment, intervention, evaluation and termination within a problem-solving, strengths focused context in working with groups. Students will learn theories such as change

theory and social network theory and be introduced to modalities of psychoeducation for grief, loss, and trauma, substance use, and mutual aid group models.

SOWK 632: Social Work Practice with Infants, Children, and Families

Catalog Description: This course will provide an overview of the theories and social work practice for working with infants, children, and their families. Topics will include child development theory, attachment theory, and resilience theory. The course will also review childhood mental health disorders. Students will be introduced to engagement skills such as trust and rapport building and assessment skills such learning how to utilize mental health assessment tools. Students will be introduced to structural family therapy, parent child interaction therapy, and emotion focused therapy.

SOWK 633: Social Work Practice with Adolescents and Families

Catalog Description: This course will provide an overview of the theories and social work practice for working with adolescents. Topics will include identity development theory, family systems theory, neuroscience research, and electronic exchange theory. The course will also review common adolescent mental health disorders. Students will be introduced to engagement skills such as trust and rapport building and assessment skills such learning how to utilize mental health status tools including conducting a mental status exam. The course will also introduce interventions such as emotion regulation strategies including boundary setting, trauma-focused cognitive behavioral therapy, distress tolerance, and DBT skills with adolescents. Students will extend their knowledge and skills set by practicing using a variety of new assessments such as the PHQ-9 for adolescents, the AUDIT, and the Columbia Suicide Scale. (SOWK 633)

SOWK 640: Ethical Leadership and Social Work Supervision

Catalog Description: The Ethical Leadership and Supervision course examines the challenges and importance of ethical leadership as it relates to stewarding authority, recognizing bias, and increasing awareness regarding different cultural values. The course will also offer practical exploration of a supervisor's administrative, educational, and supportive roles and the task of evaluating others. The impact of secondary trauma, compassion fatigue and the importance of self-care in leadership will also be reviewed.

SOWK 670: Advanced Practice with Communities and Organizations

Catalog Description: This practice-based course builds upon the theories and knowledge learned in SOWK 575. This course further explores change theory and legal and ethical dilemmas connected to serving in communities and organizations. Students will continue to develop skills in writing grants and conducting community assessments.

SOWK 675: Evaluating Social Work Programming

Catalog Description: The Social Work Program Evaluation course will equip social work students with the skills necessary to understand the purpose of program evaluation, how to plan for a program evaluation, and how to conduct a program evaluation at the organizational level. Students will also understand the role of fiscal and performance program evaluations at the federal level, and how this impacts social programs and diverse populations. Students will identify program objectives, populations impacted by programs, and how to measure program

effectiveness. Students will have the opportunity to plan a program evaluation, including collecting, analyzing/evaluating, and reporting relevant data.

NOPM 609: Designing a Effective Non-Profit Organization (co-located course with the Masters of Business Administration)

Catalog Description: Nonprofit organizations, whether newly developed or established, need to incorporate effective methods and processes to be sustainable. This course focuses on how to design a nonprofit organization capable of raising the human and financial resources to sustain the organization as well as emerging methods for effective programming and nonprofit evaluation methods. Learn the various aspects of resource development including fund-raising strategies, processes, trends and ethics, public and private grant writing, submission, measurement and evaluation. The course emphasizes the examination of current trends in earned-income strategies, social entrepreneurship, and maximizing available 'corporate social responsibility' resources. Underscoring the importance of volunteers in achieving nonprofit goals, the course also focuses on approaches to volunteer development, volunteer recruitment, training, retention/theories of motivation, and leadership and certain ethical issues associated with volunteers. We'll examine the nonprofit sector from a business perspective, understanding aspects of the business model of various nonprofit organizations, from a sociological perspective, understanding the societal function various nonprofits serve in community and from a Christian perspective, examining the role of the sector as an expression of Christian stewardship, justice, and love.

SOWK 680: Advanced Field Education I

Catalog Description: This praxis-oriented course provides an on-site learning opportunity for students to demonstrate the achievement of the nine CSWE competencies in a specialized social work practice setting. In conjunction with SOWK 681, students will complete a 500-hour practicum in a social work setting working toward mastery of their generalist social work skills (such as engagement, assessment, intervention, evaluation, and termination) while learning additional skills connected to their specialization. On-site practicum is accompanied by a weekly synchronous hour-long seminar where students connect with a faculty liaison and learn from peers' experiences. Students may complete a placement proximate to their geographic location. Assistance in finding site placement will be provided by the Field Director.

SOWK 681: Advanced Field Education II

Catalog Description: This praxis-oriented course continues the work started in SOWK 680 and provides continuation of on-site learning opportunity for students to demonstrate achievement of the nine CSWE competencies in a specialized social work practice setting. Students will complete a 500-hour internship in a social work setting where they will work toward mastery of generalist social work skills (engagement, assessment, intervention, and termination) and those related to one's specialization. On-site practicum is accompanied by a weekly seminar where students connect with a faculty liaison and learn from peers' experiences. Licensure requirements as they relate to the nine competencies will also be reviewed.

PRACTICUM EDUCATION LEARNING CONTRACT

A learning contract is an agreement designed by students and agency supervisors that assures an educational focus to the practicum experience. It lends specificity and individualization to the social work major core competencies and practice behaviors (noted in previous section) and guides basic knowledge and skill attainment as a generalist social work practitioner. Learning Contract examples for the Generalist Field Education, the Clinical Field Education, and the Macro Field Education can be found in the appendices (Appendix D).

Students must identify learning tasks, activities, or experiences in the practicum education site for each core competency and practice behavior that will help them develop competency in each area. Minimally, two learning tasks should be noted for each practice behavior. Many competencies call for more than two learning tasks or activities to demonstrate practice behaviors.

A number of circumstances unique to social work practicum education require students to design an individual learning contract. Agencies vary in size and complexity. They provide a variety of services to diverse populations and differ in the provision of such services. Differences also exist among agency supervisors as far as backgrounds, theoretical orientations, and the number of responsibilities they are willing to give students. Although these variations bring richness to the practicum curriculum, the danger exists that students will be prepared only as skilled technicians in a particular setting. Students, practicum instructors, and agency supervisors must work together to achieve the educational goal of preparing generalist social work practitioners.

Constructing a learning contract benefits both students and agency supervisors:

1. The contract provides an overall structure for the placement experience, ensuring the educational focus of practicum education and facilitating the learning process. Developing a contract stimulates discussions of program expectations and encourages and affirms students as critical participants in the design of their education.
2. The contract forms the basis for describing students' progress as they move through the practicum education experience.
3. Students' anxieties are reduced regarding the evaluation process because they have clear criteria concerning their evaluation.

A meaningful learning contract cannot be developed in the first week of practicum practice. Practicum instructors and agency supervisors must take time to get to know students' individual needs, goals, experiences, skills, strengths, and knowledge gaps. Students need orientation to agencies and their learning opportunities. Following an adjustment period, students and practicum instructors will be better equipped to form an individualized contract. Ultimately, however, the students have primary responsibility for drafting and finalizing the learning contract.

Learning contracts should be treated as dynamic. Learning opportunities will change throughout the practicum education as students meet and accomplish a variety of challenges. Learning contracts will be revised midway through the practicum education experience to reflect students' learning.

PRE-PLANNING

Students need to consider the following guidelines for constructing learning contracts:

1. Review and understand the EPAS (Appendix A: The Council on Social Work Education Educational Policy and Standards). Because practicum education is intended to reinforce existing learning in each of the core competency areas, as well as facilitate new learning in these same areas, learning contracts must reflect these competencies and practice behaviors.
2. Review and understand the social work major mission, goals, and core competencies.

3. Recognize that generalist social work practitioners must be prepared to intervene with multiple system levels (i.e., individuals, families, groups, organizations, communities).

Therefore:

- b. Learning contracts must identify learning experiences for each core competency.
 - c. While it may not be possible to implement the entire generalist method from engagement through evaluation for every client system level, students should seek opportunities to perform tasks for as many client system levels as possible. Minimally every practice behavior should have at least two tasks for at least one client system level.
2. Review the evaluation tool that will be used at the end of the semester (Appendix D: Evaluation of Student Performance in Practicum Education - Final). The evaluation flows directly from learning contracts. A carefully constructed contract should position students well in meeting evaluative criteria.

USING THE LEARNING CONTRACT IN THE PRACTICUM

1. Practicum instructors and students should refer to the learning contract as a guide for future learning assignments/experiences during weekly supervised instruction times.
2. Students should document learning contract experiences in their journals.
3. Evaluation conferences utilize the learning contract as one indicator of students' performances.
4. The learning contract is revised midway through practicum practice to reflect changes in the practicum experience.

PRACTICUM EDUCATION PROGRESSION

Policies and Procedures Governing Retention in Practicum Education

1. Practicum education is a four-semester sequence for regular standing MSW students and a two-semester sequence for advanced standing MSW students.
2. Regular standing students are required to complete a minimum of 400 agency-based hours during their first year (~13-16 hrs/week) and 500 agency-based hours during their second year (~16-20 hrs/week) in the program. Advanced standing students are required to complete a minimum of 500 agency-based hours during the fall and spring semesters of their time in the program.
3. Students are required to attend and participate in a weekly seminar which augments the practicum education. Seminar hours may not be logged toward the 400-hour or 500-hour requirement.
4. An overall GPA of 3.0 is required for successful completion of Social Work 580, 581, 680 and 681, as well as all classes in the Master of Social Work program.
5. Students should be aware that in professional programs expectations include basic professional communication and critical thinking, appropriate self-awareness and self-care, professional judgment and ethical behavior, academic performance, and professional behavior in coursework sufficient to interact positively with clients. The Social Work Program Committee reserves the right to terminate a student from the program if it judges that the student's behavior has not met these criteria, or the reputation of the program or the welfare of social work clients is jeopardized. Students who are having difficulty meeting these criteria should consult with their faculty advisors immediately.

6. Students will be evaluated for admission to the practicum and for retention by how well they meet basic academic and professional standards. No student will be discriminated against or excluded from the social work program on the basis of disability. Students with disabilities (i.e., physical or mental impairment that substantially limits one or more major life activities) should proactively seek accommodations by working with a disability coordinator in the Student Success Office. The social work program will work with the student and the disability coordinator to make reasonable accommodations.

7. In addition to all university regulations governing student conduct and responsibilities, social work majors as citizens are also subject to all federal and state laws. A student may be terminated from the social work program for violating these policies, laws, rules or regulations. Social work students may also be dismissed from the program for violations of the NASW Code of Ethics. This policy does not supersede or replace any applicable university-wide disciplinary process or policy.

8. Students should refer to the Social Work Program Handbook for more details on program retention and appeals policies.

Overall Progression of Practicum Education

Just as work with client systems progresses through a series of planned stages, the practicum experience can be conceptualized in a general sequence of stages and tasks.

Stage One: *ENGAGEMENT* among students, practicum instructors, and the university that includes an orientation to the practicum agency, a definition of the learning-teaching situation, and establishing expectations. The following tasks facilitate successful movement through Stage One:

1. Orientation/training by the university for first-time agency supervisors:

In August, there will be orientation/training for first-time agency supervisors. First-time supervisors are given an overview of the Calvin University MSW program, are introduced to the EPAS, and provided with syllabi from the social work courses, including SOWK 580/581 and/or 680/681. Familiarity with the course expectation for students is helpful for supervisors during the practicum experience. Expectations for learning contracts, regular supervision, documentation, evaluation of the student, and practicum experience are also discussed.

2. Orientation by the university for students and agency supervisors:

During the first week of the fall semester, there will be an orientation for students and agency supervisors regarding practicum education experience. Every attempt will be made to schedule this at a time which presents minimal disruption to class schedules. Students and agency supervisors are required to attend the university orientation for practicum education.

3. Orientation by the agency to the practicum education site and community:

The first few weeks of practicum set the tone for many weeks to come. Many students and agency supervisors begin practicum education with high levels of anxiety and high expectations. For students, practicum education is a new and demanding learning opportunity which requires time and energy to become acquainted with the agency site and its requirements. Performance demands that are made before students become familiar with the agency result in high levels of stress for students and possible harm to client systems.

A formal orientation to the agency will help reduce anxiety, clarify expectations, and acquaint students with the practicum agency. It will also give students and agency supervisors time to become acquainted with each other. An orientation checklist (Appendix B: Orientation) is provided to plan thoughtfully for students' orientation.

Time Frames: Engagement begins with the pre-placement interview (previous spring) and continues through the first few weeks of school.

Stage Two: *ASSESSMENT* and *PLANNING* of learning and teaching needs. This includes the development of an educational plan that involves the formulation of learning contracts that include the competencies and practice behaviors and tasks/activities to demonstrate each. The following tasks facilitate successful movement through Stage Two:

1. Development of the learning contract.
2. Reading and familiarity with the practicum education manual.
3. Individual meetings with students, supervisors, and agency supervisors regarding learning contract.
4. Participation in 580/581 and/or 680/681.

Time Frames: Assessment and Planning begins with orientation and continues through the completion of learning contracts.

Stage Three: *IMPLEMENTING THE EDUCATIONAL PLAN* with shared responsibility for implementation of the program plans and the attainment of the competencies through the tasks and activities attached to the practice behaviors. The following tasks facilitate successful movement through Stage Three:

1. Seminar class.
2. Practicum instructor connects with agency supervisor.
3. Movement through and accomplishment of learning contracts.
4. Seminar assignments.
5. Seminar readings (Appendix C: Practicum Education Seminar Syllabus)

Time Frames: Although ongoing, this stage formally begins upon completion of the Learning Contract. Depending upon the needs of students and the complexity of the agencies, students begin assuming professional case responsibility somewhere in the middle to latter part of the first semester. It is expected that all students will be assuming professional case responsibility by interim. This stage ends near the completion of the second semester.

Stage Four: *EVALUATION* of the learning through a mutual reexamination of the student's achievement of competency in each area, along with taking corrective action where and when needed, and *TRANSITIONS AND ENDINGS* at the end of the practicum experience. The following tasks facilitate successful movement through Stage Four:

1. Weekly supervisory/instructional conference between agency supervisors and students.
2. Students' self-assessment of Learning Contract each semester.
3. Semester evaluation with students, agency supervisors, and practicum instructors.
4. Students' evaluation of practicum education site and agency (see the following section).

Time Frames: While evaluation is ongoing throughout the semester, formal evaluation times occur at the end of each semester. Transitions and Endings occur at the conclusion of practicum education.

Evaluation of the Practicum Experience

1. Student Evaluations:

The evaluation of a student's performance in practicum practice should be an ongoing process, beginning with the first day of practicum education, continuing in weekly supervisory sessions, and culminating in a final, written assessment. Because evaluation is an on-going process, there should be no surprises for students.

The primary purpose of evaluation is to assist students in assessing their competency for professional social work practice and assist students in their own growth and development as professional social workers. As students' strengths are affirmed and areas of growth are identified, students become more competent, self-aware, and self-evaluating professionals. A second purpose of evaluation is to identify those students whose character or ability is not suited for the social work profession.

Twenty to thirty percent of students' grades are based on their performance in their practicum placement. The remaining percentage of students' grades will be determined by seminar assignments and participation (Appendix C: Practicum Education Seminar Syllabus).

Formal evaluations will be conducted at the end of each semester. A written evaluation will be the primary tool used to formally evaluate the students' performance in practicum education. Because evaluations have a subjective component to them, and because it is difficult to define the evaluative criteria, it is important that evaluation of students be a shared process and that both similarities and variations in assessments be discussed by students and practicum instructors. One way to do this would be for both students and agency supervisors to complete the evaluation form and then discuss it together. The ultimate responsibility for students' final semester grade rests with the practicum instructor.

If students believe that they have been evaluated unfairly, they may present a written addendum to their evaluations which should be submitted to the practicum instructor along with the formal evaluation.

2. Agency and Practicum Instructor Evaluation:

At the end of the year, students will prepare a written report evaluating the practicum agency and agency supervisors (Appendix E: Student Evaluation of Practicum Education Site and Instructor). This evaluation will be used in two ways:

- a. Feedback which would improve the practicum agency as a learning opportunity or be helpful to practicum instructors will be discussed with the practicum instructor.
- b. The evaluation will be used to determine whether the practicum agency or supervisors should be utilized in the future.

Non-confidential information regarding the agency will be excerpted from the evaluation and become available to upcoming students to read in considering practicum agency selection.

Practicum Education Seminar

Seminar is held in conjunction with the practicum education experience. It attempts to provide an integrative experience, facilitating the move into the arena of professional social work practice based on competency previously acquired in the academic setting. Seminar aims at integrating theoretical perspectives, life experiences, and practicum supervision in a manner supportive to the efforts of developing competent generalist practice.

Students will meet once a week for a practicum education seminar which has two main components. The first component will be to explore and apply how social work concepts fit into social work practice. The

second component gives students the opportunity to process their experiences in practicum and help them relate those experiences to coursework.

During the first semester of practicum education, students will be oriented to the practicum of social work as it plays itself out in their practicum agencies. Understanding the agency and community context of practice, policy issues germane to their site, and the development of a professional self will be emphasized. Seminar will support these efforts by assisting students in developing a learning contract and utilizing supervision effectively. During the second semester, students will continue their work with client systems in the practicum agency. Seminar will support these efforts by continuing integration of generalist social work education and professional ethics with practice.

Several assignments will be required as part of the practicum education seminar. These are separate from whatever assignments or learning experiences students have in the practicum agency. However, seminar assignments are designed to complement and enhance the practicum experience and to facilitate the integration of theory and practice and the development of competency. For a complete listing of seminar requirements and assignments, see the syllabus (Appendix C: Practicum Education Seminar Syllabus).

Practicum Education Journals

Students are to complete journals during their practicum education experience. The journal must be of satisfactory depth, quality, and style. While the journal is only one part of the practicum experience, it can be a basic source of self-assessment. Reviewed over the course of an academic year, journals provide a long-term account of students' growth, learning, and development.

Rationale for journaling is five-fold:

1. As a written exercise, journaling provides an instrument for students to conceptualize learning through critical reflection on practicum education activities to identify the nature of the tasks, the rationale for activities, and how they relate to your academic work and professional development.
2. Thoughtful and reflective journals provide the practicum seminar instructor an additional method for monitoring your practicum education experience.
3. Journals reviewed by faculty provide a formal feedback mechanism for use in developing future practicum education activities based upon identified learning strengths and weaknesses.
4. The process of journaling can contribute to solution-building skills.
5. Journaling can enhance the use of the Learning Contract by providing a mechanism for on-going review of student progress in practicum.

Students are required to journal each week they work in the practicum agency. The journal must be of satisfactory depth, quality, and style. It must be a critical review and assessment of your work in the social work profession. While the journal is only one part of the practicum education experience, it can be a source of self-assessment. Reviewed over the course of an academic year, journals provide a long-term account of the student's personal and professional learning and development. Journals will be used by supervisors and faculty to assess student progress with regard to the competencies and practice behaviors as identified in the learning contract. Journaling should be completed at the end of each working day. Thirty minutes is the recommended time guideline to complete your entry. Students will submit, as one document each week, the journal entries to their practicum instructor. Instructions for submission of journals can be found in the syllabus for SOWK 580. (Appendix C: Practicum Education Seminar Syllabus). In all journal entries, it is essential that client confidentiality be protected.

APPENDIX A: THE COUNCIL ON SOCIAL WORK EDUCATION POLICY AND STANDARDS (2022)

Purpose

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

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master's, and doctoral levels shapes the profession's future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master's level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals, (2) explicit curriculum, (3) implicit curriculum, and (4) assessment. The educational policy and the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

Social Work Generalist Competencies

The nine CSWE social work competencies and two Calvin University specific competencies are listed in this section. Programs may add competencies that are consistent with their mission to respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that make up the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, and the descriptions that precede them represent the underlying content and processes that inform the behaviors.

Master's programs extend and enhance the nine social work competencies, and any additional competencies added by the program, for each area of specialized practice. By extending and enhancing the competencies, programs provide master's-level students with the four dimensions (i.e., knowledge, values, skills, and cognitive and affective processes) relevant to each area of specialized practice. A specialized competency description is developed to incorporate the four dimensions and specialized behaviors for each competency and any additional competencies added by the program.

Competency 1: Demonstrate Ethical and Professional Behavior

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

Social workers:

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

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

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

Social workers:

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

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

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status.

Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

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

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods.

Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

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

Competency 5: Engage in Policy Practice

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

Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and

- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

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

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

Social workers:

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

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

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

Social workers:

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

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

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

Social workers:

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

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

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

Social workers:

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

Competency 10: Strength Perspective

Generalist social workers value the dignity and worth of every person as seen in the fullness of their diverse abilities, contributions, and life experiences. Using a person-in-environment framework, generalist social workers meet each client where they are at and collaborate with clients to create treatment plans and interventions. Using cultural awareness skills, social workers engage with clients in a way that accentuates each client's strengths.

- Identify and implement the key principles of the strength perspective in social work practice (C10).

Competency 11: Reformed Perspective

A Reformed Christian social work perspective first and foremost sees every person as an image bearer of God, and as such, social workers should engage with each person as an expression of the diversity of God's creation. A Reformed Christian perspective also recognizes that every aspect of people's lives – our relationship with God, our relationship with each other, our relationship with ourselves, and our relationship with creation has been broken and damaged by the impact of sin.

Reformed Christian perspective also believes that healing and restoration is central to the work in which Christians are called to engage. Social workers approach each situation with humility, relational skills, and self-awareness, knowing that even our own best intentions can sometimes be damaging. Therefore, accountability and integrity are of utmost importance.

- Articulate a Reformed Christian understanding of the social work profession as a way to participate in God's renewal of all things (C11).

Advanced Clinical Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Clinical social workers adhere to an ethical responsibility to represent themselves as competent only within the boundaries of their education, training, supervised experience, or other professional expertise (values). They recognize and demonstrate key characteristics of trauma-informed practice. They are knowledgeable about the impact of personal and collective, secondary, and vicarious exposure to trauma (knowledge). They demonstrate integrity in their work with clients by adhering to ethical standards, being trustworthy, honest, responsible, and reliable, and maintaining client confidentiality. Clinical social workers engage in reflexive practices including self-reflection and supervision that addresses the potential risk and re-traumatization in the helping relationship (cognitive and affective processes). They recognize the impact of historical, collective, global, secondary, and vicarious trauma and resulting cognitive shift in worldview.

Clinical social workers also uphold ethical standards in the provision of online services including maintaining professional boundaries, informed consent, crisis management, confidentiality, data security, and confidentiality in virtual environments (skills). They also work to establish strong collaborative relationships with community professionals and services to extend, enhance, and advocate for diversity informed, equitable, and inclusive services for marginalized clients.

Clinical Social Workers:

- Identify, attend to, and facilitate ethical considerations including maintaining physical, interpersonal, spiritual, emotional, and psychological boundaries for clients and client systems, face to face and virtual, and demonstrate the ability to assess and address barriers to safety for clients across the lifespan
- Use reflective supervision and case consultation to enhance professional competency and to examine clinical interactions and practitioner reactions
- Explore their own trauma-related history and their positionality as well as client's experience of trauma as it relates to age, class, race, ethnicity, culture, ability, gender, gender identity and expression, immigration status, marital status, political ideology, religion, and tribal status.
- Maintain an active and robust referral stream and collaborate across disciplines and systems to gather resources for clients to facilitate referrals to needed or desired services.

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

Clinical social workers hold the value that every person regardless of position in society is worthy of dignity and respect (values) and advocate for their fundamental human rights. Clinical social workers integrate their knowledge about the global intersections and ongoing injustices throughout history that result in oppression and racism with social work practice (knowledge). Further, clinical social workers recognize the ways the distribution of power and privilege in society impact social, racial, economic, and environmental justice (cognitive and affective processes). They utilize anti-oppressive practices which reduce inequities and foster dignity and respect for all (skills). Clinical social workers work within systems to eliminate oppressive structural barriers and work toward equal distribution of social resources, rights, and responsibilities in the civil, political, economic, social domains.

Clinical Social Workers:

- Apply understanding of social, racial, and environmental justice to advocate for the human rights of clients and their families at all levels of practice
- Provide leadership by implementing and advocating for mental health systems, policies, and practices which promote the rights of all clients

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

Clinical social workers recognize that there are persistent systemic barriers that limit client's access to resources and services and that individual struggles often stem from social and economic problems (knowledge). Clinical social workers acknowledge that necessary resources and services are disproportionately available to clients and their families based on a variety of sociocultural dimensions including age, race, class, indigenous status, tribal affiliation, gender, religion, LGBTQIA+ status, immigration status, and geographic location and work to battle that inequity (cognitive and affective process). They engage in trauma work grounded in values of cultural humility, respecting all individuals as experts of their own experiences (skills)

Clinical social workers understand the ideals of inclusive excellence, the complex history and impact of structural oppression, and the effects of intergenerational and historical trauma on an individual's or family's ability to thrive. They bring a commitment to social justice and equity across all aspects of society and act on this commitment to remove barriers for clients (skills). Clients are valued from a strength perspective as individuals inherently capable of healing, resiliency, and wellness (values).

Clinical Social Workers:

- Critically appraise and articulate an understanding of various forms and mechanisms of oppression, discrimination, and trauma that affects individuals and their families with cultural humility, self-awareness, and empathy.
- Educate themselves about and utilize non-oppressive, anti-racist language

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

Clinical social workers view and understand client development from a biopsychosocial and systems perspective (knowledge). Clinical social work requires a multidisciplinary approach that applies research on the impact of trauma experiences from disciplines such as social work, child development, developmental psychology, genetics, and developmental neuroscience (skills). It spans levels of prevention, intervention, and policy. Research-informed practice and practice informed research centers for clinical social workers includes partnerships with families, communities, and programs and these partnerships inform the questions and methods used to understand and implement best practices (skills). They also carefully document challenging trauma cases to inform ongoing and future research, conduct trauma-informed research, and actively collaborate with trauma researchers to ensure clinically relevant interventions (skills).

Clinical social workers are able to identify how research methods, measurement approaches, and tools have been shaped by a history of power, privilege, and oppression and how these factors influence interpretation and implementation (knowledge). Thus, they are committed to culturally responsive and socially just practice and research models (values). In addition, clinical social

workers are called to use their knowledge, skills, and experiences, including the capacity for self-reflection, to frame research questions that are ecologically valid, strengths-based, and sensitive for patterns of risk and protective factors (cognitive and affective process).

Clinical Social Workers:

- Apply ethical, culturally informed, anti-racist, and anti-oppressive research practices that challenge inherent biases in quantitative and qualitative research methods to advance the purposes of social work
- Contribute to and produce clinical research and practice which informs multi-disciplinary theories, frameworks, and perspectives. Recognize the contributions and limitations of various disciplinary perspectives and their corresponding research methods.

Competency 5: Engage in Policy Practice

Clinical social workers engage in trauma-informed policy practice with a framework guided by the principles of safety, trustworthiness and transparency, peer support; collaboration and mutuality; empowerment, voice and choice; and cultural, historical, and gender issues (skills and values) Clinical social workers understand policies at the micro, mezzo, and macro levels and recognize their influence on the design and delivery of services (knowledge and cognitive/affective process). Clinical social workers recognize that effective policy includes the voices of all stakeholders, reflects the needs and desires of diverse individuals and considers the impact of each family system as a source of capacity (values and cognitive/affective process). Clinical social workers engage in advocacy and policy development, applying a relational and reflective framework to critically analyze the effects of social policy (knowledge and skills).

Clinical social workers also recognize the influence of individual and structural racism on the development and implementation of policies at the state and national level (cognitive and affective process). Clinical social workers actively work to combat the presence of structural racism, oppression, discrimination, privilege, and disparities in resource allocation and access to services with the understanding that social work practice has contributed to oppression (skills and cognitive/affective process). Clinical social workers continuously translate research into advocacy, policy, and practice (knowledge). They practice cultural humility and collaborate with clients to engage in positive change (cognitive and affective process).

Clinical Social Workers:

- Analyze, formulate, and advocate for policies at the local, state, federal, and international level that affects access to mental health promotion, prevention, and intervention services and actively work to dismantle oppressive policies, infrastructures, and practices (CC5.1)
- Educate stakeholders in formulation, implementation, and evaluation of policies that impact clients and their families as those policies relate to human rights and social, economic, and environmental justice from the local to the international level (CC5.2)

Competency 6: Engage with Individuals, Families, and Groups

Using interpersonal skills, clinical social workers establish a collaborative, inclusive, and cooperative environment with individuals, families, and groups (skills). They value the development of safe, respectful, and nurturing relationships across all levels of the ecosystem in which they work and engage those systems with a sense of integrity and authenticity (values and skills). Using a social justice framework to inform this first stage of relationship-based practice, they embrace diversity, equity, and cultural humility (knowledge and values). They have explored their own social identities and are aware of how the social worker's power and privilege may be perceived in the engagement process. Trauma informed clinical social workers recognize that individuals, families, and groups affected by trauma may have experienced a variety of emotional and psychological disturbances (cognitive and affective process). Therefore, the process of engagement models a restorative and trusting relationship using skills such as pacing, empathy, mirroring, attending, and awareness of nonverbal behavior (skills).

During the initial engagement process, clinical social workers respond to the concrete needs of individuals, families, and groups. Diversity informed engagement requires an understanding that individuals, families, and groups may have histories of working with services that affect their engagement and that each possesses a deep knowledge of their own experience (cognitive and affective process). As part of their commitment to diversity, clinical social workers work to provide services in the client's preferred language (value).

Effective clinical engagement also requires the knowledge of developmental theory, cultural context, developmental neuroscience, and the lifelong effects of trauma and modes of healing (knowledge). Clinical social workers are adept at observation, critical thinking, active listening, and holding space while remaining curious during engagement (skill). Thus, self-awareness and reflexive practice are core competencies for engagement. Clinical social workers think critically about, contain, and regulate their own internal reactions and aware of implicit and explicit biases (cognitive and affective process).

Clinical Social Workers:

- Implement diversity informed relationship-based engagement strategies based on knowledge, theoretical frameworks and recommended practices to build trust and collaboration.
- Respect the experience and bodies of knowledge that all individuals, families and groups bring to the engagement process
- Practice self-regulation within the present moment and maintain a curious and respectful posture by actively listening. Hold emotional intensity, tolerate ambiguity, respond authentically, and endeavor to understand other's experiences.

Competency 7: Assess Individuals, Families, and Groups

Using theories of human behavior and person in environment framework, clinical social workers assess individuals, families, groups, and their environmental context comprehensively, from a strengths-based, developmentally informed, trauma focused, culturally responsive, neurobiologically grounded, intergenerational, and relationship-based perspective (knowledge, skills, and values). They assess multiple dimensions of development, specializing in the social-

emotional development. Clinical social workers integrate knowledge of bias, power, and privilege as well as their self-reflexive practices (cognitive and affective process) to effectively assess the strengths and needs of diverse clients and constituencies (skills) Clinical social workers also contribute to interprofessional collaboration to facilitate appropriate assessment with clients, constituencies, and other professionals as appropriate (skills).

Clinical Social Workers:

- Utilize anti-racist, anti-oppressive, evidence-based theories of practice to assess strengths and needs of clients and constituencies
- Continually invest in self-reflective practice to integrate knowledge of bias, power, and privilege which guides the collaborative assessment process with diverse clients and constituencies
- Enhance comprehensive assessment process with clients by contributing to interprofessional collaboration with social work professionals and other professionals as defined by practice setting

Competency 8: Intervene with Individuals, Families, and Groups

Clinical social workers use a relationship focused, culturally relevant, anti-racist and anti-oppressive approach to work with individuals, families, and groups (knowledge and values). Clinical social workers use knowledge of attachment theory, psychodynamic theory, trauma theory, anti-oppressive practice, and sociocultural and ecological models to create trauma-informed systems of care and interventions across the lifespan. They work to create psychological, emotional, physical, and spiritual safety in individuals, families, and groups. They help clients develop flexible and increasingly adaptive responses to trauma effects, managing emotion dysregulation and developing maximally adaptive personal narratives. Clinical social workers facilitate healing with clients by processing trauma experiences within somatic, affective, cognitive, and spiritual domains that attends to safety and meaning making (skills).

They actively acquire knowledge and skills that enable them to maintain a position of cultural humility in their work, which they integrate into all service delivery models. Clinical social workers apply observation, assessment, and clinical diagnostic skills to carefully choose culturally responsive evidence and practice-based interventions (knowledge). Clinical social workers integrate knowledge of bias, power, and privilege as well as their self-reflexive practices to understand the strengths and needs of diverse clients and constituencies which influence the development of the intervention plan (values and cognitive and affective process). Clinical social workers also contribute to interprofessional collaboration to facilitate appropriate creation of treatment plans with clients, constituencies, and other professionals as appropriate (skills).

Clinical Social Workers:

- Utilize anti-racist, anti-oppressive, evidence-based theories of practice to co-create culturally responsive interventions with clients and constituencies
- Continually invest in self-reflective practice to integrate knowledge of systems of power which may impact the development of treatment plans with diverse clients and constituencies

- Enhance comprehensive intervention treatment plans with clients by contributing to interprofessional collaboration with social work professionals and other professionals as defined by practice setting

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

Theory and research evidence should be used to achieve optimal practice and policy that inform the well-being of individuals, families, and groups (knowledge). Evaluation is strengths based and racially and culturally responsive (values). Evaluation requires an understanding of developmental theory and systems theory. In addition, evaluation in clinical social work must consider disruptive effects of oppressive systems, structural racism, trauma, and childhood adverse experiences (knowledge). Clinical social workers should use qualitative and quantitative methods to assess both the outcomes of a clinical intervention and the processes whereby the intervention achieved its goals (skills). Clinical social workers integrate knowledge of bias, power, and privilege as well as their self-reflexive practices to effectively evaluate treatment plans and intervention services which recognize the strengths and needs of diverse clients and constituencies (values, skills, and cognitive and affective process). Clinical social workers also contribute to interprofessional collaboration and other professionals as appropriate to facilitate appropriate evaluation of programs and services offered to clients and constituencies (cognitive and affective process, skills).

Clinical Social Workers:

- Utilize anti-racist, anti-oppressive, evidence-based theories of practice to systematically evaluate programs, services and outcomes for clients and constituencies
- Continually invest in self-reflective practice to integrate knowledge of systems of power which may impact the evaluation process of services and programs for diverse clients and constituencies

Competency 10: Strengths Perspective

Clinical social workers elevate the dignity and worth of every person as seen in the fullness of their diverse abilities, contributions, and life experiences (values). Using a person-in-environment framework and strengths perspective, clinical social workers use clinical skills to empower each client's self-determination by collaborating with clients to co-create treatment plans and interventions (knowledge and skills). Using self-reflexive practices and skills, clinical social workers intervene with clients in a way that values and accentuates each client's strengths (cognitive and affective process and values).

Clinical Social Workers:

- Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives by highlighting self-determination; and

Competency 11: Reformed Perspective

Clinical social workers first and foremost value every person as an image bearer of God, and as such, social workers engage and treat each person with dignity (values). A Reformed Christian perspective also recognizes that every aspect of people's lives – our relationship with God, our

relationship with each other, our relationship with ourselves, and our relationship with creation has been broken and damaged by the impact of sin (knowledge and cognitive and affective process). A Reformed Christian perspective also believes that healing and restoration is central to the work in which Christians are called to engage and utilizes skills such as engagement, assessment, intervention, and evaluation to work toward flourishing (knowledge, cognitive and affective process, and skills). Clinical social workers are aware of self, knowing that even their own best intentions can sometimes be damaging. Therefore, they seek constant accountability and provide accountability to others they supervise (cognitive and affective process).

Clinical Social Workers:

- Integrate a Reformed Christian understanding of the social work profession as a way to participate in God's renewal of all things
- Treat each person with utmost dignity and respect, valuing their diverse life experiences and religious/spiritual expression

Advanced Macro Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Macro social workers are facilitative leaders and organizers across all realms of practice and maintain a commitment to a vision and mission that supports the collective process of social change (knowledge). To ensure ethical practice with individuals, families, groups, communities, with organizations (skills), and in the policy arena, these social workers use self-reflection, self-regulation, supervision, consultation, and lifelong learning to address (cognitive and affective process) how their attitudes and biases influence their personal and professional identity, values, and behaviors (values). Social workers in macro practice represent the profession's values in interactions with clients, interprofessional colleagues, policymakers, and community stakeholders (values). They ensure that practice in complex systems (skills) respects every individual's and community's right to human dignity and worth by opposing sources and structures of racism and other forms of oppression (values). Macro social workers recognize ethical issues in practice and distinguish between decision-making frameworks to navigate ethical dilemmas between their personal values, their identity, values of the profession, and the values, interests, and rights of individuals, families, groups, organizations, and communities (knowledge and values)

Macro Social Workers:

- Apply an anti-oppression framework integrating the principles included in the NASW and International Federation of Social Workers (IFSW) ethical codes, evidence-based knowledge, and relevant legal and policy-related information
- Model appropriate professional use of self in the different social work roles required in professional macro environments;
- Identify and promote organizational and community vision, mission, goals, objectives, and values in the dynamic and evolving contexts of macro practice;
- Demonstrate an understanding of the significance of social work supervision as an accountability mechanism in supporting ethical and professional social work practice

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

Macro practice social workers advance human rights and social, economic, and environmental justice with, and on behalf of, individuals, families, organizations, communities, and larger social structures (skills). Human rights and social justice are fundamental to social work and necessary for every human being to live in freedom and with dignity, security, and equality (values). Informed by theories of justice, human rights, power dynamics, and other frameworks, (knowledge), macro practice social workers advance human rights and social, economic, and environmental justice locally and globally (skills). They understand that the realization of human rights is mediated and influenced by local, state, federal, and international policies (cognitive and affective process). Macro social workers design and advance public policies using the Universal Declaration of Human Rights (skills), which guarantees all people the right to work, housing, healthcare, education, leisure, privacy, economic security, and a clean, safe, and sustainable environment (values).

Macro Social Workers:

- Integrate knowledge of human rights theories, frameworks, international documents, conventions, and covenants into practice to improve social, economic, and environmental well-being
- Identify and engage key stakeholders to advocate for access to resources, services, benefits, and opportunities for vulnerable and marginalized clients, constituencies, and communities

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

Macro social workers engage with a variety of individuals, families, organizations, communities, and other stakeholder groups to dismantle systems of oppression and advance social, economic, and environmental justice (skills and values). Macro social workers build on the strength of diversity and the history of people, organizations, and communities to inform collaborative engagement processes (knowledge and skills). They use an intersectional lens and anti-oppressive approach to develop strategies for engaging and collaborating with people and communities who are marginalized on the basis of characteristics such as race, gender, gender identity, sexual orientation, age, religion, ability, ethnicity, and documentation status (knowledge and cognitive and affective process). They educate diverse stakeholders about how organizational, community, and policy decisions affect vulnerable communities to craft interventions that advance social, economic, and environmental justice (skills and values).

Macro Social Workers:

- Formulate inclusive engagement strategies based on an intersectional analysis of systems of power, privilege, and oppression both within and outside organizational, community, and policy contexts, including the political economy and, for example, areas of racism, sexism, and nativism
- Create a climate of inclusion that builds on the strengths of diverse constituencies, integrates diverse points of view, and facilitates full engagement in ways that embrace the cultural and spiritual histories of people

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

Macro social workers recognize environmental, sociocultural, and historical factors that affect the inclusion of underrepresented populations in research and understand how this research enhances service delivery and contributes to broader knowledge building within social work practice (knowledge and cognitive and affective process). In collaboration with key program stakeholders and those directly affected by social problems, macro social workers build culturally informed knowledge to promote human rights and social justice for vulnerable and oppressed populations (values and knowledge). They use a wide range of research methods, including logic, scientific inquiry, and culturally informed and ethical approaches, to develop effective responses to social, economic, political, and environmental challenges and to shape policies and programs (skills).

Macro Social Workers:

- Engage in critical analysis and ongoing review of research findings, macro practice models, and practice wisdom to inform organizational, community, and policy practice;
- Collaborate, mobilize, and organize constituents, stakeholders, and colleagues to engage in research for advocacy, policy making, program design, and evaluation, and the

dissemination of research findings to improve policies, programs, services, and interventions;

- Develop and select research questions that strategically inform the research process and its impact on communities, programs, organizations, and policies;

Competency 5: Engage in Policy Practice

Macro social workers examine how historical, political, social, economic, and cultural factors shape the policy environment (knowledge) and use this knowledge to recognize and capitalize on opportunities (skills) for reform that advance human rights; racial and gender equity; access to high-quality, comprehensive social welfare services; and social, economic, and environmental justice (values). Macro social workers appreciate the complexity of policy issues (cognitive and affective process); understand legislative, executive, and judicial policy-making processes (knowledge); and critically analyze the varied dimensions of power as they affect individuals, families, groups, organizations, and communities. They devise and implement strategies at the local, state, and national levels to achieve policy goals reflecting social work values (skills)

Macro Social Workers:

- Strategically document and disseminate information to key policymakers about unmet needs and program accomplishments by using research evidence, practice wisdom, stories of lived experience, and lenses of race, class, and gender;
- Analyze policies at local, state, national, and international levels to assess their impact on individuals, families, groups, organizations, and communities and on the values of human rights and social, economic, and environmental justice;
- Demonstrate leadership in formulating and implementing comprehensive advocacy campaigns that use carefully selected strategies and tactics;

Competency 6: Engage with Communities and Organizations

Effective macro practice with organizations, and communities begins with engaging key stakeholders (skills) to better understand social problems, identify resources and assets (knowledge), and develop strategies to address stakeholder concerns (skills). It is an ongoing, iterative, and dynamic process that starts with initial engagement and continues through assessment, intervention, and evaluation (skills). Macro social workers must recognize interconnections and interdependencies between micro, mezzo, and macro systems (cognitive and affective process). Macro social workers must be adept at moving across these systems to engage community members, organizations, policymakers, and other community leaders (skills). They create, nurture, and deepen authentic and strategic relationships (values) and consider power dynamics in selecting, implementing, and modifying engagement strategies (knowledge). They manage conflict and disagreement with respect, seek common ground, and interact effectively with both allies and opponents while maintaining a commitment to social justice and the needs of vulnerable populations (skills and values).

Macro Social Workers:

- Develop and implement multiple engagement strategies that reflect an understanding of structural, environmental, and power dynamics; policymakers' characteristics and objectives; and the strengths, priorities, and interests of stakeholder groups;

- Use interpersonal skills and relationship building to gain credibility with allies, clients, and constituents at the grassroots level in defining and communicating community and organizational needs and advancing potential solutions with decision makers
- Use the roles of facilitator, organizer, educator, coach, trainer, and bridge builder to engage with members of a community groups and organizations to collaborate on a problem or condition they have mutually identified and want to solve or change

Competency 7: Assess Communities and Organizations

Macro social workers use appropriate theories, frameworks, models, and strategies (knowledge) to examine and assess communities, organizations, and policies (skills) using a strength-based, anti-oppressive, and antiracist lens (values). In doing so, they critically analyze the historical, social, economic, and cultural context in which macro practice takes place; the current political landscape, including political viability, potential levers for change, and relevant power dynamics (knowledge); the strengths and needs of organizations, and communities; (values) and the social policies and other structural, social, and community forces that create and perpetuate discrimination and oppression. Macro social workers also examine and account for their own biases and interests in conducting assessments (cognitive and affective process). Macro social workers have strong collaboration skills in working with diverse stakeholders and constituencies (skills). The macro social worker synthesizes data-driven approaches (skills), with multiple ways of knowing (knowledge), acknowledging and respecting that indigenous knowledge is essential for effective assessment and lays the groundwork for capacity building (values).

Macro Social Workers:

- Assess and analyze assets, needs, benefits, gaps in services, rights, and the inequitable distribution of resources and power to identify appropriate interventions
- Develop, select, and conduct assessments using appropriate metrics, analytical methods, frameworks, and tools, including primary data sources (e.g., surveys, interviews), secondary data sources (e.g., census, polling, precinct data), and the lived experience of affected individuals, families, groups within organizations, communities, and policy arenas
- Collaborate with community members, professional colleagues, and political stakeholders throughout the assessment process;

Competency 8: Intervene with Communities and Organizations

Macro social workers use research-informed evidence to address the root causes of social problems (skills) and incorporate indigenous knowledge of affected populations, communities, and organizations with their participation (knowledge). Effective interventions with organizations, with communities, and in the policy arena build on successful engagement with stakeholders and constituencies (values), as well as the assessment of social, economic, and political contexts (skills). Using collaborative and interdisciplinary processes (cognitive and affective process), macro social workers design and implement positive change interventions that are strategic (skills) and reflect the profession's values of social, economic, and environmental justice (values). Macro social workers work to ensure that interventions combat systemic oppression and injustice that permeate our organizations and society (values) and that often become institutionalized through social policies (knowledge).

Macro Social Workers:

- Utilize anti-racist, anti-oppressive, evidence-based theories of practice to co-create culturally responsive interventions with clients and constituencies
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies and facilitate their participation in macro interventions
- Initiate and facilitate interprofessional collaborations within and between organizational, community, and policy partners to achieve positive system change

Competency 9: Evaluate Practice with Communities and Organizations

Macro social workers use research methods to evaluate programs, interventions, organizations, communities, and policies (skills) by using multiple sources of knowledge including professional experience, practice knowledge (knowledge), and stakeholder input (values). They consider research and theories on organizational, community, and political processes in addressing the causes and consequences of social problems, inequality, and systematic oppression (cognitive and affective process). Macro social workers evaluate the processes and outcomes of change efforts (skills) to ensure that evaluation findings are used to promote social, political, and economic justice, sustainable and accessible services and programs (values), and evidence-based practice (knowledge). Macro social workers ensure that evaluation design, measurement, implementation, and use of findings are customized to the target population and diverse settings (skills) and that they are culturally responsive, accurate, and timely (values). They strive to include the perspectives, input, and participation of stakeholders and community members throughout the evaluation process (cognitive and affective process).

Macro Social Workers:

- Utilize anti-racist, anti-oppressive, evidence-based theories of practice to evaluate programs and services provided for clients and constituencies
- Develop evaluation plans that include clear goals, outputs, and outcomes, and operationalize all aspects of a planned evaluation, including partners, measures, data collection, analysis, and dissemination

Competency 10: Strengths Perspective

Macro social workers utilize the strengths perspective as they reflect on (cognitive and affective process) how to best engage and collaborate with diverse communities and organization (knowledge). Framed by the value of self-determination (values), macro social workers use interpersonal skills to identify and implement the strengths, expertise, and potential contributions of relevant stakeholder groups (skills). They value the dignity and worth of every person as seen in the fullness of their diverse abilities, contributions, life experiences, strengths, and connections to systems they are a part of (values).

Macro Social Workers:

- Identify and implement the strengths, expertise, and potential contributions of relevant stakeholder groups (e.g., coalitions, think tanks, organizations, associations, voters, and affected constituencies) to collectively exert influence for social change

Competency 11: Reformed Perspective

Macro social workers use a Reformed Christian perspective first and foremost sees every person as an image bearer of God, (values) and as such, social workers respectfully engage (skills) with each person as an expression of the diversity of God's creation (values). At a macro level, a Reformed Christian perspective builds on the generalist idea that systems can be inherently unjust (knowledge) and as such, diligently uses engagement, assessment, interventions, and evaluation skills (skills) to work toward justice and restoration of systems and individuals impacted by those systems (values).

Macro Social Workers:

- Integrate a Reformed Christian understanding of the social work profession as a way to participate in God's renewal of all things
- Treat people and communities with utmost dignity and respect, valuing their diverse life experiences and religious/spiritual expression

For more information about CSWE Education Policy and Accreditation Standards (EPAS) and the generalist social work competencies, please see the Education Policy and Accreditation Standards for Baccalaureate and Master's Social Work Programs, EPAS 2022 handbook:

[https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-Educational-Policy-and-Accreditation-Standards-\(EPAS\).pdf](https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-Educational-Policy-and-Accreditation-Standards-(EPAS).pdf)

APPENDIX B: ORIENTATION

The first few weeks of practicum education can set the tone for many weeks to come. Many students and agency supervisors begin the practicum education with high expectations and a mixture of excitement and potentially some anxiety. A planned orientation for students can capitalize on the enthusiasm and energy they bring to this new experience. Providing the student with a means for completing the tasks listed below will facilitate a productive beginning in practicum education.

- Sign and submit practicum education agency affiliation agreement.
- Complete health screenings and background checks.
- Tour and introduction of key agency staff members.
- Introduction to clerical and receptionist staff.
- Introduce the student to agency expectations on codes of conduct and expectations regarding appropriate dress.
- Introduction to office and workspace and clarification of its use (shared, used with clients, locked, etc.)
- Provide information concerning locations of equipment (telephone, fax, computer, scanner, copy machines) and clarification of use of equipment including instructions for use and any password and/or codes.
- Tour the agency, neighborhood, and community.
- Provide information regarding agency policies and procedures including reimbursement policies for agency related expenses and personnel policies.
- Provide instructions for completing agency reports and documentation
- Provide the student with practicum education expectations and job descriptions.
- Focus on the exact role of social work student at your agency.
- Provide the student with agency information including history, organizational structure, funding sources, policies, services, etc.
- Develop list of abbreviations, symbols, and technical terminology peculiar to the setting; library rules and regulations; list of agency holidays.
- Introduce the student to planned change processes with clients from intake – termination. Arrange for the student to directly observe you in your work and other social workers.
- Assist student in the completion of the learning contract.
- Discuss the supervision process and schedule weekly supervision times.
- Review with student his/her classroom curriculum.
- Discuss safety issues in the practicum with the student.

Adapted from Birkenmaier, J. & Berg-Weger, M. (2007). *The practicum companion for social work: Integrating class and practicum work*, 2nd ed. Boston: Allyn and Bacon.

APPENDIX C: GENERALIST PRACTICUM SEMINAR SYLLABUS

SOWK 580: Field Education I

Course Details

Instructor:

Meeting Time: Mondays, 6:30-8:30pm

Meeting Space: Online, Synchronous

Course Description

Guided by a biblical perspective and NASW values, students will apply areas of social work content to experiences in the practicum, including professionalism, the planned change process, social policy, anti-oppressive practice, and professional ethics. This praxis-oriented course requires a 400-hour onsite practicum (spread over SOWK 580 and SOWK 581). The practicum will be accompanied by a weekly online seminar. Within the practicum setting, students will engage, assess, and intervene with client systems at the individual, family, group, community, and organizational levels.

Course Objectives

Upon successful completion of this course, you will be able to:

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 (C1.1);
2. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication (C1.2);
3. Use technology ethically and appropriately to facilitate practice outcomes (C1.3);
4. Use supervision and consultation to guide professional judgment and behavior (C1.4);
5. Advocate for human rights at the individual, family, group, organizational, and community system levels (C2.1);
6. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels (C3.1);
7. 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 (C3.2);
8. Apply research findings to inform and improve practice, policy, and programs (C4.1);
9. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice (C5.2);
10. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies (C6.1);
11. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies (C6.2);

12. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies (C7.1);
13. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan (C7.2);
14. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals (C8.1);
15. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies (C8.2);
16. Select and use culturally responsive methods for evaluation of outcomes (9.1);
17. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities (C9.2);
18. Identify and implement the key principles of the strength perspective in social work practice (C10)
19. Articulate a Reformed Christian understanding of the social work profession as a way to participate in God's renewal of all things (C11)

Required Textbook and Resources

- Garthwait, C. L. (2021). The social work practicum: A guide and workbook for students (8th ed.). Pearson Education.
- MSW Practicum Manual

Course Schedule

Wk	Date	Topic	Readings	SLO	Assessment	Meeting
1	Sept 1	No Class – Labor Day	Practicum Orientation	Practicum Manual	2, 4, 18	Asynchronous (at your placement)
2	Sept. 8	Purpose and Expectations for Practicum	Garthwait, Ch. 1	1, 6, 9, 18, 19	Preplacement Paper Due Journal #1 Quiz #1	Synchronous
3	Sept. 15	Implementing a Learning Contract	Garthwait, Ch. 2	1, 3, 4, 6, 7, 8, 9, 10, 12, 13, 15, 18, 19	Journal #2 Quiz #2	Synchronous
4	Sept. 22	Legal Issues and Personal Safety	Garthwait, Ch. 11 & 14	1, 2, 4	Journal #3 Quiz #3 Personal Safety Plan (not graded)	Synchronous
5	Sept. 29	Diversity and Cultural Competence	Garthwait, Ch. 13 NASW Standards for Cultural Competence	1, 6, 7, 9, 11, 15	Journal #4 Learning Contract	Asynchronous

					Discussion Board Post and Reply #1	
6	Oct. 6	Professional and Personal Identity	Garthwait, Ch. 16	1, 2, 4, 7, 11, 18, 19	Journal #5 Quiz #4	Synchronous
7	Oct. 13	Learning from Supervision	Garthwait, Ch. 3	1, 2, 4	Journal #6 Quiz #5 Discussion Board Post and Reply # 2	Asynchronous
8	Oct. 20	Communication	Garthwait, Ch. 9	1, 2, 3, 4, 7	Quiz #6 Bias Report	Synchronous
9	Oct. 27	Leadership and Social Justice	Garthwait, Ch. 17	1, 2, 3, 4, 5, 6, 7, 8, 18, 19	Journal #7 Quiz #7 Discussion Board Post and Reply #3	Asynchronous
10	Nov. 3	The Organizational and Community Context of Practice	Garthwait, Ch. 4 & 5	4, 5, 6, 9, 17, 18	Journal #8 Quiz #8	Synchronous
11	Nov. 10	The Social Problem and Social Policy Context of Practice	Garthwait, Ch. 6 & 7	5, 6, 9, 10, 11, 12, 13, 18, 19	Journal #9 Quiz #9 Discussion Board Post and Reply #4	Asynchronous
12	Nov. 17	Planned Change Process	Garthwait, Ch. 12	5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	Journal #10 Quiz #10	Synchronous
13	Nov. 24	Professional Social Work	Garthwait, Ch. 8	1, 2, 3, 4, 5, 6, 8, 10, 19	Discussion Board Post #5	Asynchronous
14	Dec. 1	Evaluating Your Practice	Garthwait, Ch. 15	1, 2, 3, 4, 7, 9, 11, 12, 13, 14, 15, 18, 19	Journal #11 Quiz #11 Agency and Community Assessment Paper	Synchronous
15	Dec. 8	Social Work Ethics	Garthwait, Ch. 10	1, 2, 5, 6, 9, 11, 15, 18, 19	Journal #12 Quiz #12	Synchronous
16	Dec. 15				Mid-Term Semester Evaluation	No class

Course Assessment Schedule

	Sunday	Monday	Tuesday	Weds	Thurs	Friday	Saturday
	Aug 31	August 25	Aug 26	Aug 27	Aug 28	Aug 29	Aug 30
Wk 1 Async	Sept 7	September 1 Labor Day – no seminar	Sept 2 Practicum Orientation Asynchronous (at your placements)	Sept 3	Sept 4	Sept 5	Sept 6
Wk 2 Sync.	Sept 14	September 8 Class 6:30pm Quiz 1 (Ch. 1)	Sept 9	Sept 10	Sept 11	Sept 12 Journal #1	Sept 13 Preplacement Paper due
Wk 3 Sync.	Sept 21	September 15 Class 6:30pm Quiz 2 (Ch. 2)	Sept 16	Sept 17	Sept 18	Sept 19 Journal #2	Sept 20
Wk 4 Sync.	Sept 28	September 22 Class 6:30pm Quiz 3 (Ch. 11 & 14)	Sept 23	Sept 24	Sept 25	Sept 26 Journal #3	Sept 27
Wk 5 Async.	Oct 5	September 29 DB Post #1	Sept 30	Oct 1	Oct 2	Oct 3 Journal #4 DB Reply #1	Oct 4 Learning Contract due
Wk 6 Sync.	Oct 12	October 6 Quiz 4 (Ch. 16) Class 6:30pm	Oct 7	Oct 8	Oct 9	Oct 10 Journal #5	Oct 11
Wk 7 Async.	Oct 19	October 13 Quiz 5 (Ch. 3) DB Post #2	Oct 14	Oct 15	Oct 16	Oct 17 Journal #6 DB Reply #2	Oct 18
Wk 8 Sync.	Oct 26	October 20 Quiz 6 (Ch. 9) Class 6:30pm	Oct 21	Oct 22	Oct 23	Oct 24	Oct 25 Bias Report Due
Wk 9 Async.	Nov 2	October 27 Quiz 7 (Ch. 17) DB Post #3	Oct 28	Oct 29	Oct 30	Oct 31 Journal #7 DB Reply #3	Nov 1
Wk10 Sync.	Nov 9	November 3 Quiz 8 (Ch. 4 &5) Class 6:30pm	Nov 4	Nov 5	Nov 6	Nov 7 Journal #8	Nov 8 Supervision Paper due
Wk 11 Async.	Nov 16	November 10 Quiz 9 (Ch. 6 &7) DB Post #4	Nov 11	Nov 12	Nov 13	Nov 14 Journal #9 DB Reply #4	Nov 15
Wk 12 Sync.	Nov 23	November 17 Quiz 10 (Ch. 12) Class 6:30pm	Nov 18	Nov 19	Nov 20	Nov 21 Journal #10	Nov 22
Wk 13 Async.	Nov 30	November 24 DB Post #5	Nov 25	Nov 26	Nov 27 U.S. Thanksgiving	Nov 28 No DB Reply	Nov 29
Wk 14 Sync.	Dec 7	December 1 Quiz 11 (Ch. 8 & 15) Class 6:30pm	Dec 2	Dec 3	Dec 4	Dec 5 Journal #11	Dec 6 Agency & Community Assessment Paper due
Wk 15	Dec 14	December 8	Dec 9	Dec 10	Dec 11	Dec 12	Dec 13

Sync.		Quiz 12 (Ch. 10)				Journal #12	
Wk 16	Dec 21	December 15 No Class	Dec 16	Dec 17	Dec 18	Dec 19	Dec 20 Mid Term Evaluation due

Course Assessments

Assessment activities in any course help you to know how well you are mastering or understanding the learning objectives. Below, you will find the grading policies for this course, including late submissions, essential assignment criteria, and how to navigate Moodle due dates for activities if you are outside of Calvin's Eastern Time Zone (Grand Rapids, MI).

Grade Computation

Locate your gradebook view in Moodle to track your progress. I will regularly communicate assignment feedback for the course. This may include rubric or grading guide scores in course assignments, annotated comments and written feedback on document submissions, and scores in the Moodle gradebook. Grading information cannot be shared through email. The table below outlines how your grade will be calculated and weighted in this course.

Assignment	%	Learning Outcomes	Assessment
1. Preplacement Paper	5%	1, 2, 7	Social Work Competency Rubric
2. Seminar Attendance and Participation	10%	4, 9, 14, 15, 17, 18	Attendance and Participation Rubric
3. Weekly Journals (12)	10%	1, 3, 4, 5, 9, 10, 11, 17, 18, 19	Journal Rubric
4. Quizzes (12)	10%	1, 8	Quiz keys on Moodle
5. Discussion Board Posts (5)	10%	1, 5, 7, 18, 19	Discussion Board Post Rubric
6. Learning Contract	10%	1, 4, 7, 8, 9, 10, 16	Learning Contract rubric
7. Implicit Bias Paper	5%	1, 5, 6, 7, 19	Social Work Competency Rubric
8. Agency Paper	15%	1, 2, 3, 4, 7, 9, 12, 17, 18	Agency Paper rubric
9. Practicum Performance	25%	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	Supervisor's observations, Learning Contract Assessment
	100%		

Grading Scale

Letter							
A	94.00-100%	B	83.00-86.99%	C	74.00-76.99%	D	63.00-66.99%
A-	90.00-93.99%	B-	80.00-82.99%	C-	70.00-73.00%	D-	60.00-62.99%
B+	87.00-89.99 %	C+	77-79.99%	D+	67.00-69.99%	F	59.99% +under

Graded Assignments Overview and Details

1. Preplacement Paper

Purpose: The preplacement paper serves as a way for students to practice self-reflection practices and think through their learning prior to their field education placement.

Description: 1200–1500-word paper.

Task List: Prior to beginning your practicum placement, please write a reflection paper answering the following questions. Please use headers to help organize the paper.

- What are you looking forward to with your field education placement?
- What are some of the strengths you might bring to your practicum placement?
- What are some challenges you anticipate?
- How does the role of an intern differ from a field education student?
- How does the role of field education student differ from a staff member?
- Please review the learning contract template on Moodle. What are some of the areas that you might like to focus on?
- How will your faith inform the work you hope to do?
- How will a strengths perspective impact an approach to field education?
- Thinking through supervision, what would a good supervision experience look like for you?
- If someone were to ask you in April about what you thought about your practicum placement, what would it take to say that your time in field education was worthwhile?
- Is there anything you would like your field instructor or seminar instructor to know before your placement begins?

Assessment: The Social Work Competency Rubric will be used to assess this assignment.

2. Attendance and Participation – Synchronous Sessions Engagement Policy

2a. Purpose: Calvin University wants its graduate students to succeed, and we design education toward this end. Synchronous sessions are required in the MSW program, yet we also understand students have complex lives with multiple spheres to manage, including work and family. We structure synchronous learning with attention to these complexities.

2b. Explanation: Students must participate in eight of nine sessions, including the first synchronous session. This permits absence at one synchronous session. Synchronous sessions count for 20% of the grade. Missing more than one synchronous session will result in a 5% reduction (per session) against the overall grade. Missing 4 classes is grounds for a failing grade.

2c. Assessment: *4 guidelines for successful synchronous engagement: 50 pts possible each session*

- a. Attendance & Punctuality: You are present for the full session and on time (10 pts)
- b. Active participation: The camera is on, and you demonstrate preparedness by contributing thoughtful insights and questions and responding to the thoughts and questions of others (15 pts).

- c. Collaboration: You are respectful, engaged, and contribute positively and productively to group work and presentations (15 pts).
- d. Application of Learning: You apply concepts and/or skills to the specific class activities and demonstrate critical thinking with questions and insights (10 pts).

3. Weekly Journals

3a. Purpose: There are five purposes for writing journals:

- As a written exercise, journaling provides an instrument for students to conceptualize learning through critical reflection on practicum education activities to identify the nature of the tasks, the rationale for activities, and how they relate to your academic work and professional development.
- Thoughtful and reflective journals provide the practicum seminar instructor an additional method for monitoring your practicum education experience.
- Journals reviewed by faculty provide a formal feedback mechanism for use in developing future practicum education activities based upon identified learning strengths and weaknesses.
- The process of journaling can contribute to solution-building skills.
- Journaling can enhance the use of the Learning Contract by providing a mechanism for on-going review of student progress in practicum.

3b. Description: Students are to complete weekly journals during their practicum education experience that are submitted electronically to their practicum instructors. The journals must be of satisfactory depth, quality and style. While the journal is only one part of the practicum experience, it can be a basic source of self-assessment. Reviewed over the course of an academic year, journals provide a long-term account of students' growth, learning, and development.

3c. Task List: Students are required to journal each week they work in the practicum agency. The journal must be of satisfactory depth, quality, and style. It must be a critical review and assessment of your work in the social work profession. While the journal is only one part of the practicum education experience, it can be a source of self-assessment. Reviewed over the course of an academic year, journals provide a long-term account of the student's personal and professional learning and development. Journals will be used by supervisors and faculty to assess student progress with regard to the competencies and practice behaviors as identified in the learning contract. Weekly journals are due in Moodle by Friday at noon for concurrent students and Friday at midnight for block students.

Journaling should be completed at the end of each working day. Thirty minutes is the recommended time guideline to complete your entry. Students will submit, as one document each week, the journal entries to their practicum instructor. Instructions for submission of journals can be found in the syllabus for SOWK 580.

In all journal entries, it is essential that client confidentiality be protected!

3d. Format: Use a separate table for each day and combine tables into one document to be submitted to the practicum instructor.

Date:	Specific Hours:	Total:	Total Hours:
Practice Behaviors/Tasks/Experiences	<i>In this column, students should briefly identify and describe the tasks and experiences for the day as they relate to the learning contract and practice behaviors.</i>		
Personal Reactions/Feelings	<i>In this column, students should briefly describe their personal reactions and feelings to the events described in the first column.</i>		
Critical Thinking/Integration	<i>In this column, students should reflect critically about their experiences and connect and integrate them with the knowledge they have gained in the social work program courses and the core courses. Students should be explicit about the ways that their experiences are connected to and integrated with their education.</i>		
Connection to Learning Contract	<i>In this column, students will identify and list the specific Core Competency and Practice Behaviors from the Learning Contract that have been addressed in their practicum experience for the journal entry.</i>		

3e. Assessment: Practicum education journals are the primary mechanism for processing your practicum experience and communicating with your practicum instructor. Journals are a mandatory and graded component of SOWK 580. The following is a template to be used for completing the journals. Journals are to be completed daily submitted weekly as one document via Moodle. Each journal will be worth 10 points as follows:

- Practice behaviors/tasks/experiences (3 points)
- Personal reactions/feelings (3 points)
- Critical thinking/integration (3 points)
- Connection to learning contract (1 points)

4. Quizzes

There will be 12 quizzes over the course of the semester. Quizzes are typically true/false, multiple choice, or short answer. Quizzes are open book so you may consult the materials while you are taking the quiz. The quizzes will be based on the text readings as noted in the syllabus. You will have a week to complete the quiz and the quiz must be completed by the due date noted on the syllabus (typically right before Monday's seminar).

5. Discussion Board Posts

Directions for the initial post:

Your initial post should be no less than 500 and no more than 750 words and should include responses to the discussion board prompts

Direction for the replies:

- Your substantive replies can be of any length, but they should contain...
 - An understanding of at least a portion of the original post (perhaps paraphrased)
 - An expansion of the discussion (additional commentary, suggestion of related research/book/article, or a personal experience that expands on the idea)
- Using a respectful tone, respond to your classmate's original post. Are there assumptions being made? Is there information that was left out? Are their

conclusions/arguments supported by the readings/materials? Is there anything else that needs to be considered?

- Using a curious posture, invite others into the conversation by using open-ended questions and inquisitive language.

The two required responses must be to posts outside of the thread you started.

- As a courtesy, you are encouraged to reply to anyone who responds to your initial post. However, these replies do not count toward your two required responses.
- You may use conversational language, but pay attention to your grammar, sentence structure, and spelling.
- There are no APA formatting (i.e., double-spacing, title page, font, etc.) requirements for your post.
- Make sure you properly cite ideas that are not your own.

Important! Because of the interactive nature of these assignments, late posts will receive no credit.

Tips for a meaningful post and response:

- **Engage with the course material early in the week** so that you have a good understanding of the material before commenting. Use readings, lectures, and any other relevant resources to inform your thoughts. Read through the forum assignment question prompts before you engage with the material to guide your note taking and synthesis of the material.
- **Provide evidence** to demonstrate that you've done your research and add weight to your comment. This may come from the course material, outside sources, or your own experiences.
- **Add value to the discussion.** Ask questions, provide examples, offer your own insights, play devil's advocate, or expand on a point. Activate your intellectual curiosity and imagination to expand and challenge your understanding.
- **Engage with other commenters and invest in the discussion.** Respond to others' comments on your posts. Be respectful and hospitable. Constructive dialogue shows respect for the opinions of others, even if you disagree.
- **Proofread your comment before posting.** Did you adhere to the focus of the question prompt? Did you review grammar and spelling? Would another person generally read your comment as well-meaning and positive in tone?

Examples of postings that demonstrate higher levels of thinking:

- **Evaluation:** "While it's true that ... such as ..., there are also significant challenges to For example, ...
- **Synthesis:** "Based on my research, it seems that there are several common factors that contribute to ..., including By combining ...
- **Creative thinking:** "Rather than relying on traditional ..., I believe that ... should explore For example,....
- **Analysis:** "In my view, the most important factor contributing to the success of ... is their focus on By emphasizing ..., X Company has . .

6. Learning Contract

Purpose: The purpose of the learning contract is to establish observable practice

behaviors and skills which demonstrate the nine CSWE competencies at different levels of practice.

Description: The learning contract is a working document and agreement designed by students and site supervisors that assures an educational focus to the practicum experience. It lends specificity and individualization to the Social Work major competencies and practice behaviors in the practicum agency.

Task List:

- Students will create and list two tasks (demonstrable behaviors) for each of the practice behaviors for the nine competencies.
- Review learning contract with site supervisor and ask them for suggestions about specific tasks
- Include anticipated timeline for when tasks will be completed
- Upload learning contract to Moodle

Format: The specific format is listed in the assignment section of the syllabus. The final signed learning contract must be submitted in Moodle as well as Tevera.

Assessment: Social work competency rubric will be used to assess learning contract.

7. Implicit Bias Test Report

Purpose: This assignment will help students engage questions about cultural diversity and awareness through completion of tests created by and found on Harvard Implicit Association Test website. Students will be asked to reflect on the process at the end of the practicum

Description: Students will complete 5 tests (of their choice) found on Harvard's Implicit Association Tests website found at <https://implicit.harvard.edu/implicit/takeatest.html> Students will then complete a reflection based on their observations.

Task List:

- Take 5 tests found on Harvard Implicit Association website <https://implicit.harvard.edu/implicit/takeatest.html>
- Complete a reflection paper based on your observations on the test and your thought process during the test.

Format: The assignment will be submitted in the format of a 1200–1500-word paper.

Assessment: Aspects of the generalist social work competency rubric will be used to assess the paper.

8. Agency and Community Assessment Paper

Purpose: Students analyze thirteen dimensions of the social service agency in which they are doing the practicum practice. A complete analysis of the practicum agency is submitted in written form. You are to prepare a formal, typed (double spaced) paper which accurately describes the social service agency which serves as your practicum education site. Cover each of the topics listed below, or briefly state why a particular topic is not applicable. The purpose of this assignment is to maximize your familiarity with and understanding of your agency in a brief period of time. If you are working in a specific program as part of a larger agency (e.g., Refugee Foster Care Program at Bethany Christian Services) you may focus the majority of the paper on the program. In your introduction, clearly articulate whether you will focus on the entire agency or the program you are placed in. If you have any questions, consult your class instructor. Please be succinct and use good judgment regarding the length of your paper.

Topics to be Covered

- A. *Agency Purpose*: Describe the agency in terms of its stated goals and objectives. When and how was the agency founded? What is included in its mission statement? To what social problem(s) has your agency responded?
- B. *Funding*: What is the agency's overall operating budget for the fiscal year? What are the funding sources? Who takes responsibility for preparing the budget? How are decisions made regarding allocations of funds?
- C. *Target Populations*: Who are the agency's intended clients? What community and client needs does the agency attempt to provide? What issues of diversity do you see in the target population? What patterns of oppression and discrimination do you see? How is the agency sensitive to populations-at-risk? Are there discrepancies between the stated vs. actual clients and/or needs served? Why?
- D. *Physical Structure*: Where is the agency located? How long has it been in its present location? Is it accessible to target client systems? What is the condition of the building(s)? What are the offices like? Is there ample space? Where do you work? What was your first impression of the surroundings? What other services are housed in the same building or in adjacent buildings?
- E. *Staffing*: What are the professional backgrounds of the various workers in your agency? What are the functions of the social workers in your agency? Describe any perceived differences in roles and responsibilities of these professionals (e.g., social worker, psychologist, counselor, nurse, physician, educator). What tells you that the agency is committed to diversity in its hiring practices? Do you see evidence of discrimination in staffing patterns?
- F. *Theoretical Base*: Describe the theoretical base from which your agency operates. If there is no defined agency/program model, from what theoretical base do the individual professional staff operate? How well does your agency understand generalist social work practice and BSW education? How well does your agency understand a strengths perspective? How is the agency sensitive to sociopolitical, historical, economic, and environmental forces that influence client systems' opportunities? Give examples.
- G. *Policy*: How do city, county, state, and/or federal policies and procedures shape the work of your agency? Are there areas of conflict? How do the policies and procedures of your agency shape service delivery to client systems? Does your agency have a policy handbook/manual? If so, is it current? Is it followed? (If your agency does not have a policy manual, how are policies communicated?) How are policy changes made in your agency? How are grievances addressed? How do agency policies and procedures reflect sensitivity towards and commitment to achieving social and economic justice?
- H. *Research*: What type of research techniques are used to assess the outcomes or guide social work interventions in your agency? What evidence do you see of research or program evaluation being completed? What attitudes on the part of agency staff are present in relation to systematic evaluation of their own practice?
- I. *Relationship to Community*: Describe the community in which your agency is located (i.e., dominant social values, population, governmental unit, geographical characteristics, racial groups, economic bases, political party allegiance, etc.). Hint: much of this information can be gleaned from the Internet. Several paths for identifying demographic information are available. Some options will be identified in seminar. Identify community problems (i.e., problems connected with particular ethnic groups, conflicts or tensions in community, political or economic tensions in community, geographical areas

with particular concerns, etc.) and community strengths. Identify the social problem(s) to which your agency has responded. How would you describe the community's control over your agency? Identify community groups or agencies who oversight to your agency (i.e, funding agencies, inspectors, governmental bodies). Similarly, are their groups or agencies who provide legitimacy to your agency (i.e., accrediting bodies)? Identify resources in the community which complement and/or compete with your agency.

- J. *Social Work Values and Ethics*: What social work values do you see made operational by the agency (think in terms of mission, policies and procedures, commitments of staff, etc)? What ethical tensions does the agency face?
- K. *Challenges*: What do you see as two major challenges of this agency? You may express these in terms of the agency itself or its target population. Explain why you think these challenges exist and what options there might be for improvement in the situation. What options are being considered to address/re-dress these challenges? What could be considered that is not currently being considered?
- L. *Strengths and Resources*: Identify at least three significant strengths and/or resources in your agency. Remember that such resources can include human resources, material resources, community resources, etc. Describe how these strengths/resources enhance the mission of the agency.
- M. *Christian Perspective*: How do you see yourself carrying out a Christian perspective of social work in your agency setting?
- N. *Writing Style and APA Formatting*: The paper will be assessed based on writing style and use of APA formatting (APA title page, header, page numbers, in-text citations, reference page).

This information will be regarded as confidential, for use in understanding agency structures and functions for class purposes only. Do not turn in actual copies of agency records. You are to summarize and analyze this information from supervisors, colleagues, and/or your readings of agency material. Gathering this information should be part of your overall orientation process regardless of this assignment.

9. Mid Term Practicum Evaluation

Purpose: The purpose of the midpoint practicum evaluation is an opportunity for site supervisors to assess skills, behaviors, and knowledge of social work students.

Description: Using the social work competency rubric, site supervisors will evaluate each of the nine competencies based on student's observable behaviors and skills.

Task List:

- Students will attend a feedback session with the field instructor and practicum seminar instructor. Students will receive feedback on their competencies during the meeting.

Format: No submission on the part of the student is necessary.

Assessment: Assessment will be completed by the field instructor using the mid-practicum evaluation form provided in Tevera.

Additional Details Late Assignments Policy

Up to 20% of the total points will be deducted for assignments received 16 days late; assignments received more than 1 week late will receive 0 points.

Your proactive communication about challenges that impact your ability to complete an assignment by the due date is very important. Please email me as soon as possible so that we can discuss your options and maintain a successful, positive learning experience for you in this course.

Feedback

You can typically expect to receive feedback for assignments/activities within 5 days of the due date. Feedback for longer assignments may take up to seven days to appear in Moodle.

Time Zones

Assignment and activity due dates in Moodle reflect Calvin's location in the Eastern Time Zone. You will be asked to complete a Time Zone activity in the Getting Started module of this Moodle course to inform me and others of your time zone. All activity submissions in Moodle are time stamped so my awareness of your time zone will assist in determining whether your assignment meets the deadline. You can also confirm or edit your time zone in your Moodle Profile settings.

Time Management

Online courses generally have a weekly rhythm of activities and due dates. It can be helpful to plan your study habits around these activities. In addition, major projects may be chunked into weekly or bi-weekly segments that guide your process toward creating a well-prepared final product. Community learning activities in this course depend on your timeliness so that others can engage with you and respond meaningfully within the deadline. To encourage you to stay on schedule, due dates have been established for each assignment. These dates will also be visible in your Moodle calendar.

Participation in an Online Course

In order to be successful in this online course, plan to log in regularly and engage with the content and activities in a timely manner. It may be helpful for you to customize your notifications options for many group activities in Moodle to stay informed about course activities.

Online Course Netiquette

- At Calvin we aspire to educate for shalom, which means we are called not only to develop disciplinary knowledge and technical skills, but also to cultivate relationships of trust, reciprocity, and justice through the practices of Christian community.
- When you communicate with your professor and fellow students, have in the front of your mind that you are communicating with a human being, someone who bears the image of God.
- Respect the work of others. For example, before posting to a discussion board, be sure your question or topic has not already been addressed. Before asking a question about course expectations, read the syllabus.

- Do your part to build a Christian discourse community. For example, before you hit “send”, ask yourself if what you’ve communicated is marked by patience, gentleness, and self-control. Conversely, give others the benefit of the doubt. Practice simple manners, i.e., say “please” and express gratitude, and if wronged, practice forgiveness. Do not use ALL CAPS, which is often taken as shouting, and remember that tone matters: sarcasm can be difficult to successfully convey in written comments.
- Respect the sacredness of time by resisting the 24/7 temptation of life online and take a regular sabbath. Allow your professor and fellow students to do the same. Respect the time of both your professor and fellow students. Avoid posting irrelevant links, comments, or pictures to discussion forums.
- Offer to help peers who are having access or bandwidth challenges.

Course Technologies

VoiceThread for Lectures, Community Learning Engagements, and Presentations

This course uses VoiceThread (VT) for community learning, lectures, and presentations or projects. VT interactions can incorporate audio, video, multiple document formats, and media and is designed with accessibility in mind to meet the diverse needs of all learners. Please note that *lectures* in the VT Watch format will not be graded, and you are not required to SUBMIT upon completion. If you are unfamiliar with VoiceThread, our Moodle course contains helpful links to tutorials and examples.

Online Publisher Content or External Accounts

Students are encouraged to have access to a laptop computer which is compatible with Calvin’s learning management systems such as Moodle and Workday.

There is no online publisher content that students are expected to have access to for this course.

SOWK 581 Field Education II

Title: Field Education II

Course Number: SOWK 581

Credits: 4

Prerequisite: SOWK 580 Field Education I

Mode: 16 week, online, synchronous

Catalog Description: This praxis-oriented course requires a 400-hour onsite practicum (spread over SOWK 580 and SOWK 581). The practicum will be accompanied by a weekly 90-minute synchronous online seminar. Guided by a biblical perspective and NASW values, students will apply areas of social work content to experiences in the practicum, including professionalism, the planned change process, social policy, anti-oppressive practice, and professional ethics. Within the practicum setting, students will engage, assess, and intervene with client systems at the individual, family, group, community, and organizational levels.

Student Learning Outcomes:

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 (C1.1);
2. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication (C1.2);
3. Use technology ethically and appropriately to facilitate practice outcomes (C1.3);
4. Use supervision and consultation to guide professional judgment and behavior (C1.4);
5. Advocate for human rights at the individual, family, group, organizational, and community system levels (C2.1);
6. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels (C3.1);
7. 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 (C3.2);
3. Apply research findings to inform and improve practice, policy, and programs; (C4.1)
4. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice (C5.2);
8. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies (C6.1);
9. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies (C6.2);
10. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies (C7.1);
11. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan (C7.2);

12. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals (C8.1);
13. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies (C8.2);
14. Select and use culturally responsive methods for evaluation of outcomes (9.1);
15. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities (C9.2);
16. Identify and implement the key principles of the strength perspective in social work practice
17. Articulate a Reformed Christian understanding of the social work profession as a way to participate in God's renewal of all things

Topics:

Wk	Class Objectives	Readings	Assessment
1	Legal Issues	Garthwait, Chapter 11	
2	Leadership and Social Justice	Garthwait, Chapter 17	Learning Contract Addendum
3	Social Work Values and Ethics	Reamer, Chapter 1	
4	Social Work Values	Reamer, Chapter 2 IPE Colloquium #1	
5	Ethical Dilemmas and Decision-Making: A Framework	Reamer, Chapter 3	
6	Ethical Dilemmas in Social Work: Clinical Practice	Reamer, Chapter 4	Evidenced Based Paper
7	NO CLASS: Spring Break		
8	Ethical Dilemmas in Social Work: Macro Practice	Reamer, Chapter 5 IPE Colloquium 2	Class Discussion Leader
9	Advising Break – No class		
10	Malpractice and Unethical Conduct: Strategies for Prevention	Reamer, Chapter 6	Ethical Case Study
11	Break – No class		
12	Ethical Dilemma Presentations	IPE Colloquium 3	
13	Ethical Dilemma Presentations		
14	Ethical Dilemma Presentations		Placement Final Evaluation
15	Final Exit Interviews with Advisory Board		SWEAP Assessment
16			Post Placement Paper

Methods of Assessment (Current)

Assessment Measure	SLO Alignment	%	Assessment Tool	Dimension`
Attendance and Participation	1, 4, 9, 15, 17, 18	10%	Attendance Assessment Participation Rubric	Skills (participation) and values, affective
Weekly Journals	1, 3, 4, 5, 9, 10, 11, 17, 18	15%	Journal Rubric	Skills (writing), values, affective
Learning Contract Addendum	7, 8, 9, 10, 16, 19	5%	Learning Contract Rubric	Skills, values, affective
Evidenced Based Paper	7, 8, 9, 10, 16, 17, 19	10%	Social work competency rubric	Knowledge, skills (writing)
Class Discussion Leader	2, 10, 17, 18	5%	Class Leader Rubric	Knowledge, skills (group leading)
Ethical Paper and Presentation	1, 5, 7, 8, 9, 10, 11, 13, 14, 17, 18, 19	20%	Ethical Paper Rubric	Knowledge, skills (professional judgement), values, affective
Practicum Performance	1 - 19	30%	Supervisor's observations, Practicum Rubric	Knowledge, skills (professional judgement), values, affective
Post Placement Paper	1, 19, 20			Knowledge, skills (professional judgement), values, affective

Primary Source Information:

1. Reamer, F. (2018). *Social work values and ethics* (5th ed.). Columbia University Press.

1. Attendance and Participation

Purpose: The class serves as a venue to provide context to your experiences in practicum education as well as providing necessary training to better equip you in your role at your practicum placement.

Description: Seminar structure, purpose, and process in many ways parallel team meetings (case conferences, professional consultations, or whatever language might be used in your practicum education setting). Clear communication is an essential skill for social work practice. Thus,

conviction, confidence, and integrity are encouraged as important qualities in a profession committed to healing and human compassion.

Learning Outcomes (see syllabus): 1, 4, 9, 15, 17, 18

Task List:

- Read assigned readings in preparation for seminar.
- Attend seminar on a weekly basis and actively participate in class discussions.

Format: Practicum seminars occur online synchronously once a week for 90 minutes.

Assessment: Attendance and participation rubric will be used to assess attendance and participation.

2. Weekly Journals

Purpose: There are five purposes for writing journals:

- i. As a written exercise, journaling provides an instrument for students to conceptualize learning through critical reflection on practicum education activities to identify the nature of the tasks, the rationale for activities, and how they relate to your academic work and professional development.
- ii. Thoughtful and reflective journals provide the practicum instructor an additional method for monitoring your practicum education experience.
- iii. Journals reviewed by faculty provide a formal feedback mechanism for use in developing future practicum education activities based upon identified learning strengths and weaknesses.
- iv. The process of journaling can contribute to solution-building skills.
- v. Journaling can enhance the use of the Learning Contract by providing a mechanism for on-going review of student progress in practicum.

Description: Students are to complete weekly journals during their practicum education experience that are submitted electronically to their practicum instructors. While the journal is only one part of the practicum experience, it can be a basic source of self-assessment. Reviewed over the course of an academic year, journals provide a long-term account of students' growth, learning, and development.

Learning Outcomes (see syllabus): 1, 3, 4, 5, 7, 9, 10, 11, 17, 18, 19, 20

Task List:

- i. Students will submit, as one document each week, the journal entries to their practicum instructor. Journaling should be completed at the end of each working day. Thirty minutes is the recommended time guideline to complete your entry.
- ii. **In all journal entries, it is essential that client confidentiality be protected!**

Format: The journals must be of satisfactory depth, quality and style. APA formatting does not apply. Journal submissions should adhere to the following format:

Date:	Specific Hours:	Total:	Total Hours:
Practice Behaviors/Tasks/ Experiences	<i>In this column, student should briefly identify and describe the tasks and experiences for the day as they relate to the learning contract and practice behaviors.</i>		
Personal Reactions/Feelings	<i>In this column, students should briefly describe their personal reactions and feelings to the events described in the first column.</i>		

<p>Critical Thinking/Integration</p>	<p><i>In this column, students should reflect critically about their experiences and connect and integrate them with the knowledge they have gained in the social work program courses and the core courses. Students should be explicit about the ways that their experiences are connected to and integrated with their education.</i></p>
<p>Connection to Learning Contract</p>	<p><i>In this column, students will identify and list the specific Core Competency and Practice Behaviors from the Learning Contract that have been addressed in their practicum experience for the particular journal entry.</i></p>

Assessment: Practicum journal rubric will be used to assess this assignment.

3. Learning Contract Addendum

Purpose: The purpose of the learning contract is to update the learning contract which establishes observable practice behaviors and skills which demonstrate the nine CSWE competencies at different levels of practice.

Description: The addendum to the learning contract updates the working document and agreement designed by students and site supervisors that assures an educational focus to the practicum experience. The addendum makes any changes that help to lend specificity and individualization to the Social Work major competencies and practice behaviors in the practicum agency.

Learning Outcomes (see syllabus): 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19

Task List:

- i. Students will update their learning contract by reviewing which tasks have been completed and which practice areas need more attention.
- ii. Review learning contract with site supervisor and ask them for suggestions about specific tasks
- iii. Include anticipated timeline for when tasks will be completed
- iv. Upload learning contract to Moodle

Format: The specific format is listed in the assignment section of the syllabus. The final signed learning contract must be submitted in Moodle as well as Tevera.

Assessment: Social work generalist competency rubric will be used to assess learning contract.

4. Evidenced Based Paper

Purpose: The purpose of this assignment is to understand the evidence-based practices used to address issues in your agency setting and with the population served by the agency.

Description: A 1200–1500-word paper utilizing peer-reviewed research.

Learning Outcomes (see syllabus): 6, 7, 8, 9, 10, 16, 17, 18, 19

Task List: Students will gather four peer reviewed research articles specific to the setting and/or population served. Select an area of social work practice relevant to your practicum placement.

- a. Find four peer reviewed journal articles. Each article needs to present research or evaluation findings related to interventions in the specific area of social work practice

you have chosen. These articles will need to include research and evaluation findings at each client level—individuals, families, groups, organizations, and communities. Most likely, you will find a different article for each level. **Students may choose four of the five client levels.**

Format: When writing the paper, the following should be included for each of the four articles:

- The article reference in APA format
- 1 paragraph describing the intervention
- 1 paragraph describing the research methods used
- 1-2 paragraphs describing the results
- 1-2 paragraphs critiquing the methods/results and applying the research or evaluation findings to social work practice at the student's agency and/or with the client population.

Assessment: Social work competency rubric will be used to assess this assignment.

5. Class Discussion Leader

Purpose: The purpose of leading a class discussion is to practice competency 6, engaging with groups.

Description: Students will be responsible for presenting one chapter of the Reamer book to the seminar class.

Learning Outcomes (see syllabus): 2, 10, 18, 19

Task List:

- a. Students will be assigned a chapter in the Reamer textbook. While all students will be responsible for reading the entire Reamer book, each student will be assigned one chapter to present in seminar.
- b. The student(s) will come to seminar with an outline of the chapter and several discussion questions based on the chapter.
- c. Using their outline, the student(s) will then facilitate a discussion for 30 minutes.

Format: After the discussion, students will upload their outline to Moodle.

Assessment: The group leader rubric will be used to assess this assignment.

6. Ethical Paper and Presentation

Purpose: The ethical paper and presentation's intent is to help students practice competency 1.

Description: Using course texts, students will use a 1200–1500-word paper to critique the ethical dilemma that they have encountered in their practicum agency related to their role as a professional social worker. They will then present what they learned to their classmates via an informal presentation.

Learning Outcomes (see syllabus): 1, 2, 5, 6, 13, 14, 19, 20

Task List: Identify and critique an ethical dilemma you have encountered in your practicum agency related to your professional social worker role. Your paper and presentation should include the following dimensions.

Paper criteria should include:

- a. Present relevant case data and your role in working with the client system

- b. Identify the problem and factors that contribute to the problem. Discuss any social “isms” (i.e. racism, sexism, ageism, ableism) that shape the problem
- c. Apply Reamer’s Ethics Decision-Making Framework:
 - i. Step 1: Identify the ethical issues, including the social work values and duties that conflict
 - ii. Step 2: Identify the individuals, groups, and organizations that are likely to be affected by the ethical decisions. Try to understand and explain what is at stake for them
 - iii. Step 3: Tentatively identify all possible courses of action and the participants involved in each
 - iv. Step 4: Thoroughly examine the reasons in favor of and opposed to each possible course of action, considering relevant: codes of ethics and legal principles; ethical theories, principles, and guidelines (for example, deontological and teleological-utilitarian perspectives and ethical guidelines based on them), social work practice theory and principles; personal values including religious, cultural, and ethnic values and political ideology, particularly those that conflict with one’s own values;
 - v. Step 5: Consult with colleagues and appropriate experts (such as agency staff, supervisors, agency administrators, attorneys, ethics scholars)
 - vi. Step 6: Explain the decision you would/did make and the decision-making process
 - vii. Step 7: Explain how you would/did monitor and evaluate the decision and decision-making process
- d. Critically reflect on Reamer’s guidelines for making ethical decisions. In what ways were they useful/not useful and adequate/not adequate?

Presentation criteria: Come to seminar prepared to share a 3–5-minute presentation of your ethical dilemmas including the following information:

- i. Identifying the ethical dilemma. Which values are in tension?
- ii. Connect the ethical dilemma with social work values and Reamer’s framework.
- iii. Outline some possible responses
- iv. Choose a course of action you would recommend and using Reamer and other course materials, defend your recommendation.

Paper Format: Use APA formatting throughout including a title page, header, page numbers, in-text citations, and a reference page. Paper is also graded on overall writing style.

Assessment: Social work generalist competency rubric will be used for the paper portion and the class presentation rubric will be used to assess the presentation.

7. Practicum Final Evaluation

Purpose: The purpose of the final practicum evaluation is an opportunity for site supervisors to assess skills, behaviors, and knowledge and provide feedback to social work students.

Description: Using the social work competency rubric, site supervisors will evaluate each of the nine competencies based on student’s observable behaviors and skills.

Learning Outcomes (see syllabus): 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19

Task List:

- a. Students will attend a feedback session with the practicum faculty liaison and the site supervisor. Students will receive feedback on their competencies during the meeting.

Format: No submission on the part of the student is necessary.

Assessment: Field instructors will use the field education evaluation form provided.

8. Post Placement Paper

Purpose: The post placement paper serves as a way for students to practice self-reflection practices and to integrate their learning from their field education placement.

Description: 1200–1500-word paper.

Learning Outcomes (see syllabus): 1, 2, 7

Task List:

Write a 1200–1500-word reflection paper answering the following questions:

- What are some of the strengths you brought to your practicum placement?
- What are some challenges you faced?
- How did the role of an intern differ from a field education student?
- How did the role of field education student differ from a staff member?
- Please review the learning contract template on Moodle. What were some of the areas that were easy to incorporate? What were some of the areas that were more difficult?
- How did your faith inform the work you did?
- How did a strengths perspective impact the approach to field education?
- Thinking through supervision, what went well? Is there anything you wish went differently?
- What are three things you learned from this placement that you will try to integrate into your social work practice?

Format: 1200–1500-word paper.

Assessment: Social work generalist competency rubric will be used to assess this assignment.

SOWK 680 Advanced Field Education I Seminar

Title: Advanced Field Education I

Course Number: SOWK 680

Credits: 4

Mode: 16 week, online, synchronous

Catalog Description: This praxis-oriented course provides an on-site learning opportunity for students to demonstrate achievement of the nine CSWE competencies in a specialized social work practice setting. In conjunction with SOWK 681, students will complete a 500-hour practicum in a social work setting working toward mastery of their generalist social work skills (such as engagement, assessment, intervention, evaluation, and termination) while learning additional skills connected to their specialization. On-site practicum is accompanied by a weekly synchronous hour-long seminar where students connect with a faculty liaison and learn from peers' experiences. Students may complete a placement proximate to their geographic location. Assistance in finding site placement will be provided by the Field Director.

Student Learning Outcomes:

	Clinical Specialization Competency (CC)	Macro Specialization Competency (MC)
1	Identify, attend to, and facilitate ethical considerations including maintaining physical, interpersonal, spiritual, emotional, and psychological boundaries for clients and client systems, face to face and virtual, and demonstrate the ability to assess and address barriers to safety for clients across the lifespan (CC1.1)	Apply an anti-oppression framework integrating the principles included in the NASW and International Federation of Social Workers (IFSW) ethical codes, evidence-based knowledge, and relevant legal and policy-related information (MC1.1)
2	Use reflective supervision and case consultation to build self-knowledge, enhance professional competency, and to examine clinical interactions and practitioner reactions (CC1.2)	Model appropriate professional use of self in the different social work roles required in professional macro environments (MC1.2)
3	Explore client's experience of trauma as it relates to age, class, race, ethnicity, culture, ability, gender, gender identity and expression, immigration status, marital status, political ideology, religion, and tribal status (CC1.3)	Use multiple digital, written, and verbal communication skills to engage different constituencies, partners, and target audiences (MC1.3)
4	Maintain an active and robust referral stream and collaborate across disciplines and systems to gather resources for clients to facilitate referrals to needed or desired services (CC1.4)	Demonstrate an understanding of the significance of social work supervision as an accountability mechanism in supporting ethical and professional social work practice (MC1.4)
5	Apply understanding of social, racial, and environmental justice to advocate for the human rights of clients and their families at all levels of	Integrate knowledge of human rights theories, frameworks, international documents, conventions, and covenants into practice to improve social, economic, and environmental well-being (MC2.1)

	practice (CC2.1)	
6	Critically appraise and articulate an understanding of various forms and systems of oppression, discrimination, and trauma that affects individuals and their families with cultural humility, self-awareness, and empathy (CC3.1)	Formulate inclusive engagement strategies based on an intersectional analysis of systems of power, privilege, and oppression both within and outside organizational, community, and policy contexts, including the political economy and, for example, areas of racism, sexism, and nativism (MC3.1)
7	Educate themselves about and utilize non-oppressive, anti-racist language. (CC3.2)	Create a climate of inclusion that builds on the strengths of diverse constituencies, integrates diverse points of view, and facilitates full engagement in ways that embrace the cultural and spiritual histories of people (MC3.2)
8	Apply ethical, culturally informed, anti-racist, and anti-oppressive research practices that challenge inherent biases in quantitative and qualitative research methods to advance the purposes of social work (CC4.1)	Engage in critical analysis and ongoing review of research findings, macro practice models, and practice wisdom to inform organizational, community, and policy practice (MC4.1)
9	Contribute to and produce clinical research and practice which informs multi-disciplinary theories, frameworks, and perspectives. Recognize the contributions and limitations of various disciplinary perspectives and their corresponding research methods (CC4.2)	Collaborate, mobilize, and organize constituents, stakeholders, and colleagues to engage in research for advocacy, policy making, program design, and evaluation, and the dissemination of research findings to improve policies, programs, services, and interventions (MC4.2)
10		Develop and select research questions that strategically inform the research process and its impact on communities, programs, organizations, and policies (MC4.3)
11	Analyze, formulate, and advocate for policies at the local, state, federal, and international level that affects access to mental health promotion, prevention, and intervention services and actively work to dismantle oppressive policies, infrastructures, and practices (CC5.1)	Demonstrate leadership in formulating and implementing comprehensive advocacy campaigns that use carefully selected strategies and tactics (MC5.2)
12	Implement diversity informed relationship-based engagement strategies based on knowledge, theoretical frameworks, and recommended practices to build trust and collaboration (CC6.1)	Develop and implement multiple engagement strategies that reflect an understanding of structural, environmental, and power dynamics; policymakers' characteristics and objectives; and the strengths, priorities, and interests of stakeholder groups (MC6.1)

13	Respect the experience and bodies of knowledge that all individuals, families and groups bring to the engagement process (CC6.2)	Use interpersonal skills and relationship building to gain credibility with allies, clients, and constituents at the grassroots level in defining and communicating community and organizational needs and advancing potential solutions with decision makers (MC6.2)
14	Practice self-regulation within the present moment and maintain a curious and respectful posture by actively listening. Hold emotional intensity, tolerate ambiguity, respond authentically, and endeavor to understand other's experiences (CC6.3)	Use the roles of facilitator, organizer, educator, coach, trainer, and bridge builder to engage with members of a community groups and organizations to collaborate on a problem or condition they have mutually identified and want to solve or change (MC6.3)
15	Utilize anti-racist, anti-oppressive, evidence-based theories of practice to assess strengths and needs of clients and constituencies (CC7.1)	Assess and analyze assets, needs, benefits, gaps in services, rights, and the inequitable distribution of resources and power to identify appropriate macro interventions (MC7.1)
16	Continually invest in self-reflective practice to integrate knowledge of bias, power, and privilege which guides the collaborative assessment process with diverse clients and constituencies (CC7.2)	Develop, select, and conduct assessments using culturally appropriate metrics, analytical methods, frameworks, and tools, including primary data sources (e.g., surveys, interviews), secondary data sources (e.g., census, polling, precinct data), and the lived experience of affected individuals, families, groups within organizations, communities, and policy arenas (MC7.2)
17	Enhance comprehensive assessment process with clients by contributing to interprofessional collaboration with social work professionals and other professionals as defined by practice setting (CC7.3)	Collaborate with community members, professional colleagues, and political stakeholders throughout the assessment process (MC7.3)
18	Utilize anti-racist, anti-oppressive, evidence-based theories of practice to co-create culturally responsive interventions with clients and constituencies (CC8.1)	Utilize anti-racist, anti-oppressive, evidence-based theories of practice to co-create culturally responsive interventions with clients and constituencies (MC8.1)
19	Continually invest in self-reflective practice to integrate knowledge of systems of power which may impact the development of treatment plans with diverse clients and constituencies (CC8.2)	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies and facilitate their participation in macro interventions (MC8.2)

20	Enhance comprehensive intervention treatment plans with clients by contributing to interprofessional collaboration with social work professionals and other professionals as defined by practice setting (CC8.3)	Initiate and facilitate interprofessional collaborations within and between organizational, community, and policy partners to achieve positive system change (MC8.3)
21	Utilize anti-racist, anti-oppressive, evidence-based theories of practice to evaluate programs and services provided for clients and constituencies (CC9.1)	Utilize anti-racist, anti-oppressive, evidence-based theories of practice to evaluate programs and services provided for clients and constituencies (MC9.1)
22	Continually invest in self-reflective practice to integrate knowledge of systems of power which may impact the evaluation process of services and programs for diverse clients and constituencies (CC9.2)	Develop evaluation plans that include clear goals, outputs, and outcomes, and operationalize all aspects of a planned evaluation, including partners, measures, data collection, analysis, and dissemination (MC9.2)
23	Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives; by highlighting self-determination (CC10.1)	Identify and identify the strengths, expertise, and potential contributions of relevant stakeholder groups (e.g., coalitions, think tanks, organizations, associations, voters, and affected constituencies) to collectively exert influence for social change (MC10.1)
24	Integrate a Reformed Christian understanding of the social work profession as a way to participate in God's renewal of all things (CC11.1)	Treats communities and organizations with dignity and respect (MC 11.1)
25	Treat each person with utmost dignity and respect, valuing their diverse life experiences and religious/spiritual expression (CC11.2)	Diligently works toward restoration of relationships and systemic justice (MC11.2)

Topics:

Week	Topic	Readings	Assessment
1	Overview – Field Placement	Poulin, Ch. 1	Journal due
2	Learning about your agency Ethical and Professional	Poulin, Ch. 2	Journal due Pre-placement paper due
3	Developing a learning contract	Poulin, Ch. 3	Journal due
4	Using supervision		Journal due Learning Contract due
5	Reflection and self-awareness	Poulin, Ch 4	Journal due SWOT due
6	Ethical and professional behavior	Poulin, Ch. 5	Journal due Supervision paper due
7	IDI Assessment	Poulin, Ch. 6	Journal due

8	Semester Break		
9	Advancing human rights and social justice	Poulin, Ch. 7 & 8	Journal due
10	Applied Research	Poulin, Ch. 9	Journal due Evidenced Based Paper Due
11	Policy and practice	Poulin, Ch. 10	Journal due
12	Engagement at all system levels	Poulin, Ch 11	Journal due
13	Assessments	Poulin, Ch 12 & 13	Journal due
14	Interventions	Poulin, Ch. 14 & 15	Self-Reflection paper due
15	Evaluations	Poulin, Ch. 16	Midpoint evaluation due

Methods of Assessment: (Current)

Assignment	%	SLO	Assessment
Class Attendance and Participation	10%	2, 3, 4, 5, 6, 8, 9, 12, 14, 15, 17, 18, 19, 25	Participation rubric
Preplacement paper	10%	2., 7, 19	Preplacement paper rubric
Weekly Journals (12)	10%	1, 3, 5, 6, 7, 8, 9, 13, 14, 15, 17, 18, 19, 24, 25	Journal rubric
Learning Contract	15%	1, 2, 5, 8, 9, 10, 11, 14, 15, 18, 19, 20, 21, 22, 23, 24, 25	Learning contract rubric
IDI Assessment	10%	1, 6, 7, 15, 18, 19, 24, 25	IDI assessment rubric
Supervision paper	10%	4, 7	Supervision paper rubric
Policy Paper	10%	1, 2, 6, 10, 11, 23, 24, 25	
Mid Practicum Performance Evaluation	25%	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25	Field Education performance rubric

Primary Source Information:

1. Poulin, J., Matis, S., & Witt, H. (2023). *The social work field placement: A competency-based approach* (2nd ed.). Springer Publishing Company.

Assignments:

1. Attendance and Participation

Purpose: The class serves as a venue to provide context to your experiences in practicum

education as well as providing necessary training to better equip you in your role at your practicum placement.

Description: Seminar structure, purpose, and process in many ways parallel team meetings (case conferences, professional consultations, or whatever language might be used in your practicum education setting). Clear communication is an essential skill for social work practice. Thus, conviction, confidence, and integrity are encouraged as important qualities in a profession committed to healing and human compassion.

Task List:

- a. Read assigned readings in preparation for seminar.
- b. Attend seminar on a weekly basis and actively participate in class discussions.

Format: Practicum seminars occur online synchronously once a week for 90 minutes.

Assessment: Attendance and participation rubric will be used to assess attendance and participation.

2. Pre-Preplacement Reflection Paper

Purpose –The purpose of the paper is to help students prepare for the practicum by increasing self-awareness and to think through what it means to professionally engage in the field education experience.

Description: A 1200–1500-word reflection paper.

Task List: Complete a self-reflection paper prior to beginning practicum. Paper should include answers to the following questions:

- Write a reflection paper answering the following questions:
- What are you looking forward to with your field education placement?
- Is there anything you are nervous about?
- What are some of the strengths you might bring to your practicum placement?
- What are some challenges you anticipate?
- How does the role of an intern differ from a field education student?
- How does the role of field education student differ from a staff member?
- Please review the learning contract template on Moodle. What are some of the areas that you might like to focus on?
- How will your faith inform the work you hope to do?
- How will a strengths perspective impact an approach to field education?
- Thinking through supervision, what would a good supervision experience look like for you?
- What is your self-care plan during the practicum experience? Who are the people who can support you? What might you need to make the practicum experience successful?
- If someone were to ask you in April about what you thought about your practicum placement, what would it take to say that your time in field education was worthwhile?

Format: 1200–1500-word paper. APA formatting is not required but please use subheadings for the answers to each section. Grammar and spelling will be graded.

Assessment: Elements of either the clinical competency social work rubric or the macro social work competency rubric will be used to assess this assignment, dependent on the student's specialization.

3. Weekly Journals

Purpose: There are five purposes for writing journals:

- a. As a written exercise, journaling provides an instrument for students to conceptualize learning through critical reflection on practicum education activities to identify the nature of the tasks, the rationale for activities, and how they relate to your academic work and professional development.
- b. Thoughtful and reflective journals provide the practicum instructor an additional method for monitoring your practicum education experience.
- c. Journals reviewed by faculty provide a formal feedback mechanism for use in developing future practicum education activities based upon identified learning strengths and weaknesses.
- d. The process of journaling can contribute to solution-building skills.
- e. Journaling can enhance the use of the Learning Contract by providing a mechanism for on-going review of student progress in practicum.

Description: Students are to complete weekly journals during their practicum education experience that are submitted electronically to their practicum instructors. While the journal is only one part of the practicum experience, it can be a basic source of self-assessment. Reviewed over the course of an academic year, journals provide a long-term account of students' growth, learning, and development.

Task List:

- f. i. Students will submit, as one document each week, the journal entries to their practicum instructor. Journaling should be completed at the end of each working day. Thirty minutes is the recommended time guideline to complete your entry.
- g. ii. **In all journal entries, it is essential that client confidentiality be protected!**

Format: The journals must be of satisfactory depth, quality and style. APA formatting does not apply. Journal submissions should adhere to the following format:

Date:	Specific Hours:	Total:	Total Hours:
Practice Behaviors/Tasks/ Experiences	<i>In this column, student should briefly identify and describe the tasks and experiences for the day as they relate to the learning contract and practice behaviors.</i>		
Personal Reactions/Feelings	<i>In this column, students should briefly describe their personal reactions and feelings to the events described in the first column.</i>		
Critical Thinking/Integration	<i>In this column, students should reflect critically about their experiences and connect and integrate them with the knowledge they have gained in the social work program courses and the core courses. Students should be explicit about the ways that their experiences are connected to and integrated with their education.</i>		

Connection to Learning Contract	<i>In this column, students will identify and list the specific Core Competency and Practice Behaviors from the Learning Contract that have been addressed in their practicum experience for the particular journal entry.</i>
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4. Learning Contract

Purpose: The purpose of the learning contract is to establish observable practice behaviors and skills which demonstrate the nine CSWE competencies at different levels of practice.

Description: The learning contract is a working document and agreement designed by students and site supervisors that assures an educational focus to the practicum experience. It lends specificity and individualization to the Social Work major competencies and practice behaviors in the practicum agency.

Task List:

- a. Students will create and list two tasks (demonstrable behaviors) for each of the practice behaviors for the nine competencies.
- b. Review learning contract with site supervisor and ask them for suggestions about specific tasks
- c. Include anticipated timeline for when tasks will be completed
- d. Upload learning contract to Moodle

Format: The specific format is listed in the assignment section of the syllabus. The final signed learning contract must be submitted in Moodle as well as Tevera.

Assessment: Depending on the student's specialization, either the clinical social work competency rubric or macro clinical social work competency will be used to assess learning contract.

5. IDI report

Purpose: This assignment will help students engage questions about cultural diversity and awareness through completion of and written reflection of the Intercultural Developmental Inventory (IDI). Students will be asked to reflect on the process at the end of the practicum

Description: Students will complete the IDI questionnaire and receive personalized feedback. After receiving the feedback, students will complete a short paper which outlines their response to the personalized feedback.

Task List:

- a. Take the IDI (a link will be sent to you via e-mail)
- b. Sign up for a 20-minute meeting with the Professor
- c. You will then receive an e-mail with your IDI report and your Intercultural Development Plan (IDP) template.
- d. Please complete your IDP electronically (using instructions found in the syllabus) and attach it to Moodle.

b. For Report:

a. **Intercultural Development Plan**

The activities in 1.0., 2.0., and 3.0. are foundational to deeper intercultural competence development. These foundational activities are designed to increase your cultural self- and other- awareness across *all* Developmental Orientations along the Intercultural

Development Continuum (IDC). *The activities suggested in 4.0 are targeted to your own primary Developmental Orientation, as identified by the IDI.*

What has been your experience with cultural communities?

Briefly answer each of the five questions listed on the IDP. In Box 1.1, please also include your: Developmental Orientation, Perceived Orientation, Orientation Gap Leading Orientation, Reaction to your IDI profile results. For 1.1 consider the community/communities where you were raised. For 1.2 consider either your Calvin community or your practicum placement environment (indicate which one you are referencing).

First review section 4.0 and identify 2-3 activities you would like to work through over this semester. Then create two goals in section 2.0 related to the activities you identified in section 4.0 that will help you more effectively navigate cultural differences and commonalities. Also note how you will know you are making progress in meeting these goals.

As much as possible, connect your goals/activities to your Practicum Agency setting and the people served by your agency, so they are directly related to increasing your ability to effectively navigate cross-cultural differences and commonalities.

Identify 1-2 challenging situations or barriers you face.

See section 2.0 – you do not need to complete these activities prior to handing in this part of the assignment. Just indicate what your plan is for completing 2-3 of them before the end of the semester.

Format: The assignment will be completed based on the IDI report format. APA formatting and grammar will not be graded.

Assessment: Depending on the student’s specialization, either the clinical social work competency rubric or macro clinical social work competency will be used to assess learning contract.

6. Supervision Paper

Purpose: The purpose of the supervision paper is for students to reflect on their own views of social work supervision and as they see it evidenced in their placement.

Description: Students will apply Kudushin’s concept of the three aspects of supervision – administrative, support, and education in a reflection paper. In this assignment they will reflect on their own views of Kudushin’s concept of supervision as well as their experience of supervision in their field, related to the three aspects of supervision.

Task List:

- Students will reflect on their own views of Kudushin’s concept of supervision related to administrative, support, and education.
- Students will reflect on their own experiences of supervision in their field related to administrative, support, and education.

- Students will submit this reflection paper in Moodle.

Format: Students will submit a 4–6-page reflection paper following APA guidelines.

Assessment: Depending on the student’s specialization, either the clinical social work competency rubric or macro clinical social work competency will be used to assess learning contract.

7. Policy Paper

Purpose: To encourage students to think about the impact of policy on the particular population they work with at their field education placement.

Description: A 1200–1500-word paper regarding the impact of a policy on their particular field education population. Elements of the paper will be shared with fellow students in class.

Task List:

- Students will choose a child welfare policy from a selection of policies listed on Moodle which underscore the impact of policy on vulnerable populations. Students may also choose a policy that is not listed so long as the policy connects with and impacts infants, children, and their family.
- Write a 1200–1500-word paper outlining the following:
- After presenting your insights about the policy, be prepared to answer questions about the policy (you may not know everything about the policy, which is fine, but you should know enough to be able to answer a few follow-up questions).
 - A brief description of the policy
 - A brief history of the policy
 - How does this policy impact the population you work with?
 - Who was involved in the creation of the policy and what was it created in response to?
 - What is your evaluation of the policy- is it beneficial?
 - From what you have read about the policy and your own insight, what needs to be changed about the policy?
 - What will happen if this policy changes?
- Prepare to share what you learned with the class.
- Students should be prepared to spend approximately 5 minutes providing an overview of the policy and then answer questions for approximately 10 minutes.

Format: Formal paper will be 1200–1500-word paper. APA formatting will apply.

Assessment: Depending on the student’s specialization, either the clinical social work competency rubric or macro clinical social work competency will be used to assess learning contract.

8. Midpoint Practicum Term Evaluation

Purpose: The purpose of the midpoint practicum evaluation is an opportunity for site supervisors to assess skills, behaviors, and knowledge of social work students.

Description: Using the field education evaluation form, field instructors will evaluate each of the nine competencies based on student's observable behaviors and skills.

Task List:

- a. Students will attend a feedback session with the practicum faculty liaison and the site supervisor. Students will receive feedback on their competencies during the meeting.

Format: No submission on the part of the student is necessary.

Assessment: The field instructor will assess behaviors using the field education evaluation rubric.

SOWK 681 Advanced Field Education II Seminar

Title: Advanced Field Education II

Course Number: SOWK 680

Credits: 4

Prerequisite: SOWK 680

Mode: 16 week, online, synchronous

Catalog Description: This praxis-oriented course continues the work started in SOWK 680 and provides continuation of on-site learning opportunity for students to demonstrate achievement of the nine CSWE competencies in a specialized social work practice setting. Students will complete a 500-hour internship in a social work setting where they will work toward mastery of generalist social work skills (engagement, assessment, intervention, and termination) and those related to one's specialization. On-site practicum is accompanied by a weekly seminar where students connect with a faculty liaison and learn from peers' experiences. Licensure requirements as they relate to the nine competencies will also be reviewed.

Student Learning Outcomes:

	Clinical Specialization Competency (CC)	Macro Specialization Competency (MC)
1	Identify, attend to, and facilitate ethical considerations including maintaining physical, interpersonal, spiritual, emotional, and psychological boundaries for clients and client systems, face to face and virtual, and demonstrate the ability to assess and address barriers to safety for clients across the lifespan (CC1.1)	Apply an anti-oppression framework integrating the principles included in the NASW and International Federation of Social Workers (IFSW) ethical codes, evidence-based knowledge, and relevant legal and policy-related information (MC1.1)
2	Use reflective supervision and case consultation to build self-knowledge, enhance professional competency, and to examine clinical interactions and practitioner reactions (CC1.2)	Model appropriate professional use of self in the different social work roles required in professional macro environments (MC1.2)
3	Explore client's experience of trauma as it relates	Use multiple digital, written, and verbal

	to age, class, race, ethnicity, culture, ability, gender, gender identity and expression, immigration status, marital status, political ideology, religion, and tribal status (CC1.3)	communication skills to engage different constituencies, partners, and target audiences (MC1.3)
4	Maintain an active and robust referral stream and collaborate across disciplines and systems to gather resources for clients to facilitate referrals to needed or desired services (CC1.4)	Demonstrate an understanding of the significance of social work supervision as an accountability mechanism in supporting ethical and professional social work practice (MC1.4)
5	Apply understanding of social, racial, and environmental justice to advocate for the human rights of clients and their families at all levels of practice (CC2.1)	Integrate knowledge of human rights theories, frameworks, international documents, conventions, and covenants into practice to improve social, economic, and environmental well-being (MC2.1)
6	Critically appraise and articulate an understanding of various forms and systems of oppression, discrimination, and trauma that affects individuals and their families with cultural humility, self-awareness, and empathy (CC3.1)	Formulate inclusive engagement strategies based on an intersectional analysis of systems of power, privilege, and oppression both within and outside organizational, community, and policy contexts, including the political economy and, for example, areas of racism, sexism, and nativism (MC3.1)
7	Educate themselves about and utilize non-oppressive, anti-racist. (CC3.2)	Create a climate of inclusion that builds on the strengths of diverse constituencies, integrates diverse points of view, and facilitates full engagement in ways that embrace the cultural and spiritual histories of people (MC3.2)
8	Apply ethical, culturally informed, anti-racist, and anti-oppressive research practices that challenge inherent biases in quantitative and qualitative research methods to advance the purposes of social work (CC4.1)	Engage in critical analysis and ongoing review of research findings, macro practice models, and practice wisdom to inform organizational, community, and policy practice (MC4.1)
9	Contribute to and produce clinical research and practice which informs multi-disciplinary theories, frameworks, and perspectives. Recognize the contributions and limitations of various disciplinary perspectives and their corresponding research methods (CC4.2)	Collaborate, mobilize, and organize constituents, stakeholders, and colleagues to engage in research for advocacy, policy making, program design, and evaluation, and the dissemination of research findings to improve policies, programs, services, and interventions (MC4.2)
10		Develop and select research questions that strategically inform the research process and its impact on communities, programs, organizations,

		and policies (MC4.3)
11	Analyze, formulate, and advocate for policies at the local, state, federal, and international level that affects access to mental health promotion, prevention, and intervention services and actively work to dismantle oppressive policies, infrastructures, and practices (CC5.1)	Demonstrate leadership in formulating and implementing comprehensive advocacy campaigns that use carefully selected strategies and tactics (MC5.2)
12	Implement diversity informed relationship-based engagement strategies based on knowledge, theoretical frameworks, and recommended practices to build trust and collaboration (CC6.1)	Develop and implement multiple engagement strategies that reflect an understanding of structural, environmental, and power dynamics; policymakers' characteristics and objectives; and the strengths, priorities, and interests of stakeholder groups (MC6.1)
13	Respect the experience and bodies of knowledge that all individuals, families and groups bring to the engagement process (CC6.2)	Use interpersonal skills and relationship building to gain credibility with allies, clients, and constituents at the grassroots level in defining and communicating community and organizational needs and advancing potential solutions with decision makers (MC6.2)
14	Practice self-regulation within the present moment and maintain a curious and respectful posture by actively listening. Hold emotional intensity, tolerate ambiguity, respond authentically, and endeavor to understand other's experiences (CC6.3)	Use the roles of facilitator, organizer, educator, coach, trainer, and bridge builder to engage with members of a community groups and organizations to collaborate on a problem or condition they have mutually identified and want to solve or change (MC6.3)
15	Utilize anti-racist, anti-oppressive, evidence-based theories of practice to assess strengths and needs of clients and constituencies (CC7.1)	Assess and analyze assets, needs, benefits, gaps in services, rights, and the inequitable distribution of resources and power to identify appropriate macro interventions (MC7.1)
16	Continually invest in self-reflective practice to integrate knowledge of bias, power, and privilege which guides the collaborative assessment process with diverse clients and constituencies (CC7.2)	Develop, select, and conduct assessments using culturally appropriate metrics, analytical methods, frameworks, and tools, including primary data sources (e.g., surveys, interviews), secondary data sources (e.g., census, polling, precinct data), and the lived experience of affected individuals, families, groups within organizations, communities, and policy arenas (MC7.2)
17	Enhance comprehensive assessment process with clients by contributing to interprofessional collaboration with social work professionals and other professionals as defined by practice setting	Collaborate with community members, professional colleagues, and political stakeholders

	(CC7.3)	throughout the assessment process (MC7.3)
18	Utilize anti-racist, anti-oppressive, evidence-based theories of practice to co-create culturally responsive interventions with clients and constituencies (CC8.1)	Utilize anti-racist, anti-oppressive, evidence-based theories of practice to co-create culturally responsive interventions with clients and constituencies (MC8.1)
19	Continually invest in self-reflective practice to integrate knowledge of systems of power which may impact the development of treatment plans with diverse clients and constituencies (CC8.2)	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies and facilitate their participation in macro interventions (MC8.2)
20	Enhance comprehensive intervention treatment plans with clients by contributing to interprofessional collaboration with social work professionals and other professionals as defined by practice setting (CC8.3)	Initiate and facilitate interprofessional collaborations within and between organizational, community, and policy partners to achieve positive system change (MC8.3)
21	Utilize anti-racist, anti-oppressive, evidence-based theories of practice to evaluate programs and services provided for clients and constituencies (CC9.1)	Utilize anti-racist, anti-oppressive, evidence-based theories of practice to evaluate programs and services provided for clients and constituencies (MC9.1)
22	Continually invest in self-reflective practice to integrate knowledge of systems of power which may impact the evaluation process of services and programs for diverse clients and constituencies (CC9.2)	Develop evaluation plans that include clear goals, outputs, and outcomes, and operationalize all aspects of a planned evaluation, including partners, measures, data collection, analysis, and dissemination (MC9.2)
23	Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives; and (CC10.1)	Identify and identify the strengths, expertise, and potential contributions of relevant stakeholder groups (e.g., coalitions, think tanks, organizations, associations, voters, and affected constituencies) to collectively exert influence for social change (MC10.1)
24	Integrate a Reformed Christian understanding of the social work profession as a way to participate in God's renewal of all things (CC11.1)	Treats communities and organizations with dignity and respect (MC 11.1)
25	Treat each person with utmost dignity and respect, valuing their diverse life experiences and religious/spiritual expression (CC11.2)	Diligently works toward restoration of relationships and systemic justice (MC11.2)

Topics:

Week	Topic	Readings	Assessment
1	Licensure overview	CSWE curricular guide readings	
2	Social work and reformed	NACSW readings	Journal due

	worldview (competency 11)		
3	Competency 1	CSWE curricular guide readings	Journal due
4	Competency 10	CSWE curricular guide readings	Journal due Learning Contract Addendum due
5	Competency 2	CSWE curricular guide readings	Journal due
6	Competency 3	CSWE curricular guide readings	Journal due
7	Competency 4	CSWE curricular guide readings	Journal due Advanced Evidenced Based Paper
8	Break – no class		Journal due
9	Competency 5	CSWE curricular guide readings	Journal due
10	Competency 6	CSWE curricular guide readings	Journal due Class discussion leader
11	Competency 7	CSWE curricular guide readings	Journal due
12	Competency 8	CSWE curricular guide readings	Journal due Ethical Dilemma Paper and Presentation
13	Competency 9	CSWE curricular guide readings	Journal due
14	Bringing it all together		Post placement paper
15			Final practicum evaluation

Methods of Evaluation:

Class Attendance and Participation	10%	2, 3, 4, 5, 6, 8, 9, 12, 14, 15, 17, 18, 19	Participation rubric
Weekly Journals (12)	15%	1, 3, 5, 6, 7, 8, 9, 13, 14, 15, 17, 18, 19	Journal rubric
Learning Contract Addendum	5%	1, 2, 5, 7, 9, 10, 11, 14, 15, 18	Learning contract rubric
Lead class discussion	10%	1, 2, 3, 4, 5, 6, 7, 8,	Discussion rubric

		9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	
Advanced Evidenced Based Paper	10%	6, 7, 8, 9, 10, 16, 17, 18, 19	Social work competency rubric
Ethical Dilemma Paper and Presentation	10%	2, 10, 18, 19	Social work competency rubric
Practicum Performance Evaluation	30%	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	Practicum performance rubric
Post Placement Paper	10%	2, 7, 19	Self-Reflection rubric

Assignments:

1. Attendance and Participation

Purpose: The class serves as a venue to provide context to your experiences in practicum education as well as providing necessary training to better equip you in your role at your practicum placement.

Description: Seminar structure, purpose, and process in many ways parallel team meetings (case conferences, professional consultations, or whatever language might be used in your practicum education setting). Clear communication is an essential skill for social work practice. Thus, conviction, confidence, and integrity are encouraged as important qualities in a profession committed to healing and human compassion.

Connection to Competencies: 1, 5, 8, 9, 10, 11

Learning Outcomes (see syllabus): 1, 4, 9, 15, 17, 18

Task List:

- Read assigned readings in preparation for seminar.
- Attend seminar on a weekly basis and actively participate in class discussions.

Format: Practicum seminars occur online synchronously once a week for 90 minutes.

Assessment: Attendance and participation rubric will be used to assess attendance and participation.

2. Weekly Journals

Purpose: There are five purposes for writing journals:

- i. As a written exercise, journaling provides an instrument for students to conceptualize learning through critical reflection on practicum education activities to identify the nature

of the tasks, the rationale for activities, and how they relate to your academic work and professional development.

- ii. Thoughtful and reflective journals provide the practicum instructor an additional method for monitoring your practicum education experience.
- iii. Journals reviewed by faculty provide a formal feedback mechanism for use in developing future practicum education activities based upon identified learning strengths and weaknesses.
- iv. The process of journaling can contribute to solution-building skills.
- v. Journaling can enhance the use of the Learning Contract by providing a mechanism for on-going review of student progress in practicum.

Description: Students are to complete weekly journals during their practicum education experience that are submitted electronically to their practicum instructors. While the journal is only one part of the practicum experience, it can be a basic source of self-assessment. Reviewed over the course of an academic year, journals provide a long-term account of students' growth, learning, and development.

Connection to Competencies: 1, 2, 3, 5, 6, 9, 10, 11

Learning Outcomes (see syllabus): 1, 3, 4, 5, 7, 9, 10, 11, 17, 18, 19

Task List:

i. Students will submit, as one document each week, the journal entries to their practicum instructor. Journaling should be completed at the end of each working day. Thirty minutes is the recommended time guideline to complete your entry.

ii. **In all journal entries, it is essential that client confidentiality be protected!**

Format: The journals must be of satisfactory depth, quality and style. APA formatting does not apply. Journal submissions should adhere to the following format:

Assessment: Practicum journal rubric will be used to assess this assignment.

3. Learning Contract Addendum

Purpose: The purpose of the learning contract is to update the learning contract which establishes observable practice behaviors and skills which demonstrate the nine CSWE competencies at different levels of practice.

Description: The addendum to the learning contract updates the working document and agreement designed by students and site supervisors that assures an educational focus to the practicum experience. The addendum makes any changes that help to lend specificity and individualization to the Social Work major competencies and practice behaviors in the practicum agency.

Connection to Competencies:1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

Learning Outcomes (see syllabus): 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19

Task List:

- Students will update their learning contract by reviewing which tasks have been completed and which practice areas need more attention.
- Review learning contract with site supervisor and ask them for suggestions about specific tasks
- Include anticipated timeline for when tasks will be completed
- Upload learning contract to Moodle

Format: The specific format is listed in the assignment section of the syllabus. The final signed learning contract must be submitted in Moodle as well as Tevera.

Assessment: Depending on the student's specialization, either the clinical social work competency rubric or macro clinical social work competency will be used to assess learning contract.

4. Class Discussion Leader

Purpose: The purpose of leading a class discussion is to practice competency 6, engaging with groups.

Description: Students will be responsible for presenting one chapter of the course text to the seminar class and leading class discussion.

Connection to Competencies: 1, 6, 10, 11

Learning Outcomes (see syllabus): 2, 10, 18, 19

Task List:

- a. Students will be assigned a chapter in the course textbook. While all students will be responsible for reading the entire course book, each student will be assigned one chapter to present in seminar.
- b. The student(s) will come to seminar with an outline of the chapter and several discussion questions based on the chapter.
- c. Using their outline, the student(s) will then facilitate a discussion for 30 minutes.

Format: After the discussion, students will upload their outline to Moodle.

Assessment: Discussion leader rubric will be used to grade this assignment.

5. Evidenced Based Paper

Purpose: The purpose of this assignment is to understand the evidence-based practices used to address issues in your agency setting and with the population served by the agency.

Description: A 1200–1500-word paper utilizing peer-reviewed research.

Connection to Competencies: 3, 4, 5, 6, 9, 10, 11

Learning Outcomes (see syllabus): 6, 7, 8, 9, 10, 16, 17, 18, 19

Task List: Students will gather four peer reviewed research articles specific to the setting and/or population served. Select an area of social work practice relevant to your practicum placement.

- a. Find four peer reviewed journal articles. Each article needs to present research or evaluation findings related to interventions in the specific area of social work practice you have chosen. These articles will need to include research and evaluation findings at each client level—individuals, families, groups, organizations, and communities. Most likely, you will find a different article for each level. **Students may choose four of the five client levels.**

Format: When writing the paper, the following should be included for each of the four articles:

- The article reference in APA format
- 1 paragraph describing the intervention
- 1 paragraph describing the research methods used
- 1-2 paragraphs describing the results
- 1-2 paragraphs critiquing the methods/results and applying the research or evaluation findings to social work practice at the student’s agency and/or with the client population.

Assessment: Depending on the student’s specialization, either the clinical social work competency rubric or macro clinical social work competency will be used to assess learning contract.

6. Ethical Dilemma Paper and Presentation

Purpose: The ethical paper and presentation’s intent is to help students practice competency 1.

Description: Using course texts, students will use a 1200–1500-word paper to critique the ethical dilemma that they have encountered in their practicum agency related to their role as a professional social worker. They will then present what they learned to their classmates via an informal presentation.

Connection to Competencies: 1, 3, 7, 10, 11

Learning Outcomes (see syllabus): 1, 2, 5, 6, 13, 14, 19, 20

Task List: Identify and critique an ethical dilemma you have encountered in your practicum agency related to your professional social worker role. Your paper and presentation should include the following dimensions.

Paper criteria should include:

- a. Present relevant case data and your role in working with the client system
- b. Identify the problem and factors that contribute to the problem. Discuss any social “isms” (i.e. racism, sexism, ageism, ableism) that shape the problem
- c. Apply Reamer’s Ethics Decision-Making Framework:
 - i. Step 1: Identify the ethical issues, including the social work values and duties that conflict
 - ii. Step 2: Identify the individuals, groups, and organizations that are likely to be affected by the ethical decisions. Try to understand and explain what is at stake for them

- iii. Step 3: Tentatively identify all possible courses of action and the participants involved in each
 - iv. Step 4: Thoroughly examine the reasons in favor of and opposed to each possible course of action, considering relevant: codes of ethics and legal principles; ethical theories, principles, and guidelines (for example, deontological and teleological-utilitarian perspectives and ethical guidelines based on them), social work practice theory and principles; personal values including religious, cultural, and ethnic values and political ideology, particularly those that conflict with one's own values;
 - v. Step 5: Consult with colleagues and appropriate experts (such as agency staff, supervisors, agency administrators, attorneys, ethics scholars)
 - vi. Step 6: Explain the decision you would/did make and the decision-making process
 - vii. Step 7: Explain how you would/did monitor and evaluate the decision and decision-making process
- d. Critically reflect on Reamer's guidelines for making ethical decisions. In what ways were they useful/not useful and adequate/not adequate?

Presentation criteria: Come to seminar prepared to share a 3–5-minute presentation of your ethical dilemmas including the following information:

- i. Identifying the ethical dilemma. Which values are in tension?
- ii. Connect the ethical dilemma with social work values and Reamer's framework.
- iii. Outline some possible responses
- iv. Choose a course of action you would recommend and using Reamer and other course materials, defend your recommendation.

Paper Format: Use APA formatting throughout including a title page, header, page numbers, in-text citations, and a reference page. Paper is also graded on overall writing style.

Assessment: Depending on the student's specialization, either the clinical social work competency rubric or macro clinical social work competency will be used to assess learning contract.

8. Practicum Final Evaluation

Purpose: The purpose of the final practicum evaluation is an opportunity for site supervisors to assess skills, behaviors, and knowledge and provide feedback to social work students.

Description: Using the social work competency rubric, site supervisors will evaluate each of the nine competencies based on student's observable behaviors and skills.

Connection to Competencies: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 1

Learning Outcomes (see syllabus): 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19

Task List:

- a. Students will attend a feedback session with the practicum faculty liaison and the site supervisor. Students will receive feedback on their competencies during the meeting.

Format: No submission on the part of the student is necessary.

Assessment: Field instructors will use the field education evaluation form provided.

9. Post Placement Paper

Purpose: The post placement paper serves as a way for students to practice self-reflection practices and to integrate their learning from their field education placement.

Description: 1200–1500-word paper.

Connection to Competencies: 1, 3

Learning Outcomes (see syllabus): 1, 2, 7

Task List:

Write a 1200–1500-word reflection paper answering the following questions:

- What are some of the strengths you brought to your practicum placement?
- What are some challenges you faced
- How did the role of an intern differ from a field education student?
- How did the role of field education student differ from a staff member?
- Please review the learning contract template on Moodle. What were some of the areas that were easy to incorporate? What were some of the areas that were more difficult?
- How did your faith inform the work you did?
- How did a strengths perspective impact the approach to field education?
- Thinking through supervision, what went well? Is there anything you wish went differently?
- What are three things you learned from this placement that you will try to integrate into your social work practice?

Format: 1200–1500-word paper.

Assessment: Depending on the student’s specialization, either the clinical social work competency rubric or macro clinical social work competency will be used to assess learning contract.

APPENDIX D: LEARNING CONTRACTS EVALUATIONS

1. Evaluation of student performance in Generalist Practicum Education – Final *TO BE COMPLETED ON Experiential Learning Cloud (formerly Tevera)* Calvin University Master of Social Work Program

Name of Intern: _____ Date _____

Name of Supervisor: _____

Name of Agency: _____

Instructions for Rating Student Interns on the 11 Competencies:

- Supervisors are expected to complete a midterm evaluation in November or December and a final evaluation in April/May.
- Supervisors will receive the evaluation from the practicum liaison and/or student several weeks before it is due. The supervisor should make every effort to review the completed evaluation individually with the student before the practicum instructor practicum visit.
- These evaluations should be both *formative* and *evaluative*. In other words, we expect supervisors to review evaluations in detail with students, discussing strengths and weaknesses, pointing out areas for improvement, and pointing out areas that have not been addressed.
- The standard by which an intern is to be compared is that of an advanced master level clinical social worker (MSW). The 9 competencies that are specified in the learning contract and evaluation form are those established by our national accrediting organization (the Council on Social Work Education) plus two that are specific to Calvin University’s MSW program. Under each competency statement are several items (practice behaviors) that we ask that you rate according to the following criteria.
- At the midterm evaluation, it is possible that students have not completed tasks on certain competencies. At the midterm, it is appropriate to mark “not observed” if this is the case. By the final evaluation, a student should be rated on each practice behavior. For the final evaluation, students should be evaluated on every task.

Please keep in mind the following expectations for student performance. Students should be rated on a scale of 1-5 on every practice behavior.

	Rating	Notes
5	Excellent competency	At the final evaluation, a “5” would indicate going above and beyond expectations for the BSW-level.
4	Strong competency	At the final practicum evaluation, the BSW program aims for all students to achieve a “4” on all practice behaviors.
3	Basic competency	At the final evaluation, a “3” would be slightly below program expectations.
2	Emerging competency	
1	Lacks competency	

Each section begins with the core competency and ratings will be made for each practice behavior (PB). Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement. This evaluation is intended to give the intern feedback about her or his performance. The agency supervisor’s rating of these items will not directly be used to

calculate the grade that is given to the intern. The practicum instructor has the responsibility of assigning the grade for the course. For information about grades, please see the course syllabus.

Circle the number that best describes your assessment of the intern’s performance:

Competency 1: Demonstrate Ethical and Professional Behavior						
Practice Behaviors						
1.1 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;	1	2	3	4	5	N/O
1.2 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	1	2	3	4	5	N/O
1.3 Use technology ethically and appropriately to facilitate practice outcomes; and	1	2	3	4	5	N/O
1.4 Use supervision and consultation to guide professional judgment and behavior.	1	2	3	4	5	N/O

Evidence:

Competency 2: Engage Diversity and Difference in Practice						
Practice Behaviors						
2.1. Advocate for human	1	2	3	4	5	N/O

rights at the individual, family, group, organizational, and community system levels; and						
2.2. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	1	2	3	4	5	N/O

Evidence:

<u>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion in Practice</u>						
<u>Practice Behaviors</u>						
3.1. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and	1	2	3	4	5	N/O
3.2. 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	1	2	3	4	5	N/O

experts of their own lived experiences.						
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Evidence:

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

Practice Behaviors						
4.1. Apply research findings to inform and improve practice, policy, and programs; and	1	2	3	4	5	N/O
4.2. 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.	1	2	3	4	5	N/O

Evidence:

Competency 5: Engage in Policy Practice

Practice Behaviors						
5.1. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and	1	2	3	4	5	N/O

5.2. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	1	2	3	4	5	N/O
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Evidence:

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities						
Practice Behaviors						
6.1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and	1	2	3	4	5	N/O
6.2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	1	2	3	4	5	N/O

Evidence:

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities						
Practice Behaviors						
7.1. Apply theories of human behavior and person-in-environment, as	1	2	3	4	5	N/O

well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and						
7.2. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	1	2	3	4	5	N/O

Evidence:

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

Practice Behaviors						
8.1. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and	1	2	3	4	5	N/O
8.2. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf	1	2	3	4	5	N/O

of clients and constituencies.						
--------------------------------	--	--	--	--	--	--

Evidence:

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities						
Practice Behaviors						
9.1. Select and use culturally responsive methods for evaluation of outcomes;	1	2	3	4	5	N/O
9.2. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	1	2	3	4	5	N/O

Competency 10: Strengths Perspective						
Practice Behaviors						
10.1. Identify and implement the key principles of the strength perspective in social work practice.	1	2	3	4	5	N/O

Evidence:

Competency 11: Reformed Perspective						
Practice Behaviors						
11.1. Articulate a Reformed Christian understanding	1	2	3	4	5	N/O

of the social work profession as a way to participate in God's renewal of all things.						
---	--	--	--	--	--	--

Evidence:

Further Comments/elaboration:

Signature of Agency Supervisor _____

Agency _____

Date _____

The following section should be completed by intern:

My agency supervisor and faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

<i>Place an X after the appropriate response</i>	X
I agree with the evaluation	
I disagree with the evaluation	

Intern Name _____

Intern Signature _____ Date _____

If the intern disagrees with the evaluation s/he should state that disagreement in writing and submit a copy both to the agency supervisor and the practicum instructor. A meeting between the student, agency supervisor, and practicum instructor should then be held to discuss the disagreement.

**2. Evaluation of student performance in Clinical Practicum Education –Final
TO BE COMPLETED ON Experiential Learning Cloud (formerly Tevera)**

Calvin University Master of Social Work Program
Learning Contract Evaluation – Advanced Clinical

TO BE COMPLETED ON Experiential Learning Cloud (formerly Tevera)

Name of Student: _____ Date _____

Name of Supervisor: _____ Name of Agency: _____

Instructions for Rating Student Interns on the 11 Competencies:

- Supervisors are expected to complete a midterm evaluation in November or December and final evaluation in April/May.
- Supervisors will receive the evaluation from the practicum liaison and/or student several weeks before it is due. The supervisor should make every effort to review the completed evaluation individually with the student before the practicum instructor practicum visit.
- These evaluations should be both *formative* and *evaluative*. In other words, we expect supervisors to review evaluations in detail with students, discussing strengths and weaknesses, pointing out areas for improvement, and pointing out areas that have not been addressed.
- The standard by which an intern is to be compared is that of an advanced master level clinical social worker (MSW). The 9 competencies that are specified in the learning contract and evaluation form are those established by our national accrediting organization (the Council on Social Work Education) plus two that are specific to Calvin University’s MSW program. Under each competency statement are several items (practice behaviors) that we ask that you rate according to the following criteria.
- At the midterm evaluation, it is possible that students have not completed tasks on certain competencies. At the midterm, it is appropriate to mark “not observed” if this is the case. By the final evaluation, a student should be rated on each practice behavior. For the final evaluation, students should be evaluated on every task.

Please keep in mind the following expectations for student performance. Students should be rated on a scale of 1-5 on every practice behavior.

	Rating
5	Excellent competency
4	Strong competency
3	Basic competency
2	Emerging competency
1	Lacks competency
N/O	Not Observed

Each section begins with the core competency and ratings will be made for each practice behavior. Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement. This evaluation is intended to give the intern feedback about her or his performance. The agency supervisor's rating of these items will not directly be used to calculate the grade that is given to the intern. The practicum instructor has the responsibility of assigning the grade for the course. For information about grades, please see the course syllabus.

Competency 1: Demonstrate Ethical and Professional Behavior			
Practice Behaviors	Field Supervisor Evaluation	Field Supervisor Notes	Student Evaluation
1.1 Identify, attend to, and facilitate ethical considerations including maintaining physical, interpersonal, spiritual, emotional, and psychological boundaries for clients and client systems, face to face and virtual, and demonstrate the ability to assess and address barriers to safety for clients across the lifespan			
1.2 Use reflective supervision and case consultation to enhance professional competency and to examine clinical interactions and practitioner reactions			
1.3 Explore their own trauma-related history and their positionality as well as client's experience of trauma as it relates to age, class, race, ethnicity, culture, ability, gender, gender identity and expression, immigration status, marital status, political ideology, religion, and tribal status			
1.4 Maintain an active and robust referral stream and collaborate across			

disciplines and systems to gather resources for clients to facilitate referrals to needed or desired services			
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Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice			
Practice Behaviors	Field Supervisor Evaluation	Field Supervisor Notes	Student Evaluation
2.1 Apply understanding of social, racial, and environmental justice to advocate for the human rights of clients and their families at all levels of practice;			
2.2 Implement and advocate for mental health systems, policies, and practices which promote the rights of all clients.			

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice			
Practice Behaviors	Field Supervisor Evaluation	Field Supervisor Notes	Student Evaluation
3.1 Critically appraise and articulate an understanding of various forms and mechanisms of oppression, discrimination, and trauma that affects individuals and their families with cultural humility, self-awareness, and empathy.			
3.2. Educate themselves about and utilize non-oppressive, anti-racist language			

Competency 4: Engage In Practice-informed Research and Research-informed Practice			
Practice Behaviors	Field Supervisor Evaluation	Field Supervisor Notes	Student Evaluation
4.1 Apply ethical, culturally informed, anti-racist, and anti-oppressive research practices that challenge inherent biases in quantitative and qualitative research methods to advance the purposes of social work			
4.2 Contribute to and produce clinical research and practice which informs multi-disciplinary theories, frameworks, and perspectives. Recognize the contributions			

and limitations of various disciplinary perspectives and their corresponding research methods.			
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Competency 5: Engage in Policy Practice			
Practice Behaviors	Field Supervisor Evaluation	Field Supervisor Notes	Student Evaluation
5.1 Analyze, formulate, and advocate for policies at the local, state, federal, and international level that affects access to mental health promotion, prevention, and intervention services and actively work to dismantle oppressive policies, infrastructures, and practices			
5.2. Educate stake holders in formulation, implementation, and evaluation of policies that impact clients and their families as those policies relate to human rights and social, economic, and environmental justice from the local to the international level			

Competency 6: Engage with Individuals, Families, and Groups			
Practice Behaviors¹	Field Supervisor Evaluation	Field Supervisor Notes	Student Evaluation
6.1. Implement diversity informed relationship-based engagement strategies based on knowledge, theoretical frameworks and recommended practices to build trust and collaboration			
6.2. Respect the experience and bodies of knowledge that all individuals, families and groups bring to the engagement process			
6.3 Practice self-regulation within the present moment and maintain a curious and respectful posture by actively listening. Hold emotional intensity, tolerate ambiguity, respond authentically, and endeavor to understand other's experiences.			

Competency 7: Assess Individuals, Families, and Groups			
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Practice Behaviors	Field Supervisor Evaluation	Field Supervisor Notes	Student Evaluation
7.1. Utilize anti-racist, anti-oppressive, evidence-based theories of practice to assess strengths and needs of clients and constituencies			
7.2 Continually invest in self-reflective practice to integrate knowledge of bias, power, and privilege which guides the collaborative assessment process with diverse clients and constituencies			
7.3 Enhance comprehensive assessment process with clients by contributing to interprofessional collaboration with social work professionals and other professionals as defined by practice setting			

Competency 8: Intervene with Individuals, Families, and Groups			
Practice Behaviors	Field Supervisor Evaluation	Field Supervisor Notes	Student Evaluation
8.1 Utilize anti-racist, anti-oppressive, evidence-based theories of practice to co-create culturally responsive interventions with clients and constituencies			
8.2. Continually invest in self-reflective practice to integrate knowledge of systems of power which may impact the development of treatment plans with diverse clients and constituencies			
8.3 Enhance comprehensive intervention treatment plans with clients by contributing to interprofessional collaboration with social work professionals and other professionals as defined by practice setting			

Competency 9: Evaluate Practice with Individuals, Families, and Groups			
Practice Behaviors	Field Supervisor Evaluation	Field Supervisor Notes	Student Evaluation
9.1. Utilize anti-racist, anti-oppressive, evidence-based theories of practice to systematically evaluate			

programs, services and outcomes for clients and constituencies			
9.2 Continually invest in self-reflective practice to integrate knowledge of systems of power which may impact the evaluation process of services and programs for diverse clients and constituencies			

Competency 10: Strengths Perspective			
Practice Behaviors	Field Supervisor Evaluation	Field Supervisor Notes	Student Evaluation
10.1. Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives; and			
10.2 Identify and use practitioner/client differences and life experiences from a strengths perspective.			

Competency 11: Reformed Perspective			
Practice Behaviors	Field Supervisor Evaluation	Field Supervisor Notes	Student Evaluation
11.1. Integrate a Reformed Christian understanding of the social work profession as a way to participate in God's renewal of all things			
11.2 Treat each person with utmost dignity and respect, valuing their diverse life experiences and religious/spiritual expression			

† For Competencies 6 through 9: Each competency must have at least one task for each system level (individual, family, group, organization, and community). Some tasks may cover multiple system levels. In these competencies, please specify which system level(s) the task will cover.

Further Comments/elaboration: _____

Signature of Agency Practicum Instructor _____

Agency _____

Date _____

The following section should be completed by student:

My agency supervisor and faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

<i>Place an X after the appropriate response</i>	<i>X</i>
I agree with the evaluation	
I disagree with the evaluation	

Intern Name _____

Intern Signature _____ Date _____

If the intern disagrees with the evaluation s/he should state that disagreement in writing and submit a copy both to the agency supervisor and the practicum instructor. A meeting between the student, agency supervisor, and practicum instructor should then be held to discuss the disagreement.

3. Evaluation of student performance in Macro Practicum Education – Final

Calvin University Master of Social Work Program Learning Contract Evaluation – Advanced Macro

TO BE COMPLETED ON Experiential Learning Cloud (formerly Tevera)

Name of Student: _____ Date _____

Name of Supervisor: _____ Name of Agency: _____

Instructions for Rating Student Interns on the 11 Competencies:

- Supervisors are expected to complete a midterm evaluation in November or December and final evaluation in April/May.
- Supervisors will receive the evaluation from the practicum liaison and/or student several weeks before it is due. The supervisor should make every effort to review the completed evaluation individually with the student before the practicum instructor practicum visit.
- These evaluations should be both *formative* and *evaluative*. In other words, we expect supervisors to review evaluations in detail with students, discussing strengths and weaknesses, pointing out areas for improvement, and pointing out areas that have not been addressed.
- The standard by which an intern is to be compared is that of an advanced master level clinical social worker (MSW). The 9 competencies that are specified in the learning contract and evaluation form are those established by our national accrediting organization (the Council on Social Work Education) plus two that are specific to Calvin University’s MSW program. Under each competency statement are several items (practice behaviors) that we ask that you rate according to the following criteria.
- At the midterm evaluation, it is possible that students have not completed tasks on certain competencies. At the midterm, it is appropriate to mark “not observed” if this is the case. By the final evaluation, a student should be rated on each practice behavior. For the final evaluation, students should be evaluated on every task.

Please keep in mind the following expectations for student performance. Students should be rated on a scale of 1-5 on every practice behavior.

Rating	
Excellent competency	5
Strong competency	4
Basic competency	3
Emerging competency	2
Lacks competency	1
Not Observed	N/O

Each section begins with the core competency and ratings will be made for each practice behavior. Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement. This

evaluation is intended to give the intern feedback about their performance. The agency supervisor’s rating of these items will not directly be used to calculate the grade that is given to the intern. The practicum instructor has the responsibility of assigning the grade for the course. For information about grades, please see the course syllabus.

Competency 1: Demonstrate Ethical and Professional Behavior			
Practice Behaviors	Field Supervisor Evaluation	Field Supervisor Notes	Student Evaluation
1.1 Apply an anti-oppression framework integrating the principles included in the NASW and International Federation of Social Workers (IFSW) ethical codes, evidence-based knowledge, and relevant legal and policy-related information			
1.2 Model appropriate professional use of self in the different social work roles required in professional macro environments;			
1.3 Identify and promote organizational and community vision, mission, goals, objectives, and values in the dynamic and evolving contexts of macro practice;			
1.4 Demonstrate an understanding of the significance of social work supervision as an accountability mechanism in supporting ethical and professional social work practice			

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice			
Practice Behaviors	Field Supervisor Evaluation	Field Supervisor Notes	Student Evaluation
2.1 Integrate knowledge of human rights theories, frameworks, international			

documents, conventions, and covenants into practice to improve social, economic, and environmental well-being			
2.2 Identify and engage key stakeholders to advocate for access to resources, services, benefits, and opportunities for vulnerable and marginalized clients, constituencies, and communities			

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice			
Practice Behaviors	Field Supervisor Evaluation	Field Supervisor Notes	Student Evaluation
3.1 Formulate inclusive engagement strategies based on an intersectional analysis of systems of power, privilege, and oppression both within and outside organizational, community, and policy contexts, including the political economy and, for example, areas of racism, sexism, and nativism			
3.2. Create a climate of inclusion that builds on the strengths of diverse constituencies, integrates diverse points of view, and facilitates full engagement in ways that embrace the cultural and spiritual histories of people			

Competency 4: Engage In Practice-informed Research and Research-informed Practice			
Practice Behaviors	Field Supervisor Evaluation	Field Supervisor Notes	Student Evaluation
4.1 Engage in critical analysis and ongoing review of research			

findings, macro practice models, and practice wisdom to inform organizational, community, and policy practice;			
4.2 Collaborate, mobilize, and organize constituents, stakeholders, and colleagues to engage in research for advocacy, policy making, program design, and evaluation, and the dissemination of research findings to improve policies, programs, services, and interventions;			
4.3 Develop and select research questions that strategically inform the research process and its impact on communities, programs, organizations, and policies;			

Competency 5: Engage in Policy Practice			
Practice Behaviors	Field Supervisor Evaluation	Field Supervisor Notes	Student Evaluation
5.1 Strategically document and disseminate information to key policymakers about unmet needs and program accomplishments by using research evidence, practice wisdom, stories of lived experience, and lenses of race, class, and gender;			
5.2. Analyze policies at local, state, national, and international levels to assess their impact on individuals, families, groups, organizations, and communities and on the			

values of human rights and social, economic, and environmental justice;			
5.3 Demonstrate leadership in formulating and implementing comprehensive advocacy campaigns that use carefully selected strategies and tactics;			

Competency 6: Engage with Individuals, Families, and Groups			
Practice Behaviors:	Field Supervisor Evaluation	Field Supervisor Notes	Student Evaluation
6.1. Develop and implement multiple engagement strategies that reflect an understanding of structural, environmental, and power dynamics; policymakers' characteristics and objectives; and the strengths, priorities, and interests of stakeholder groups;			
6.2. Use interpersonal skills and relationship building to gain credibility with allies, clients, and constituents at the grassroots level in defining and communicating community and organizational needs and advancing potential solutions with decision makers			
6.3 Use the roles of facilitator, organizer, educator, coach, trainer, and bridge builder to engage with members of a community groups and organizations to collaborate on a problem or condition they have mutually identified and want to solve or change	1.		

Competency 7: Assess Individuals, Families, and Groups			
Practice Behaviors	Field Supervisor Evaluation	Field Supervisor Notes	Student Evaluation
7.1. Assess and analyze assets, needs, benefits, gaps in services, rights, and the inequitable distribution of resources and power to identify appropriate interventions			
7.2 Develop, select, and conduct assessments using appropriate metrics, analytical methods, frameworks, and tools, including primary data sources (e.g., surveys, interviews), secondary data sources (e.g., census, polling, precinct data), and the lived experience of affected individuals, families, groups within organizations, communities, and policy arenas			
7.3 Collaborate with community members, professional colleagues, and political stakeholders throughout the assessment process;			

Competency 8: Intervene with Individuals, Families, and Groups			
Practice Behaviors	Field Supervisor Evaluation	Field Supervisor Notes	Student Evaluation
8.1 Utilize anti-racist, anti-oppressive, evidence-based theories of practice to co-create culturally responsive interventions with clients and constituencies			
8.2. Negotiate, mediate, and advocate with and on behalf of diverse clients and			

constituencies and facilitate their participation in macro interventions			
8.3 Initiate and facilitate interprofessional collaborations within and between organizational, community, and policy partners to achieve positive system change	1.		

Competency 9: Evaluate Practice with Individuals, Families, and Groups			
Practice Behaviors	Field Supervisor Evaluation	Field Supervisor Notes	Student Evaluation
9.1. Utilize anti-racist, anti-oppressive, evidence-based theories of practice to evaluate programs and services provided for clients and constituencies			
9.2 Develop evaluation plans that include clear goals, outputs, and outcomes, and operationalize all aspects of a planned evaluation, including partners, measures, data collection, analysis, and dissemination			

Competency 10: Strengths Perspective			
Practice Behaviors	Field Supervisor Evaluation	Field Supervisor Notes	Student Evaluation
10.1. Identify and implement the strengths, expertise, and potential contributions of relevant stakeholder groups (e.g., coalitions, think tanks, organizations, associations, voters, and affected constituencies) to collectively exert influence for social change			

Competency 11: Reformed Perspective			
Practice Behaviors	Tasks	Agency Supervisor Evaluation	Student Evaluation
11.1. Implement a Reformed Christian understanding of the social work profession as a way to participate in God's renewal of all things			

For Competencies 6 through 9: Each competency must have at least one task for each system level (individual, family, group, organization, and community). Some tasks may cover multiple system levels. In these competencies, please specify which system level(s) the task will cover.

Further Comments/elaboration:

Signature of Agency Practicum Instructor _____

Agency _____

Date _____

The following section should be completed by intern:

My agency supervisor and faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

<i>Place an X after the appropriate response</i>	<i>X</i>
I agree with the evaluation	
I disagree with the evaluation	

Intern Name _____

Intern Signature _____ Date _____

If the intern disagrees with the evaluation s/he should state that disagreement in writing and submit a copy both to the agency supervisor and the practicum instructor. A meeting between the student, agency supervisor, and practicum instructor should then be held to discuss the disagreement.

APPENDIX E: STUDENT'S EVALUATION OF PRACTICUM SITE AND SUPERVISOR

TO BE COMPLETED ON Experiential Learning Cloud (formerly Tevera)

Student:

Agency:

Practicum Instructor:

Semester(s) of Placement:

PART I: AGENCY LEARNING ENVIRONMENT

A. Orientation and Training Procedures (Complete A. during 1st semester of practicum education only)

1. Did you receive an agency orientation? Yes No

2. Check those topics that were covered in the orientation and training period:

- Introduction to staff
- Individual staff responsibilities
- Tour of agency/physical layout
- Your physical work space
- Agency structure
- Agency policies and procedures
- Agency goals, objectives and philosophy
- Agency programs and services
- Agency client demographics
- Characteristics of community served
- Community resources
- Your roles and responsibilities as an intern
- Observation of staff
- Discussion of supervision process
- Review of agency Confidentiality Policy

Safety issues in the practicum

3. Evaluate the extent to which the orientation process was helpful, including recommendations for changes.

B. Physical Setting

1. Check as many of the following as apply. I had:

- a place to store materials
- a permanent desk at which to work
- an office of my own
- an office with other people
- access to a phone
- access to get supplies as I needed them
- a place to conduct confidential business

2. Comment on the following: To what extent did you feel physically and psychologically part of the agency staff, including availability of other staff for providing assistance to you?

C. Learning Opportunities and Responsibilities

1.	Were learning experiences relevant to your learning needs as outlined on the learning contract?	Yes	No
	Explain:		
2.	Did the assignments call for a level of skill appropriate to your development?	Yes	Too High Too Low
3.	Discuss what portion of your time was spent in direct work with individuals, families, groups, organizations or community groups.		
4.	Describe your own growth in this placement (personal and professional) in terms of knowledge, skills, and values.		
5.	To what extent were you able to integrate and apply the academic knowledge you learned in the classroom with actual work situations?		

(Note: Information up to this point will be available for MSW students to review as they consider practicum education site selection)

PART II: PRACTICUM EDUCATION INSTRUCTION

- A. How often were regular planned supervisory conferences held?
- Every week

- Every two weeks
- Every month
- Other (specify):

Specify duration of conferences:

B. Evaluate the extent to which the supervisory conferences were helpful, including recommendations for change.

C. Please rate your practicum work instructor using the following scale.

		Exceptional	Good	Unsatisfactory	N/A
a.	Facilitated the process of integration into the agency system.				
b.	Encouraged & supported responsible decision-making concerning attendance at staff meetings, seminars and conferences.				
c.	Encouraged critical assessment, appraisal and evaluation of my work with clients & understanding and use of agency policy and procedures.				
d.	Facilitated learning of specific practice skills.				
e.	Encouraged identification with professional values and encouraged professional behavior consistent with those values.				
f.	Was clear and consistent about the expectations of this placement.				
g.	Encouraged and engaged in mutual assessment of learning needs, expectations and progress on an on-going basis.				
h.	Was aware of academic content and helped the integration of class and practicum experience.				
i.	Provided clear, understandable feedback on an on-going basis.				
j.	Was accessible to answer my questions and concerns.				

COMMENTS: Please make any comments or examples which would further clarify or expand on your ratings (e.g., teaching methods, areas of strengths and weaknesses, suggestions for change, etc.).

PART III: SUMMARY

A. Describe one or two experiences which you felt were valuable and state what you learned from those experiences.

B. Would you recommend that students be placed in this agency in the future? Why or why not?

C. Would you recommend that your practicum instructor be assigned students in the future? Why or why not?

D. What, if anything, would you like to see changed in your placement?

SIGNATURE:

Student _____ Date _____

APPENDIX F: NON-DISCRIMINATION POLICY

The Social Work Program Committee has adopted the following statement on non-discrimination:

The Calvin University Master of Social Work program, convinced that all persons are created in the image of God, affirms the worth and dignity of all persons. Consequently, the program is committed to operating in all respects without discrimination on the basis of race, color, ethnicity, age, religion, national origin, citizenship, ability status, political affiliation, marital status, sex, gender identity or expression, and sexual orientation.

In regard to creed, the program appoints social work faculty who are committed to and articulate the mission of the University and the goals of the MSW program.

Although the social work program welcomes direct complaints, we recognize the power differentials and would encourage individuals to go directly to Safer Spaces to report an incident or concern related to discrimination, harassment or retaliation (see <https://calvin.edu/offices-services/safer-spaces/>). Safer Spaces includes the goals based on Title IX to eliminate discrimination and violence based on sex but goes beyond Title IX to include all instances of discrimination, harassment and retaliation based on race, gender identity, sexual orientation, national origin, ability and all other protected groups on Calvin's campus and in the wider Calvin community. Students are encouraged to discuss their concerns or complaints with other staff on campus who might support them in this reporting process, such as staff in ISDO, the Sexuality Series, or the Center for Counseling and Wellness, for example.

Any person formally associated with Calvin's BSW or MSW program (i.e., faculty, practicum instructor, student, support staff) who believes that they have been discriminated against has the right, and is urged, to make a complaint to the social work program director. The complaint may be related to any aspect of the program, including, but not necessarily limited to, admission to the program, course procedures and assignments, practicum placement procedures and assignments, classroom and practicum placement interactions, grades, practicum evaluations, faculty advising, and student organization. The director, upon receiving a complaint, will within two weeks initiate attempts to help the person reach a satisfactory resolution of the complaint. If this fails, the person has the right, and is urged, to seek advice and help from those in the University administration, such as the academic dean, formally empowered to respond to such complaints.

APPENDIX G: PRACTICUM EDUCATION AFFILIATION AGREEMENT

PRACTICUM SITE EDUCATION AFFILIATION AGREEMENT Calvin University Master of Social Work Program

THIS AGREEMENT by and between the Calvin University Social Work Program, hereafter called "Program," and AGENCY NAME hereafter called "Agency."

Ref: STUDENT

WHEREAS, the Program, in order to meet the competencies of its Master of Social Work program, desires the privilege of providing a professional social work practicum education in the Agency, and

WHEREAS, the parties desire to set forth the essential points of their agreement in writing,

NOW, THEREFORE, it is understood and agreed between the parties as follows:

- I. The Program:
 - a. recognizes practicum education experience in the Agency as partial fulfillment of the requirements for the MSW Degree. The Program agrees to provide necessary training of Agency Supervisors and to keep the Agency advised concerning the objectives of the program. The Program's practicum education policies and procedures, as delineated in the Calvin University Social Work Practicum Education Manual, are part of this affiliation agreement. The Program agrees to provide the Agency with a Social Work Practicum Education Manual.
 - b. is responsible for the selection of students for practicum education placement subject to the approval of the Agency. The Program will advise students of the expectation that they fulfill practicum education obligations to the Agency. At a minimum, this includes completion of 400 or 500 agency-based practicum education hours during the period of placement, depending on standing in the program (regular or advanced). Students are permitted to rearrange the hours of practicum education during final examinations, subject to discussion and approval of the Agency Supervisor. The Program will provide the Agency with the Program's Practicum Education Calendar.
 - c. will assign a Practicum Instructor to each student and agency supervisor. The Practicum Instructor will conduct an on-campus weekly seminar with students to augment the practicum education experience. He/she will maintain regular contact with the practicum Agency, including no less than two supervisory visits per academic year. The Practicum Instructor is responsible for the assignment of the student's grade after consultation with the Agency Supervisor.
 - d. agrees to indemnify and save harmless the Agency from any and all liability occasioned by actions of students and/or faculty in the performance of this Agreement and from any liability asserted against the Agency by a student and/or faculty member for worker's

compensation, illness, or other claim which might be asserted against it by students and/or faculty arising out of the Agreement.

- e. will provide liability insurance for students in training as covered through the social services professional liability coverage offered in the Calvin University plan. The only exception is if students are driving their personal vehicle, the primary insurer will be the student's personal auto insurer.

II. The Agency:

- a. agrees to provide students with an educationally sound practicum education experience, sufficient for training for the level of master social work practice, under the supervision of a qualified Agency Supervisor.
- b. will provide the use of its facilities and the availability of clients and resources appropriate to meet the student's learning objectives.
- c. will interpret its programs and policies to the Program's faculty and keep them updated in relation to changes.
- d. will provide students with an orientation to its philosophy, policies, and procedures.
- e. agrees to make available the necessary office space and other required facilities, including travel expense reimbursement for agency-related assignments, necessary to complete assignments. Students are not employees and the Agency agrees not to use students to substitute or displace employees in whole or in part.
- f. agrees to provide an Agency Supervisor who meets the Program's qualifications. The Agency further agrees to provide the Agency Supervisor sufficient time for student instruction and for attendance at meetings offered by the Program. The Agency Supervisor is responsible for providing regular supervision (minimally, one hour per week of supervision) of the student in accord with the policies of the Program, including written semester evaluations on the student's progress.
- g. agrees to indemnify and save harmless the Program from any and all liability occasioned by actions of the Agency, the practicum education instructor, and staff in the delivery of social work services.

III. The Agency, in consultation with the Practicum Director and Practicum Instructor, shall have the right to request the termination or withdrawal of any student whose performance may be unsatisfactory to the Agency. The Program shall have the right to remove a student from a placement if determined to be in the Program's and/or student's best interest.

IV. There shall be no monetary consideration paid by either party to the other, it being acknowledged that the program provided hereunder is mutually beneficial. The parties shall

cooperate in administering this program in a manner which will tend to maximize the mutual benefits provided to the Program and Agency, to the end that the Program can offer its students beneficial experiences and the Agency can benefit through exposure of its staff to advances in the practicum of social work, by aiding in the growth and development of the profession, and through the potential for recruitment of future employees.

V. This Agreement shall be effective as of September 1, 2025, and shall continue in effect through September 1, 2026, at which time it shall be subject to review and renewal.

VI. This Agreement constitutes the entire agreement between the parties, and all prior discussions, agreements, and understandings, whether verbal or in writing, are hereby merged into this Agreement.

IN WITNESS WHEREOF, under authority of their governing bodies, the parties hereto have affixed their signatures.

Agency Administrator Name: _____

Date: _____

Agency Administrator
Signature: _____

Agency Supervisor (for student):

Date: _____

Agency Supervisor
Signature _____

Director of the Social Work Program Name: _____

Date: _____

Director of the Social Work Program Signature:

Practicum Director Name:

Date: _____

Practicum Director

Signature: _____

Please return to: Jennifer Siegel, Practicum Director, via mail (Department of Sociology and Social Work, Calvin University, 3201 Burton St. SE, Grand Rapids, MI 49546) or email (jenny.siegel@calvin.edu)

APPENDIX H: PRACTICUM AGENCIES (2025-2026)

**APPENDIX I: CALVIN UNIVERSITY BSW AND MSW ADVISORY
BOARD MEMBERS**

David Ames	Kent ISD
Chris Burgess	Kent County 17 th Circuit Court
Holly Daly	Young Life
Nick De Boer	Pine Rest Christian Mental Health Services (<i>retired</i>)
Regina Dix	Youth Collaboratory
Aubree Ellison	A Thriving Place
Matthew Kuzma	Department of Human Services
Chris Romero	Home Repair Services of Kent County
Rachel VerWys	Safe Haven Ministries

APPENDIX J: SOCIAL WORK FACULTY

Calvin University Master of Social Work Program

Stacia Hoeksema, M.S.W. (University of South Florida), L.M.S.W. (State of Michigan)

Practice experience includes Bethany Christian Services in Romania; in-home family counseling with the Florida Department of Children and Families; medical social work; hospice social work; outpatient counseling; support group facilitation; anti-racism training and organizational coaching. She is involved in several interprofessional practice/research collaborations at Calvin. Professor Hoeksema teaches Introduction to Social Work, Global Issues and Perspectives, The Helping Interview, Generalist Practice with Individuals, Generalist Practice with Families and Groups, and Social Work Practicum. She has served as the Practicum Director. She also teaches in the Calvin Prison Initiative and currently serves as the BSW Program Director.

Hendrika Schoon, Ed.D. (Bethel University), M.S.W. (Western Michigan University)

Practice experience with university populations and residential programs for at risk youth. Facilitated Mental Health First Aid for school and community groups. Research interests include mental health, use of technology, and social connections. Dr. Schoon teaches Social Research, The Helping Interview, the Capstone course and has served as the BSW Practicum Director.

Jennifer Siegel, Ph.D. (University of Maryland), M.S.W. (Michigan State University)

Practice experience includes work with Church World Service, U.S. Conference of Catholic Bishops in D.C. and Zambia, Lutheran Immigrant and Refugee Services, policy advocacy and consulting. Dr. Siegel's research examines structural conditions impacting behavioral health disparities among diverse populations. Specifically interested in structural conditions impacting mental health and substance use patterns among immigrant and refugee youth and families. Expertise in qualitative and quantitative research methods as well as program monitoring and evaluation. Teaching includes Social Work Clinical Practice with Immigrants and Refugees (U of Maryland), Human Behavior and the Social Environment, Social Research, and BSW Practicum Director.

Sherita M. Washington, Ph.D. student (Lancaster Bible College: Capital Seminary), M.S.W. (Norfolk State University) MA (Grand Rapids Theological Seminary)

Practice experience includes faith-based community organizing; academic advisor; adoption recruiter; child protection services advocate; cultural intelligence facilitator; anti-racism, and implicit bias trainer. Research interest includes the intersectionality of race and gender in Christian and secular institutions. Professor Washington's teaching experience includes: Introduction to Social Work, Social Welfare Policy, Social Work Practicum, Social Work Practice: Groups, Communities, and Organizations, Practice with Individuals and Families, and Social Work Research Design.

APPENDIX K: ACADEMIC CALENDAR 2025-2026

2025 FALL SEMESTER

Events	16-week Undergrad Semester
Fall Semester begins	September 2, Tuesday
Fall Break - no class	October 17 - 20
Advising Days - no class	October 21 - 22
Thanksgiving break - no class	November 26 - 27
Fall semester last day of class	December 11, Thursday
Study Day	December 12, Friday
Exams	December 13 - 18
Christmas Break	December 21 - January 19

2026 SPRING SEMESTER

Events	16-week Undergrad Semester
Spring Semester begins	January 20, Tuesday
Spring Break	March 9 - March 13
Advising Days - no class	March 25 - 26
Good Friday & Easter Monday - no class	April 3 - April 6
Spring semester last day of class	May 1
Exams	May 2 – May 7
Commencement	May 9, Saturday