Social Work Field Education Manual

NORTHERN ARIZONA UNIVERSITY | School of Social Work

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Welcome to Social Work Field Education

Social Work Field Education is the signature pedagogy of our degree that allows students the opportunity to practice and enhance their knowledge, values, and skills gained in the classroom. This final piece of your educational journey is the key to preparing you for your career in Social Work and presents a milestone of significant accomplishment. Your field placement will provide you with the opportunity to learn and grow professionally and personally all while making a difference in the lives of marginalized and underserved populations.

The Field Education Manual contains valuable information that provides students, and our placement site partners with our policies and procedures, as well as information about our forms, roles, expectations, and responsibilities of everyone involved in the field placement process. We ask that you thoroughly take the time to read and understand what is expected of you.

We also encourage you to fully take advantage of your field placement experience, use your curiosity to connect with people at your site, and know that everyone experiences some challenges along the way. This learning experience is for you and there will indeed be times that you are asked to step outside of your comfort zone, while always being supported and mentored. Social Work is a noble and rewarding career, and the Field Education Team empowers you to be the best you can be at your placement.

The Field Education Team is here to assist you as you prepare to enter the profession of Social Work.

We wish you the best.

Sincerely,

Julie Fritzler, MSW, LCSW
Director of Field Education

School of Social Work Mission & History

Northern Arizona University School of Social Work has a longstanding tradition of community service and preparing competent professional social workers for generalist practice with Native Americans, Latinos, and other populations of the Southwest. NAU became a federally designated Hispanic Serving Institution in Spring 2021, demonstrating a commitment to serving underrepresented populations. The Bachelor of Social Work (BSW) degree program has been accredited since 1988. The Master of Social Work (MSW) degree program has been accredited since 2018. Detailed information regarding the BSW and MSW programs can be found in the respective student handbooks provided to students upon admittance to the program.

Purpose of Field Placement

The purpose of field placement is to provide an educationally focused and directed practice experience that enables students to discover, develop, and enhance their competencies as generalist social workers. Field Education is the component of the social work curriculum designed to make real the behavioral incorporation of knowledge, values, and skills resulting in the acceptance and expression of responsibility and conscious use of self in professional practice. It is through field placement that student academic learning becomes operationalized and actualized.

Field placement makes learning direct, immediate, and personal. Students learning about their feelings and attitudes are encouraged, for a part of the experience involves exploration of feelings and emotions to a greater extent than is possible in the classroom. With this field placement experience, students grow in self-awareness and develop a sense of professional identity and competence.

Field placement represents a milestone of accomplishment and an opportunity for learning and growing professionally and personally while making a difference in the lives of others. For students, it is a time to apply in an organizational setting the knowledge, values, and skills gained in the classroom as a means to integration, internalization, and mastery. For Field Supervisors, it is an opportunity to contribute to the professional development of a colleague.

Field Education Contact Information

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Glossary of Terms

Field Placement: Internship or social work field education practice experience.

Field Placement Site: The organization where you will complete your field placement. An organization that has met all requirements and has been approved to host social work students for their field placement.

Sonia: A web-based database used for field placement processes. This includes the field education application process, tracking student placements, retaining historical placement information, and supplemental field placement coursework.

MyClinicalExchange: A web-based program used by select hospitals for students to complete required onboarding paperwork. This includes but is not limited to vaccination records, TB test results, background checks, and learning modules.

Certiphi: A web-based program where students can complete the required steps for placement site background checks and drug screening.

Field Education Roles

Field Education Team: Responsible for the management of all social work field education processes. Consists of the Director of Field Education, BSW Online Field Education Coordinator, Assistant Director of Field Education, Yuma BSW Field Education Coordinator, and Field Education Program Coordinator.

Director of Field Education: Facilitates the placement process for in-person Flagstaff BSW students. Oversees the social work field education processes, policies/procedures, program improvements, and field education personnel. Manages all field placement student conduct issues in collaboration with the Field Education Team and Faculty Field Liaison

BSW Online Field Education Coordinator: Facilitates the placement process for online BSW students. Coordinates with the Field Education Team in developing improvements/changes to field education processes, policies, and procedures.

Assistant Director of Field Education: Facilitates the placement process for MSW students. Coordinates with the Field Education Team in developing improvements/changes to field education processes, policies, and procedures.

BSW Yuma Field Education Coordinator: Facilitates the placement process for Yuma BSW Students. Coordinates with the Field Education Team in developing improvements/changes to field education processes, policies, and procedures.

Field Education Program Coordinator: Facilitates the placement process for students as needed. The primary point of contact for the development of new field placement partnerships. Maintains all field education records and historical information. Coordinates with the Field Education Team in developing improvements/changes to field education processes, policies, and procedures.

Faculty Field Liaison: Social Work Faculty member who oversees the student's field placement to ensure student learning is meeting the required social work competencies. Provides support to the student, field supervisor, and site to ensure the success of the field placement. Meets with the student and their field supervisor on an ongoing basis. Teaches the student's field education course and facilitates field placement seminars.

Field Supervisor: The assigned individual at your field placement that you will report to, will supervise your field placement, and evaluate your skills, knowledge, and social work competency. An individual who has been vetted by the Field Education Team and meets all requirements to be a Field Supervisor.

Task Instructor: An individual designated by your Field Placement Site to assist with your field placement. A Task Instructor may support the day-to-day activities of the student while at their field placement. The Task Instructor supports the student and the Field Supervisor but does not take over the role of the field supervisor in providing social work supervision.

Off-Site Field Supervisor: A Field Supervisor assigned to a student by the Field Education Team to provide remote supervision. The Off-Site Field Supervisor is a School of Social Work faculty member or contracted social worker in the community. Off-site Field Supervisors are considered in extenuating circumstances if no other placement site options are available, and an organization meets all other requirements.

Field Placement Eligibility

Before a student can be approved for field placement, the following conditions must be met:

MSW Students Field Placement Eligibility

1. Fully accepted into the MSW program.
2. Complete and submit the Field Placement Application in Sonia.

BSW Students Field Placement Eligibility

1. Fully accepted into the BSW program.
2. Have an overall GPA of 2.25.
3. Attained senior status.
4. Have completed SW 321 with a grade of B or better.
5. For block placement only, the student must have completed all required cognate, requisite, and major courses.
6. Complete and submit the Field Placement Application in Sonia.

Field Placement Model

The social work field education experience and training involves participating in the life of the placement site, attending regularly scheduled meetings, and other activities involved or sponsored by the site. Students are required to be present at their field placement during the site's operating hours. All field placement hours must be completed on-site.

Students are to complete all their field placement hours with their confirmed placement site. Students are not permitted to change placements at any point during their internship, nor allowed to split hours between two sites.

BSW Field Placement Model

The BSW program requires a minimum of 450 clock hours at one placement site. There are two types of field placement models. Students may select either of the field placement models in consultation with the Field Education Team.

- Concurrent field placement model -
    - 450 hours; two consecutive semesters; 225 hours a semester; minimum of 15 hours a week.
    - Students selecting this model will participate in their field placement at the same time they are taking courses.
- Block field placement model -
    - 450 hours; 450 hours in one semester; minimum of 30 hours a week.
    - Students selecting this model have completed all social work cognate, major, and requisite courses and wish to enroll in the field placement course only for one semester.

MSW Advanced Standing Field Placement Model

The Advanced Standing program requires a minimum of 450 clock hours at one placement site. Students are also required to have a minimum of 450 hours from their BSW Field Placement. Students will confirm their BSW hours in their Field Placement Application. Students who have less than 450 hours during their BSW Field Placement will be required to obtain enough hours in their specialized year to have a minimum of 900 hours. Students will complete their specialized year field placement at a site different from their BSW field placement.

- 450 hours; two consecutive semesters; 225 hours a semester; minimum of two full days per week.

MSW 2-Year Field Placement Model

The 2-Year program requires a minimum of 900 clock hours at two different placement sites. Specialized year field placements must be at a different placement site than the student's foundation year placement.

- Foundation Year: 450 hours; two consecutive semesters; 225 hours a semester; minimum of two full days per week.
- Specialized Year: 450 hours; two consecutive semesters; 225 hours a semester; minimum of two full days per week.

Summer Field Placement Exceptions

Students completing their field placement in the summer semester can expect more weekly hours due to the summer semester being condensed into 12 weeks.

Field Placement Process

BSW Field Placement Process

1. **Attend BSW Field Education Informational Session.** Informational session details will be shared with students in their SW 355 course.
2. **Complete and submit the Field Placement Application in Sonia.** Detailed instructions on completing the application will be emailed to the student. The following are the BSW application submission deadlines: • For a Fall semester internship start, application is due February 1 • For a Spring semester internship start, application is due April 1 • For a Summer semester internship start, application is due November 1
3. **Field application review meeting, placement site matching, and field placement search.** The Field Education Team will meet with students to review their application and discuss their interests/needs and will either: 1) match the student with a placement site and assist in coordinating an interview with the placement site contact OR 2) Determine the student will be responsible for finding their field placement. The NAU BSW Internship Search Guide should be used to assist the student in their search. The guide is located in Sonia on the home page under the documents section.
4. Field placement site interview. The student will interview with the site and if offered a field placement a new partnership may be established.
5. **Placement site partnership established.** The Field Education Team will follow up with the placement site regarding a potential partnership with the School of Social Work.
6. **Confirmation email sent.** Once a partnership has been established, a field placement confirmation email will be sent to the student, Faculty Field Liaison, and Field Supervisor.

MSW Field Placement Process

The following process is for Advanced Standing and 2-Year MSW students after program admittance.

1. **Watch MSW Field Education Informational Session.** Informational Session details will be emailed to students after admission to the MSW program.
2. **Complete and submit the Field Placement Application in Sonia.** Detailed instructions on completing the application will be emailed to the student. Due to the timing of the MSW admission process, field placement application deadlines are subject to change. Students will be given advanced notice of application deadlines. The Field Education Team will email students after their Field Placement Application has been reviewed and the student is approved to begin their field placement search.
3. **Begin field placement search.** The student is responsible for finding their field placement. The NAU MSW Internship Search Guide should be used to assist the student in their search. The guide is located in Sonia on the home page under the documents section.
4. **Submit the Field Placement Confirmation Form.** After the student has identified a site for their field placement, they will email the completed Field Placement Confirmation Form to the Assistant Director of Field Education. The form is located in Sonia on the home page under the documents section.
5. **Placement site partnership established.** The Field Education Team will follow up with the placement site regarding a potential partnership with the School of Social Work.
6. **Confirmation email sent.** Once a partnership has been established, a field placement confirmation email will be sent to the student, Faculty Field Liaison, and Field Supervisor.

The following process is for 2-Year MSW students entering their specialized year of the program.

1. **Complete and submit the MSW Specialized Year Student Information & Consent Form in Sonia.** Detailed instructions on completing the form will be emailed to the student. The Field Education Team will email students after the form has been reviewed and the student is approved to begin the field placement search.
2. **Begin field placement search.** The student is responsible for finding their field placement and can begin their search process. The NAU MSW Internship Search Guide should be used to assist the student in their search. The guide is located in Sonia on the home page under the documents section.
3. **Submit the Field Placement Confirmation Form.** After the student has identified a site for their field placement, they will email the completed Field Placement Confirmation Form to the Assistant Director of Field Education. The form is located in Sonia on the home page under the documents section.
4. **Placement site partnership established.** The Field Education Team will follow up with the placement site regarding a potential partnership with the School of Social Work.
5. **Confirmation email sent.** Once a partnership has been established, a field placement confirmation email will be sent to the student, Faculty Field Liaison, and Field Supervisor.

Incomplete Field Placement Application

Students who do not submit their field placement application by the provided deadline may lose the ability to complete their field placement at the desired start date.

Fingerprint Clearance Card and Student Background Check

Arizona Students

According to Arizona State Law, a fingerprint clearance card is required to work and care for children, the elderly, and vulnerable adults. Many social service organizations require students to obtain a fingerprint card. Students must obtain an IVP Fingerprint Clearance Card before starting their field placement. Instructions on obtaining the card are located in Sonia on the home page under the documents section. Any cost associated with this process is the responsibility of the student.

Non-Arizona Students

Students are responsible for researching and knowing their states' policies and procedures regarding fingerprint clearance and/or background checks.

Additional Placement Requirements

Organizations may have requirements for students to complete before the start of their field placement. These requirements include but are not limited to background checks, documentation of medical records, TB skin test, etc. Any cost associated with the field placement process is the responsibility of the student. Students are expected to inquire with the organization regarding these requirements. Students should be aware that some organizations have processes that could take multiple weeks before they are permitted to start their field placement.

Placement Process Systems

The Field Education Team utilizes several platforms to assist students in the placement process. These platforms include but are not limited to Sonia, myClinicalExchange, and Certiphi. Students will receive communication regarding the need to use one of these platforms. Any cost associated with the field placement process is the responsibility of the student.

Required Onboarding Tasks and HR Trainings

Additional Onboarding Tasks and HR Trainings Prior to Internship Beginning

Students may be asked to complete onboarding tasks and trainings required by the internship site before the formal internship begins. All hours completed may be entered into Sonia once the field course begins, as there is no way to record hours before the course start date. However, these hours are not considered "banked hours." Students are still required to attend the internship throughout the entire semester/academic year as scheduled. As a result, students may end up completing more than the minimum required hours, which is acceptable.

Selection of Field Placement Sites

Range of Field Placements

The cultural diversity of the state and southwestern region offers an exciting context for field placements and provides sites for federal, state, tribal, county, municipal, voluntary, and private placement settings. The School of Social Work is committed to utilizing these organizations to provide diverse and quality experiences to our students. The Field Education Team maintains a listing of approved field placement organizations in Sonia. The students may select from these organizations or consult with the Field Education Team about alternative settings. The Field Education Team is continually developing new field placement sites for our students.

Field Placement Selection Criteria

Before a field placement and Field Supervisor are approved to serve as a field placement, the Field Education Team shall complete an assessment of the field placement and the prospective Field Supervisor. These assessments will occur either in person or over virtually. The field placement assessment addresses the following:

- Field Placement Supervisor must be either a BSW or MSW from a CSWE-accredited school, with at least two years post-graduation experience. In extenuating circumstances, an off-site supervisor may be considered.
- Compatibility of the field placement's philosophy of service with the student learning outcomes.
- Evidence of adherence to social work values and ethics, to non-discriminatory personnel and service policies; and a commitment to Anti-Racism, Diversity, Equity, and Inclusion (ADEI).
- Size and scope of services providing breadth, diversity, and depth in learning opportunities.
- Evidence of acceptance of, respect for, and commitment to the goals and educational focus of the field education by:
    a. Providing a qualified Field Supervisor with knowledge of the roles and responsibilities associated with the function, or consenting to an Off-Site Field Supervisor sanctioned to carry out the field supervision functions (this option requires the site to provide an onsite day-to-day task instructor).
    b. Ensuring time and workload availability on the part of the designated Field Supervisor for effective supervision and professional learning, including participation in field education orientations, student weekly supervision, participation in site visits, and completing both midpoint and final field evaluation of student's performance.
    c. Providing the student with appropriate tasks, client systems, and learning opportunities.
    d. Granting appropriate autonomy to enable the student to accomplish tasks.
    e. Acceptance of students without discrimination as to ethnic origin, race, age, gender, gender identity, sexual orientation, political belief, physical disability, and/or religion.
    f. Providing adequate physical facilities for effective student learning - desk space, telephone access, computer access, office support, reimbursement for on-the-job costs consistent with staff privileges and budgetary provisions, and appropriate meeting facilities for the delivery of professional services.
    g. Availability as a resource for student placements on a continuing or as-needed basis.

Field Placement Affiliation Agreements

The Universal Affiliation Agreement establishes a relationship between the University and the Organization, to allow students from Northern Arizona University to participate in an unpaid or paid educational experience at a field placement site that may qualify for university academic credit, as determined by the University. Standard agreements are typically valid for five years unless otherwise requested by the organization. If the standard agreement does not meet organizational requirements a non-standard agreement can be requested.

Employer-Based Field Placement

The School of Social Work allows students to be in co-occurring field placement and employment within certain guidelines. Our program does not allow employment duties to be the same as field placement duties. Keeping students in a learner role is an integral component of the field placement experience and it's imperative that students are allowed to develop their social work skills and knowledge without the potential conflict of interest between employment and field placement. If the employer is an approved field placement site under the standard approval criteria; will ensure the student has clearly separated and differentiated tasks and activities from that of their employment; the student's scheduled hours of employment will be different from their scheduled hours of field placement, then a student may apply for an employer-based field placement.

Students will indicate on their Field Placement Application in Sonia if they are interested in a field placement with their employer and the Employer-Based Field Placement Application will be emailed to them. Employer-based field placements are not a guarantee and must be approved by the Field Education Team. The following criteria are used to determine the appropriateness of a student placement with a site in which they are currently employed:

a. The placement site must agree that the employee will be treated as a student learner and can complete the academic requirements of the field placement.
b. The student must have been employed with the organization for at least 12 months prior to starting the field placement.
c. Field supervision is provided by a person who is not the same as the student's employment supervisor and this person meets the qualifications to be a Field Supervisor.
d. The tasks and activities associated with the student's field placement are clearly separated and differentiated from the tasks and activities of the student's current employment.
e. Students must have their field placement in a different unit, or program, and with a different population. Preference is that the physical location of the field placement is different than that of employment, i.e. different building.
f. The student must present evidence that role confusion (between student and employee) will not occur.
g. Students scheduled hours of employment will be different from their scheduled hours of field placement.
h. Employer administrative representative must agree to the terms of an employer-based field placement and consent to the employer-based application with signature.

Students are only allowed one employer-based field placement. This includes BSW graduating and entering our MSW program and two-year MSW students.

An application will be denied if the employer-based field placement keeps a student in the same kind of organizational environment with the exact same population and the exact same kind of supervision.

Employer-based field placement students are required to communicate promptly with the Field Education Team following any employment changes. If an employer-based field placement student becomes

unemployed, the Field Education Team will work with the student and site to assess the feasibility and appropriateness of staying at the site to complete the field placement course requirements. If the determination is to terminate the field placement, then a new placement process plan will be created to ensure the student has the opportunity to complete their field placement in a timely manner with another site.

Field Placement Conflict of Interest

The Field Education Team will not approve a placement that has the potential to be a conflict of interest. Areas of conflict may include but are not limited to:

- Where a student has previously received services as a client.
- Where a student has been previously employed.
- Where the student's family members or friends are employed or are receiving services.
- Where the student's children receive services at or attend school.

Should there be a question about the existence of a conflict of interest or dual relationship per the NASW Code of Ethics, the student has the responsibility to inform the Field Education Team. It is the role of the Field Education Team to protect students, site employees, and clients from conflicts that may arise due to dual relationships. The consequences of nondisclosure may include forfeiting the field placement and/or disciplinary action.

Field Supervisor/Task Instructor Requirements & Expectations

Field Supervisor Requirements

- BSW students must be supervised by an individual with a BSW or MSW degree from a CSWE-accredited school and two years post-graduation experience.
- MSW students must be supervised by an individual with an MSW degree from a CSWE-accredited school and two years post-graduation experience.

Field Supervisor Expectations

Capacity for field supervision requires the ability to adapt social work practice knowledge, values, and skills to teaching. The prospective field supervisor will submit a current resume to the Field Education Team. The following criteria are used in selecting a field supervisor:

- Demonstrated capacity to assume responsibility for the teaching of students as evidenced by professional competence in social work practice; identification with the profession; and effectiveness in the creative use of organization function and structure.
- Motivation for field supervision as demonstrated by the desire to participate in the supervision of students in accordance with the philosophy and learning outcomes of the curriculum of the School of Social Work.
- Ability to conceptualize, illustrate, and communicate concepts, theories, principles, and processes of generalist social work practice.
- Evidence of ability to work with a variety of students regardless of age, religion, gender, political belief, race and ethnic background, sexual orientation, and/or physical condition.
- Time available to students to carry out the responsibilities of field supervision which includes educational assessment and performance evaluation, planning of learning experiences, and the scheduling of ongoing educational supervisory meetings.
- Participate in field education orientation and training programs to become familiar with educational outcomes and requirements and the process of supervising field placement.

Task Instructor Requirements

- A site employee identified by the Field Supervisor and assigned as a Task Instructor.
- A Task Instructor does not have specific degree requirements but rather should be qualified to provide the student with educational direction based on their knowledge and expertise in the field.

Task Instructor Expectations

- Participate in interviewing the selected student(s) for mutual determination of appropriateness of match of student and agency.
- Participate in the orientation of the student to the agency.
- Participate in the development of the student's learning agreement.
- Identify and select, with the student and Field Supervisor, activities and assignments related to the student's learning agreement.
- Provide the student with regular informal and periodic formal feedback regarding performance.
- Participate in field education orientations and training programs sponsored by the School of Social Work.

Off-Site Social Work Supervision

In extenuating circumstances, if no other placement site options are available and an organization meets all other requirements, an off-site supervisor may be considered.

Field Education Courses

Student GPA Requirements

- BSW students are required to have a 2.25 GPA to be eligible for field placement.
- MSW students are required to maintain a 3.0 GPA to be eligible for field placement.

Course Grade Requirements

- Students must receive a passing grade of P for all Field Education Courses.
- Students must receive a passing grade of B or better for any prerequisite and/or corequisite academic courses.

Registration for Field Education Courses

For more information on courses and the course catalog click here.

Degree	Course	Course Number
Bachelor of Social Work (Concurrent Field Placement)	Fieldwork Experience (1st semester)	SW 408 (6 credits)
	Fieldwork Experience (2nd semester)	SW 408 (6 credits)
Bachelor of Social Work (Block Field Placement)	Fieldwork Experience	SW 408 (12 credits)

Degree	Course	Course Number
Master of Social Work Foundation Year	Foundation Field I	SW 595 (3 credits)
	Foundation Field II	SW 596 (3 credits)
Master of Social Work Specialized Year	Advanced Field Education I	SW 695 (3 credits)
	Advanced Field Education II	SW 696 (3 credits)

Field Placement Course Policies and Expectations

Field Placement Orientation

The Faculty Field Liaison conducts formal field placement orientations for each of their field education courses during the first week of field placement. Students, Field Supervisors, and Task Instructors are expected to attend. The orientations cover syllabus course assignments and course outline; general field education information and NAU policies; Sonia user overview, mid-point and final evaluation processes; policies and processes regarding identifying unprofessional student behavior and steps to address these issues; use of social media; HIPPA and confidentiality; and the NASW Code of Ethics. The orientations prepare all field participants with the information needed for a successful field placement.

Field Placement Site Visits

There will be a minimum of three site visits scheduled and facilitated by the Faculty Field Liaison throughout the field placement. An initial check-in, a midpoint, and a final visit. These visits will be conducted virtually (for online students) or face-to-face (for the Flagstaff Campus and Yuma students). These visits are a required part of field placement to check in with the student and Field Supervisor.

The field visit objectives are to create and/or review the learning agreement, problem-solve any current challenges, and ensure that there are opportunities for students to demonstrate learning outcomes.

Learning Agreement

Development of the learning agreement is a collaborative process between the student and Field Supervisor, with the Faculty Field Liaison available for assistance and feedback. A learning agreement is due during the first month of placement. The Council on Social Work Education (CSWE) requires students to develop competency in skills, knowledge, and values that are part of the preparation to become social workers. These core competencies are discussed in detail here. The learning agreement provides structure and guidance to assist students in mastering these competencies.

We encourage all our Field Supervisors to create assignments that are based on their site's opportunities as well as students' interests and strengths. Assignments should be measurable and specific to your site and the student. The learning agreement should be reviewed monthly and is a dynamic document that can be changed and developed as the field placement proceeds.

Field Seminar

Students are required to attend a live monthly field seminar. The seminar schedule and location will be set before the semester starts and meet for two hours. Attendance and full participation are required. For students in online programs, participation will be via Zoom.

Field Supervision

Students are provided a one-hour minimum of weekly supervision by their assigned Field Supervisor. The Field Supervisor's qualifications are reviewed and approved by the Field Education Team.

Tracking of Field Placement Hours

Students will submit their field placement hours via Sonia and are expected to keep up to date on the submission of the hours. Field Supervisors will monitor the students' submissions and are required to approve or deny the hours.

Field Placement Midpoint and Final Field Evaluations

It is expected that the student's learning and performance are reviewed in an ongoing process throughout field placement. The formal evaluation process differs because of its focus on an overview and understanding of all levels of student performance and learning.
The course is graded Pass /Fail. Students will be graded on the successful completion of the course assignments and completion of required field placement hours. The field placement evaluation of the student's learning and performance is completed in the Social Work Education and Assessment Program (SWEAP) evaluation form. This evaluation is sent to the Field Supervisor at the midpoint and final portions of the field placement via an email link. The evaluation is to be completed electronically, and both the Field Supervisor and student must enter an electronic signature.

A grade of "F" or fail will be assigned to students who do not complete the assignments, complete the required hours, and do not demonstrate the expected level of learning outcomes as measured by the Field Placement Evaluation.

It is expected that the Field Placement Evaluation will be a mutual, shared process involving the student and any person involved in assigning and/or guiding activities related to the student's field placement. The Field Supervisor is responsible for initiating and facilitating that mutual process.

While the NAU Faculty Field Liaison is ultimately responsible for assigning the students' grade, it is required that this be done in consultation with the student and the Field Supervisor. In the event of differing perspectives held by the student and their Field Supervisor, the NAU Faculty Field Liaison is responsible for reviewing performance and concerns and for assigning the grade. If the student disagrees with any part of the written evaluation, they may note in the comments sections those areas of disagreement.

The signatures at the end of the electronic evaluation indicate that the persons involved with the student (including the student) in the field placement have participated in the evaluation process, even if there may not be agreement on points contained therein.

Request for Grade of In Progress
If students are not able to complete the field placement hours and/or field education course assignments by the end of the semester, they may be eligible for an In Progress (IP) grade. The Faculty Field Liaison will communicate with the student and placement site about this need and will work with students to create a plan of action to complete all field education requirements.

Change or Loss of Field Placement Supervisor
When a member of the Field Education Team is notified of a change in a Field Supervisor either by the student, Field Supervisor, or Faculty Field Liaison, all other parties will also be notified. If the proposed replacement Field Supervisor has not previously been vetted and approved, then a member of the Field Education Team will notify them of the protocol for approval. If they are already a current field Supervisor, the student will submit a new Field Placement Confirmation Form with the new Field Supervisor's signature.

When the Field Education Team is notified of the loss, resignation, or termination of a Field Supervisor either by the student, Field Supervisor, or Faculty Field Liaison, they will contact the placement site to ascertain what the site's plan is to provide a new Field Supervisor for the student.

Student Assessment of Field Supervisor & Placement Site
At the end of the field placement, students are required to complete an evaluation of the effectiveness of the placement site, including evaluating the Field Supervisor and Task Instructor (if applicable). This evaluation is completed in Sonia and the student's field course grade is not entered without the evaluation being completed.

Completing Field Placement Early
Students are not permitted to complete their field placements early. Students are expected to attend field placement for the full duration of the course semester, even after the minimum hour requirement is met.

Withdrawing from Field Education Course
If a student withdraws from a field education course, the student will be required to restart all course requirements including assignments and hours.

Student Responsibilities & Expected Professional Behavior

The National Association of Social Workers (NASW) Code of Ethics.
Professional social workers have an obligation to articulate and demonstrate the values, principles, and standards of the NASW Code of Ethics. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. Students are expected to conduct themselves in their field placement to the standards outlined in the Code. The NASW Code of Ethics can be found here.

Student Responsibilities

- Students are expected to adhere to the NASW Code of Ethics.
- Students are expected to adhere to site and field attendance policies.
- Students are expected to be involved in professional social work development through regular Field Supervisor supervision and assessment of academic and personal aptitude and performance.
- Students are expected to follow site and NAU policies, procedures, programs, and guidelines.
- Students are expected to act professionally and ethically to maintain confidentiality and give priority to the rights and needs of the clients.
- Students are expected to review the syllabus and complete all documentation/assignments as required by the site and the School of Social Work.

Student Expected Professional Behavior

- Students are expected to demonstrate initiative and assume responsibility for their learning and practice.
- In field placement, students are expected to behave in a way that reflects their accountability to the community, the field placement site, and their client systems.
- Students are expected, at all times, to demonstrate acceptance of social work values and ethics, and exhibit professional behavior in interactions and activities with client systems and in meeting field placement requirements such as hours of work, keeping appointments, maintaining appropriate records, reporting on work activities, participating in meetings, dressing appropriately, and observing confidentiality.
- Respect for the principle of confidentiality requires that no information be discussed with anyone except field placement personnel or with other people who have a professional responsibility for the material. Permission of the site must be obtained before site material is used for class/seminar purposes. When specific client system material is discussed in class or seminar, names, and other identifying material must be disguised. Full names must not be used; the use of an arbitrary initial or pseudonym is recommended.

Field Faculty Liaison Responsibilities

A faculty member of the School of Social Work is assigned to be the Faculty Field Liaison and Field Education Course Instructor. The Faculty Field Liaison assumes the following specific responsibilities concerning field education:

- The faculty field liaison meets at least three times during the field placement (beginning, middle, and end) with the Field Supervisors and students to provide educational direction for the field placement.
- Interpret the social work curriculum and assist in the design of student activities and assignments in relation to the student's field placement.
- Monitor the student's field processes and assignments to ensure compatibility with the student learning outcomes.
- Review and provide feedback on student assignments and monitor student progress and learning.
- Nurture and support Field Supervision.
- Finalize formal evaluation processes of student performance and assign the grade.
- Facilitate resolution of conflicts between students, Field Supervisor, and/or site.
- Participate in ongoing processes and development of field education and activities with the Field Education Team

Procedures for Termination of a Student from a Field Placement

A request for the termination of a student from a field placement site may be initiated by the student, the Field Supervisor, or the site representative.

At the request of the site

In the event the request is made by the Field Supervisor, Task Instructor, or site representative, the following steps are to be followed as a means of decision-making:

a. The Field Supervisor, during the course of the field placement, communicates with the student their concerns as to the unsatisfactory nature of the student's performance or work.
b. The Field Supervisor communicates their concern regarding the student to the NAU Faculty Field Liaison and those persons within the site who are involved in the placement and work activities of students, e.g. site executive and/or Task Instructor. The Faculty Field Liaison alerts the Director of Field Education (or the School of Social Work Director if the Director of Field Education is the Faculty Field Liaison) of the presenting concerns.
c. A meeting will be held with the student, the Field Supervisor, the Faculty Field Liaison, and others deemed advisable (task instructor and/or site executive). The purpose of this meeting is to ascertain the facts and allow all parties involved to raise their concerns and explore additional options for resolution of the situation.
d. In the event the situation is not resolved, the matter will be referred to the Director of Field Education or the School of Social Work Director if the Director of Field Education is serving in the role of Faculty Field Liaison.
e. The student, field placement site, Faculty Field Liaison, or Director of Field Education, at any point, may ask the School of Social Work Director to assist in the review process.

Steps "b" to "e" are to be completed in a period not exceeding three weeks.

Replacement of the student in an alternative field placement site will be determined by the nature of the concerns that led to the removal of the student from the original field placement site and the availability of field placement options. If the concerns are related to student performance, the student may be subject to a remediation plan including professional development sessions and/or an academic and professional performance review. Procedures for this process are outlined in the School of Social Work Academic and Professional Performance Review.

At the request of the student

Students are not allowed to independently end their field placement. They must follow the steps outlined below.

In the event the request is made by the student, the following steps will be taken as a means of decision-making:

a. The student initially discusses the situation with the Field Supervisor.
b. Following the discussion with the Field Supervisor about the issue not being resolved, the student consults with the Faculty Field Liaison regarding the issues involved, and the rationale for the decision to be placed elsewhere. The Director of Field Education (or School of Social Work Director if the Director of Field Education is the Faculty Field Liaison) is alerted as to the impending situation.
c. If after such consultation the matter is not resolved, the Faculty Field Liaison convenes a meeting with the student, Field Supervisor, and others deemed advisable (student's advisor, Task Instructor, and/or site executive). The purpose of this meeting is to ascertain all the facts, to allow all parties involved to voice their concerns, and to serve as a basis for decision-making.
d. If the concern has not been resolved to this point, the Director of Field Education, in

consultation with the student and Faculty Field Liaison or School of Social Work Director, will proceed with deciding on the matter.

e. The student, Field Supervisor, Faculty Field Liaison, or Director of Field Education, at any point, may ask for the School of Social Work Director to assist in the review process.

Steps "b" to "e" are to be completed in a period not exceeding three weeks.

Replacement of the student in an alternative field placement site will be determined by the nature of the concerns that led to the removal of the student from the original field placement site and the availability of field placement options. If the concerns are related to student performance, the student may be subject to a remediation plan including professional development sessions and/or an academic and professional performance review. Procedures for this process are outlined in the School of Social Work Academic and Professional Performance Review.

Student Safety

Field placement sites are expected to have established safety protocols and to provide students with information regarding policies and procedures during the field placement orientation. During the process to establish new partnerships, safety protocols at the site are reviewed for appropriateness and to meet the NAU SSW standards. Field supervisors are expected to discuss safety measures that should be taken, and the process for reporting safety concerns, including harassment and/or discrimination.

Incidents That Impact Student Safety
Students and Field Supervisors should document any incident that impacts the safety of a student while at placement by utilizing the incident report form in Sonia and then immediately notifying the Faculty Field Liaison of the incident. The Director of Field Education, in consultation with the Faculty Field Liaison, will investigate the situation and identify steps to be taken to ensure student safety.

Incidents That Impact Student Mental Health
Students, Field Supervisors, and Faculty Field Liaisons should assess any situation that may impact the mental health of the student while in their field placement. Identifying reoccurring mental health needs should be assessed by the Field Supervisor and if appropriate shared with the Faculty Field Liaison.

Students may access 24/7 crisis and mental health support via the Jacks Cares 24/7 office at 928-523-2131or by visiting this link.

Field Placement Stipends

Stipend Opportunities

Stipend opportunities vary each semester and are dependent on available funding. Students can inquire with organizations to determine stipend availability. Should the university have a stipend opportunity available, students will be contacted directly. Stipends can impact a student's liability coverage for their field placement. If a student is considering a stipend opportunity, they must contact the Field Education Team to review the details.

Child Welfare Training Project

Northern Arizona University's Child Welfare Training Project (CWTP) is an education and practicum partnership between NAU's School of Social Work and the Arizona Department of Child Safety (DCS). This program fulfills a crucial mission: preparing social work students to become effective child welfare specialists who protect and support Arizona's most vulnerable children and families.

The CWTP offers tuition support and monthly stipends for students committed to careers in child welfare. Students in the program benefit from a dedicated field placement in a contracted DCS unit, where they gain practical experience working with real cases under the guidance of experienced social workers. Upon graduation, CWTP participants transition into the Arizona DCS workforce, where they fulfill their work obligations. For more information, follow the link here.

General Field Placement Policies

Holidays
Students obtain credit for holidays that are observed by both NAU and the placement site only if the holiday falls on their regularly scheduled field placement day. However, students are required to make up the field placement time from any other holidays that are observed by the site that occur on field placement days. School Breaks are not considered holidays.

Religious Observances
Students may observe religious holidays, but these are treated as absences to be made up.

Jury Duty
Students will be granted time from their placement when summoned for jury duty. It is the student's responsibility to report jury duty to their Faulty Field Liaison and their Field Placement Supervisor. Jury duty is treated as an absence to be made up.

Interruption of Practicum due to National or Local Events
In the event of an interruption of the student's social work field placement due to national or local events such as weather conditions, communicable diseases, natural disasters, civil unrest, acts of violence, or work stoppage, resulting in limited but not permanent closure of a field placement site; the student must immediately notify the Faculty Field Liaison. The student will receive credit for all regularly scheduled hours. If the student is sent home or has a delayed start due to any reason stated above, the student will receive credit for the hours the student was scheduled to complete. If the student is unsure if their circumstance falls under this policy, the student should immediately notify their Faculty Field Liaison for guidance.

NAU Institutional Excuse Policy
The NAU Institutional Excuse policy can be found here. Institutional Excuses allow students more time and flexibility to complete the course requirements, including required hours but it does not waive the requirements. All field placement hours missed due to an institutional excuse must be made up.

Illness
It is the student's responsibility to arrange to make up for missed time by the end of the semester, or at some other period by special arrangement with the Field Supervisor and Faculty Field Liaison.

Remote Field Placement Hours
Remote field placement hours are not permitted. We expect all field placement students to have in- person experiences at their placement site due to the social work education and accreditation requirements of a thorough evaluation of the student's ability to demonstrate social work values, ethics, knowledge, and skill**.**

On-Call Crisis Shifts at Field Placement
Students who have, either required or optional, on-call crisis shifts are allowed to claim 25% of their "waiting" on-call time. Time should be entered in the timesheet in Sonia. For example, if an on-call crisis shift is for 10 hours, then 2.5 of those hours are allowed to be logged in to Sonia as time toward field placement. All time that students are assisting with an actual crisis may be claimed. To keep interns in the student learner role, the School of Social Work prefers that students' on-call time does not exceed 10 hours per shift.

Student Commute
Students are responsible for their transportation and costs to and from the organization. However, unless prevented by law or agency policy, it is expected that the organization assumes responsibility for any expenses for all organization-delegated activities that include field placement travel. The School of Social Work does not reimburse students for field placement travel or mileage expenses. Students cannot count their commute to and from the agency as field placement hours.

Although every attempt will be made to place students as close to their preferred geographical area as possible, occasionally students will be asked to have and should be prepared for a one-way 90-minute commute time.

Client Transportation
Students may transport clients in their personal vehicle, as part of the course and scope of their approved field placement, with the understanding that there is no coverage for damage to the student's personal vehicle. Vehicle owners are expected to have their own insurance. Liability coverage is provided on an excess basis for personal vehicles driven within the course and scope of the field placement. Personal liability insurance must be exhausted prior to any excess coverage applying.

Home Visits
For safety and educational purposes, the field placement site must provide a staff member to accompany the student during client interactions in the client's residence. NAU provides liability coverage for students during client home visits. Students completing their field placement with the Child Welfare Training Project or an Employer-Based Field Placement, with demonstrated training and skill, are exempt from this policy. Home visit activities must be described in the student's learning agreement. Safety concerns when conducting home visits should be discussed in field supervision.

Paid Field Placement and Liability Coverage
If a student is paid by the placement site as an employee while performing their field placement, then the student will be covered under their employer's insurance.

Employment Offered During Field Placement
Students are required to report to their Faculty Field Liaison any change in field placement or employment status at the site. Due to the dual relationship of employment, while a student is in field placement, a student is not allowed to accept an employment offer at the site with a start date until after the field placement ends. If a student accepts an offer of employment while in field placement, the placement will be discontinued resulting in the student needing to locate an alternative placement.
The number of hours the student will need to complete, their plan of study, and graduation date may all be impacted. If the site can defer the employment offer or start date until the field placement is completed, the student is free to accept.

Repeating Placements
Students are not permitted to have the same site for their second-year field placement. This applies to BSW graduates entering the MSW Foundation Year, BSW graduates admitted into the Advanced Standing Program, and students going from their Foundation year to Specialization year. This allows students to be exposed to new social service delivery systems and different supervision. It is an enriched learning experience that increases the students' readiness for the profession.

Repeating Field Supervisor
In certain circumstances, students are allowed to have the same field supervisor for their second-year field placement. Students who wish to ask for this permission should email the Field Education Unit for further information.

Field Placements Outside of the United States

Students interested in completing their field placement outside of the United States (on or off a US military base) must communicate with the Field Education Team prior to starting the placement process. International field placements must meet all field placement selection criteria and field supervisor requirements as outlined in the Field Education Manual. International field placements are not a guarantee and must be approved by the Field Education Team.

Council on Social Work Education: Nine Core Competencies

The following nine competencies correspond to the 2022 CSWE Educational Policy and Accreditation Standards (EPAS). 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 (2022 EPAS, p. 8).

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

Field Learning Outcomes
The learning outcomes are written within the framework of the BSW and MSW program goals and the understanding that generalist social work includes foundation knowledge, internalization of professional values, and the application of these areas into practice. For each outcome, students are expected to demonstrate behavior that reflects their mastery of this content as measured by their field course assignments and the designated evaluation of student performance in field placement.
Individualized strategies for meeting the learning outcomes will be determined contractually between the student, the Faculty Field Liaison, and the Field Supervisor at the onset of the semester of the field placement.

Bachelor of Social Work Learning Outcomes:

By the end of the field education course, the student is expected to:

Competency 1: Demonstrate Ethical and Professional Behavior

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

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

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

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

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

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

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

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

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

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

1. select and use culturally responsive methods for evaluation of outcomes; and
2. critically analyze outcomes and apply evaluation findings to improve

Master of Social Work – Generalist Learning Outcomes:

By the end of the field education course, the student is expected to:

Competency 1: Demonstrate Ethical and Professional Behavior

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

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

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

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

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

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

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

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

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

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

1. select and use culturally responsive methods for evaluation of outcomes; and
2. critically analyze outcomes and apply evaluation findings to improve

Master of Social Work – Advanced Generalist Learning Outcomes:

By the end of the field education course, the student is expected to:

Competency 1: Demonstrate Ethical and Professional Behavior

1. Use critical thinking to apply the NASW Code of Ethics to analyze ethical issues related to management, leadership, and policy.
2. Utilize technology in an ethical manner to facilitate practice outcomes.
3. Identify personal values that enhance or hinder one's ability to work effectively within an organization and use supervision to examine these values.
4. Utilize clinical theories, practice models, and research findings appropriate to client systems and circumstances.
5. Demonstrate knowledge of one's family of origin's cultural, psychodynamic, and behavioral patterns and reflect on how that history impacts one's ability to differentially use one's professional self in service for clients.
6. Utilize supervision and consultation in order to facilitate practice outcomes.
7. Exhibit an anti-racist and anti-oppressive stance incorporating social work values of social justice, the dignity and worth of the person, confidentiality, the value of human relationships, and integrity in all discussions of practice case material.

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

1. Contribute to the development and implementation of policies, funding, and/or programs that advance human rights and social, economic and environmental justice.
2. Identify major laws and/or court decisions that are relevant to human rights and/or social justice in the human services domain in which they practice.
3. Contextualize all client assessments utilizing lenses of social justice, including aspects of identity and social location that may marginalize clients and/or contribute to their inequitable distribution of social and economic resources.
4. Assess the availability of clean and safe shelter, water, food, air, and other environmental resources and help individuals, families, groups and communities to develop mechanisms to advocate for and maintain these environmental resources.

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

1. Demonstrate awareness of one's intersectionality and cultural background and how these factors may impact one's practice, in order to engage in anti-racist and anti-oppressive practice.
2. Use supervision to address personal and cultural biases and increase self-awareness, in order to demonstrate cultural humility.
3. Acknowledge the impact of client's intersectional issues: race/ethnicity, class, gender, sexual orientation, gender identity, ability status, immigration status, religion, and age – on client's emotional and physical well-being.
4. Uphold and can identify the concepts of cultural competence, affirmative action, equal opportunity employment, and a harassment and discrimination free workplace within the organizational or community setting in which they practice.
5. Evaluate the distribution of power and privilege in society in order to reduce inequalities that exist in social, racial, economic, and environmental domains.
6. Exercise leadership that embraces the values of diversity and difference in the organizational culture.
7. Engage in advocacy efforts to promote human rights at all systems levels.

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

1. Stay abreast of the most current advances in practice theory, systematic approaches, and evidence-informed practice in social work and related helping professions.
2. Use one's practice experience and knowledge of the research literature and case theory to critically analyze the strengths and limitations of various direct practice interventions.

3. Locate, identify and, if appropriate, adapt evidence informed programs, practices and policies to the organizational, community or policy setting which the practitioner serves.
4. Support research and evaluation conducted on current programs, services or policies led or operated by the organization or community in a manner that adheres to best practices of informed consent of subjects, the protection of human subjects, and does not otherwise interfere with the quality and accessibility of other programs or services operated by the organization or community.

Competency 5: Engage in Policy Practice

1. Identify and analyze policies, laws, rules, and governmental regulations that affect human services in their domain of practice and how these affect the organization, financing and delivery of such services.
2. Identify and/or advocate in collaboration with others the support of policies that positively impact the communities which they serve, through advancement of human and social, racial, economic, and environmental justice.
3. Identify policies/laws that impact client well-being, analyze their impact on client wellbeing, and advocate for change in policies/laws that harm clients.
4. Attend to the unintended consequences of policies/laws and communicate with stakeholders, legislators, and policymakers about the impact of such policies/laws as they evolve within agencies, communities, and in client's lives.

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

1. Demonstrate an ecological understanding of the transactional relationship between emotional/ behavioral difficulties and social problems (poverty, crime, social injustice, racism, classism, sexism, homophobia, and transphobia) and incorporate this understanding into client engagement. Reflect upon the ways these aspects shape the manner in which one engages and works with the client. Engage in empathy and interpersonal skills to promote culturally responsive practice.
2. Identify ways to enhance collaboration with clients and promote their empowerment, including seeking their input and feedback regarding the treatment process and fostering their capacity to provide feedback to other members of the treatment team.
3. Observe, support, and/or participate with organizational leadership in efforts to establish a dialogue with key members of the relevant communities and constituencies being served, with the ongoing intention of obtaining community and stakeholder input and facilitating community empowerment.
4. Promote an organizational culture that values and rewards community engagement and service by its staff.

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

1. Observe and/or contribute to organizational efforts to assess its relationship to its environment, including the emerging internal and external forces affecting the organization (i.e. community needs assessments, resource inventories, environmental scans, etc.).
2. Assess how issues of privilege, social injustice, and inequities in access to resources play a role in client difficulties and how they affect the assessment process, including assisting the client in voicing concerns to the entire treatment team.
3. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in the development of a mutually agreed-upon plan.
4. Reflect on their own issues of power and privilege and how they impact the therapeutic relationship.

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

1. Implement culturally-responsive, evidence-informed interventions with individuals, families and groups, while eliciting client feedback and knowing when to modify approaches.
2. Exhibit flexibility by shifting perspectives and interventions to suit the needs of clients, while recognizing that the multi-faceted assessment drives the selection of appropriate interventions.

3. Observe, identify, lead, and/or support core management functions such as strategic management, human resource management, budget and finance, and information technology in an organizational context.
4. Identify and/or apply the concepts, practices and styles of organizational and community leadership, and can assess their own strengths and limitations in these regards.
5. Incorporate culturally-responsive strategies to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

1. Employ culturally-responsive methods for evaluation of outcomes, critically assess, and incorporate various methods of program evaluation.
2. Apply critical thinking to the interpretation of evaluation data in a manner that contributes to and enhances the quality and efficacy of services.
3. Select and use appropriate methods for evaluation of intervention outcomes.
4. Apply knowledge of human behavior and the social environment, person-in environment, quantitative and qualitative methods, and other multidisciplinary theoretical frameworks in the evaluation of client and program outcomes.