



**NORTHERN MICHIGAN
UNIVERSITY**

DEPARTMENT OF SOCIAL WORK

**MASTER OF SOCIAL
WORK PROGRAM**

FIELD EDUCATION MANUAL

**Northern Michigan University
MSW Program
Field Education Faculty and Staff**

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[This manual was created in July 2018 and last revised in December 2021](#)

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Section I - Overview and Placement Process

Field Instruction Overview

Northern Michigan University's Social Work program was one of the first programs in Michigan accredited by the Council on Social Work Education (CSWE) in 1974 as a Bachelor of Social Work (BSW) Program. We have since expanded our mission and as of 2019 are providing a Master of Social Work (MSW) program in order to educate advanced social work practitioners. NMU's social work program has played an integral role in helping the university achieve its mission by giving students the knowledge and experience to become productive citizens in the regional and global community.

As a member of the Council on Social Work Education (CSWE), Northern Michigan University's MSW Program provides a field education program that meets professional and accreditation standards. These standards require a minimum 900 clock hours of field instruction for a Master of Social Work (MSW) degree. NMU requires fourteen credit hours of field instruction for regular standing MSW students and eight credit hours for advanced standing students. In addition to the total field hour requirement, fifteen hours per semester will be spent in field placement seminar. Seminar will assist students in connecting the theoretical and conceptual knowledge developed in the classroom to the practical setting provided in a field agency. Satisfactory completion of all 900 hours is required in order to complete the MSW program. For advanced standing students, up to 400 hours of field work from the student's BSW program will be counted toward the total 900 MSW field placement hours.

Only students admitted to the MSW program are eligible for placement. Each student prepares a Learning Agreement with support from the field instructor; this Learning Agreement operationalizes how the student will address CSWE competencies during field placement. The learning agreement is reviewed and revised each semester. Students maintain a weekly log of activities, monitored by their Field Instructor and the Field Liaison to document hours and indicate specific activities in which they have engaged and made progress toward their learning agreement. Students also complete a self-assessment each term of their competency development.

Regular standing students will complete 900 hours of field placement over two years, with 400 hours in the first, generalist, year, and 500 hours in the second year. Advanced standing students will complete 500 hours over two semesters. During each of the four semesters, students will also complete 15 hours of seminar instruction. The first year for regular standing students is intended to provide generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities. This will be accomplished through the development, implementation, and completion of a learning agreement created between the student, field agency, and social work program.

The advanced year of field education provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice. Students will select from one of two concentration areas: **Clinical** or **Policy, Planning and Administration (PPA)**. Students are placed in a field setting which enables them to engage in this type of advanced level practice. Students will create and complete an approved Learning Agreement that outlines how they will demonstrate social work competencies in the specialized practice area. Students in either program option (Clinical or PPA) will learn to demonstrate social work competencies through in-person contact with clients and constituencies, appropriate to their concentration. Clinical placements will place particular emphasis on developing competency with individuals, families and groups. PPA placements will emphasize competency with organizations and communities.

For the Traditional Campus option, the NMU Field Coordinator arranges placements by determining potential “matches” and arranging meetings between the student and social service agency. Students in the Global Campus program option will identify specific agencies in their community and initiate outreach requesting a placement. Once they have received interest, the NMU Field Coordinator will discuss with an agency representative whether the location would be appropriate for a generalist, Clinical, or PPA field placement. For both program options, representative(s) from the agencies interview their prospective student and determine whether they are willing to accept the field student for the following fall. One professional working at the agency agrees to serve as a Field Instructor. Field Instructors should have a Master of Social Work (MSW) degree from a CSWE accredited program with two year post-masters social work experience. Exceptions can be made with additional supervision provided by an external, assigned field instructor or NMU Social Work faculty member holding an MSW from a CSWE accredited university and two years post-masters social work practice experience. The field instructor completes an evaluation form each semester that assesses the student’s competency development. The NMU faculty liaison is ultimately responsible for assigning the semester grade, with input from the field instructor.

Both Traditional and Global campus students will be matched with an in-person field placement agency, meaning they will have opportunities to engage in in-person social work practice with clients and constituencies. Simulated contact will not be considered face-to-face. The field coordinator will work with agencies within a preferred distance from where the student is studying, whether near the NMU campus, or remotely as part of the Global campus option. Students will not be allowed to complete their field placement agency hours through simulation.

Student-Placement Matching Process

For the Traditional Campus option, the Field Coordinator is primarily responsible for locating, screening, matching, and confirming student placements. Global Campus students are responsible for locating and confirming interest from potential placement sites, and the NMU Field Coordinator is responsible for screening the field site and confirming student placements. For all program options, the placement process begins following acceptance into the MSW program, and is repeated before to the second year for Regular Standing students. During the winter semester prior to the start of a fall semester field placement, students complete an “Application for Field Education” that includes their background information and interests. The Field Coordinator will be available to students via email, phone, video conferencing and/or in-person meetings to assist in facilitating the field application process if needed. The formal process for student admission and matching are as follows:

- I. The student submits an Application for Field Education via email or USPS. This includes:
 - A. Application and Preference Form for Field Education
 - B. Resume
 - C. Cover letter summarizing application materials and intention for placement
- II. Following submission of materials, the Field Coordinator will notify the student via email if they have been accepted for the matching process or if more materials are need. Once they are accepted, the student and field instructor will schedule an in-person or video-conference pre-placement interview to discuss career goals, student interests, and identify any specific placement needs (e.g. location, conflicts of interest, disability accommodations).
- III. *Traditional Campus:* Following the interview, the Field Coordinator will identify potential

placement options. The Field Coordinator will contact agencies to discuss their interest and ability to host a field student. If the agency is receptive, the agency will identify a field instructor or another contact person who will conduct a personal interview.

- IV. *Global Campus*: During the interview, the Field Coordinator will provide parameters and possible suggestions for acceptable placement sites. Students will then identify agencies within their local preferred area and contact agency representatives to determine interest in hosting a student. If they agency is receptive, the student will refer the agency representative to the Field Coordinator, who will screen the agency for its capacity to host an MSW student within their specific area of study. If determined to be appropriate, the Field Coordinator will identify a field instructor or other contact who will conduct a personal interview.
- V. Prior to the interview, the Field Coordinator will instruct the student to contact the agency representative with an updated resume and cover letter specific to the placement and request an interview. The agency will review the student information, and if the agency decides to move forward, they will schedule an interview with the student. The student will be responsible for keeping the Field Coordinator abreast of communication with the agency.
- VI. During the agency interview, the student and field instructor discuss the agency's mission and goals, its function and populations served, the general nature of field assignments available to the student, scheduling expectations, any factors that might prohibit placement, necessary accommodations, and other matters relevant to the acceptance of the student for placement. This would include discussing the necessity for background checks, drug screens, and other preliminary procedures prior to placement if required by the agency.
- VII. Following the interview, the agency representative will contact the Field Coordinator and discuss any questions or concerns and will either accept or decline the student placement. If the agency is willing to accept the student for placement, a formal placement assignment will be made, and the field coordinator will contact the student via email confirming their placement assignment. If the agency declines placement, the Field Coordinator will contact the student and begin the placement process from step III or IV above.
- VIII. If a student engages in three failed interview attempts, the student may be removed from candidacy for field placement and would then be unable to complete the MSW program.

Agency Selection Process

Field settings are selected primarily on the basis of capacity to prepare students for advanced social work practice by providing opportunities for students to demonstrate competencies outlined by the CSWE. The criteria for agency selection as a field site are:

- I. The capacity of the agency to provide learning experiences consistent with the CSWE competencies in specified area of practice (Generalist, Clinical, or PPA).
- II. Available supervision. Field agencies should provide a field instructor who holds an MSW from a CSWE accredited program and has a minimum of two years post-master's social work experience. Supervision may also be provided by an experienced human service supervisor with a closely related degree who agrees to consultation with an MSW qualified individual approved by the NMU Field Coordinator in order to reinforce a social work perspective. The

consultant may be an NMU faculty or an individual identified in the community. The Field Director will establish a plan for consistent consultation with the Instructor and student prior to confirming placement in the agency. In some circumstances, the Field Coordinator may be able to identify a qualified field instructor from outside the agency who is able to provide supervision duties, if they agency cannot provide a field instructor but meets all other qualifications.

- III. Adequate facilities such as office space and technology for students to perform field related tasks.
- IV. The agency has demonstrated effectiveness in supervision of previous students. If the agency has not hosted a student in the past, the field coordinator may still consider this placement option based on the agency being able to describe a plan for an effective placement.
- V. A safe working environment determined by evaluation of the field instructor, including personnel policies addressing safety and commitment to hosting the student as a learner, not independent employee.
- VI. The agency's field instructor has or agrees to participate in field instructor development activities.

Prior to placement of a student with an organization, the following documentation should be completed:

- I. **Agency Affiliation Agreement.** This document outlines the responsibilities of the agency and the university. Once executed, the agreement remains in effect until canceled by either party. It does not need to be renewed with each student each year.
- II. **Agency Data Form** which provides information about the activities and services provided by the agency. This information is stored in the NMU field data base to aid in matching field settings with prospective students. Updates will be requested by the Field Instructor if necessary during yearly reviews of the data forms.
- III. **Field Instructor Data Form** is completed on each agency staff person who will serve as a field instructor. The information requested documents the Field Instructor's academic and professional experience for compliance with CSWE requirements. Updates will be requested by the Field Instructor if necessary during yearly reviews of the data forms.

Section II - Guiding Principles

Northern Michigan University Vision Statement

Northern Michigan University promotes an active environment to foster strong minds and bodies, inspires innovation and inclusion through community engagement, and develops leaders capable of local and global impact.

Northern Michigan University Mission Statement

Northern Michigan University's distinctive academic mission and career programs are nurtured by exceptional teaching and extensive opportunities for scholarship, creativity, and engagement. Our supportive, connected community empowers students, graduates, faculty and staff to contribute to a diverse and sustainable world.

NMU Department of Social Work Mission Statement

To prepare competent professionals committed to advancing social justice of diverse clients and constituencies through social work practice.

NMU Department of Social Work Vision Statement

The Social Work Department will be recognized as an integral, mission-driven asset to Northern Michigan University, our community (broadly-defined) and the social work profession because we deliver programs that are highly responsive to human services workforce trends and needs; and, we (students, alumni, faculty and administrators) are proactive representatives of social work values in action

NMU MSW Program Mission Statement

To prepare advanced practitioners of social work by extending the department and profession's commitment to higher learning that promotes service, social justice, human rights and dignity and worth of individuals, groups, families, organizations and communities through specialized clinical and macro practice.

Purpose of the NMU Master of Social Work Program

To further our program mission by educating social work professionals prepared for advanced practice. NMU's MSW Program aims to develop graduates with progressive competence by:

1. promoting the standards and values of the profession in the classroom
2. providing special concentration content for clinical practitioners and in policy, planning and administration
3. drawing on social work's signature pedagogy, field education, and allowing students hands-on opportunities to practice specialized skills.

Goals of the NMU Master of Social Work Program

1. To develop graduates with progressive and specialized social work practice competence.
2. To promote service and social justice in our community as students and faculty engage with client groups locally, regionally, nationally and globally.
3. To add meaning and relevance to the scientific knowledge base through more faculty-led, student involved scholarship honoring the core values of the profession.
4. To provide a comprehensive curriculum to allow students to seek, upon graduation, state licensure in their chosen area of specialized practice.

Purpose of Field Education

Field Education is the signature pedagogy of social work education. It provides the student the opportunity to begin practicing and developing social work knowledge, skills, values and cognitive and affective processes, as well as theories and concepts learned in the classroom setting and to carry out assignments from courses taken concurrently with placement. The field experience also enables students to expand their professional knowledge base and test out theories and principles under the supervision of an experienced social worker. Through field experience, students are provided an opportunity to develop professional identities and responsibilities. Field education provides students an opportunity to achieve skilled mastery by practice. Field education is required for accreditation by the Council on Social Work Education.

Council on Social Work Education 2015 Educational Policy and Accreditation Standards (EPAS) Competency Areas and Practice Behaviors

The curriculum for the Social Work major is guided by competency areas that reflect standards of the Council on Social Work Education and the Department's mission and goals. The curriculum prepares students for generalist social work practice through mastery of these core competencies. The Generalist Competencies are specified by the CSWE and guide students in their foundation year. The program has further identified specific competencies for the Clinical and PPA concentrations.

Each competency area has performance outcomes - practice behaviors of knowledge, values, and skills needed for generalist practice. The MSW curriculum is designed so that students, upon completion of the major, will be able to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities, with further specialized competency in either Clinical or PPA practice.

Generalist Competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- 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;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, 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, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse 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 with, and on behalf of, diverse individuals,

families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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 with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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 recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Clinical Concentration Competencies:

Competency 1 - Demonstrate Ethical and Professional Behavior

Practitioners of clinical social work maintain knowledge of and apply the standards from the NASW Code of Ethics within clinical practice and in professional interactions and demonstrate behaviors in clinical and professional interactions indicated by the code. Clinicians practice the values of the social work profession, including honoring the dignity and worth of clients and systems, maintaining a sense of ethical integrity, and developing professional competence. Clinicians follow ethical guidelines and principles within their agency setting, evidence-based practices and each stage of the generalist intervention model in clinical practice. Clinical social workers are able to effectively evaluate ethical dilemmas and make the best possible ethical decisions with clients, professionals and organizations. Practitioners of clinical social work consistently use self-reflection and awareness through cognitive and affective processing, to maintain ethical and professional behaviors with clients and multidisciplinary professional teams. Clinicians apply self-awareness to professional performance and presentation and maintain ethical decision-making as a top priority in clinical practice and professional interactions. Clinical social workers engage in the following behaviors:

- Access the NASW Code of Ethics and select values, ethical standards and ethical principles to guide practice and navigate ethical dilemmas related to clinical practice and interactions with other professionals;
- Research and adhere to local, state and federal laws pertaining to practice, including mandated reporting, confidentiality, and ethical billing standards;

- Engage in consistent self-awareness strategies and access supervision and appropriate social supports to process emotional and ethical barriers in practice, in order to maintain professionalism and ethical practice;
- Assess professional and social context of work and engage in professional behavior within this context, including appropriate dress, language, documentation and clinical practice standards.

Competency 2 - Engage Diversity and Difference in Practice

Clinical social workers prioritize the social work value of acknowledging and honoring the diversity and differences of individuals and groups and seek to apply this knowledge to clinical practice. Clinicians do not act as experts in the diverse aspects of clients, but act as humble learners and engage clients' own expertise and sense of meaning in diversity and difference within clinical practice. Clinical social workers maintain awareness of biases, including affective reactions and potential judgments, by practicing skills in self-reflection, and engage in clinical practice with awareness of their own value system as different from clients' values. Clinicians engage advocacy skills for the diverse needs of clients and are continuously aware of how differences affect and alter the clinical needs of client populations. Clinicians apply the generalist intervention model and evidence-based practices with the understanding that diversity affects clients' perceptions, needs and abilities to engage and benefit, and adjust practice as needed to meet client needs. Clinical social workers engage in the following behaviors:

- Advocate for the diverse needs of clients receiving clinical services;
- Behave as humble learners, seeking knowledge about diverse individuals and groups, and acknowledging clients as experts in their unique experiences and perspectives;
- Consistently practice skills in self-awareness and reflection to assess and regulate affective and cognitive responses to diversity in practice;
- Access supervision as needed to process and manage cognitive and affective responses to working with diverse clients.

Competency 3 - Advance Human Rights and Social, Economic and Environmental Justice

Clinical social workers engage in practice that continues to advance advocacy skills used in generalist practice, for the rights of individuals and families, as well as clients as part of broader systems. Clinicians seek and maintain knowledge of stigma associated with clinical needs of clients and seek to reduce stigma through clinical practice and advancement of social justice. Clinicians provide evidence-based practices and the clinical generalist intervention model with understanding of the social, economic and environmental contexts in which clients reside. Clinicians seek to empower clients to advocate for themselves and others in their social, economic and environmental systems and support clients in advancing justice in their own lives. Clinical social workers engage in the following behaviors:

- Advocate for clients' rights at the social, economic and environmental level;
- Select and practice evidence-based and promising practices that empower clients;
- Engage with necessary systems with the goal of advancing social, economic and environmental justice and human rights of individuals and families.

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

Clinical social workers remain aware of current research in clinical practice and apply research to clinical practice in order to develop and maintain competence in the profession. Clinical social workers inform practice through research and application of evidence-based and promising practices, and apply practices with knowledge of diversity in client populations. Clinical social workers continuously improve skills through research informed training and practice. Clinicians evaluate their own use of evidence-based and research-informed practice, including skill development, conceptual understanding, and internal processes, through supervision and self-reflection. Clinicians build on self-reflection and supervision by seeking to improve clinical outcomes through further training and advancement in evidence-based clinical practice. Clinical social workers engage in the following behaviors:

- Remain aware of current research supporting clinical practice, using qualitative and quantitative reasoning skills;
- Assess clients and select appropriate evidence-based practices, promising practices, or specific skills informed by research;
- Use practice experience to inform scientific inquiry.

Competency 5 - Engage in Policy Practice

Clinical social workers seek knowledge and understanding of federal, state, local and organizational policies that affect service delivery and the well-being of clients. Clinicians provide assessments and interventions with knowledge of the policy context in which services are delivered, and seek to maximize the clinical impact for clients within this context. Clinical social workers seek to understand and influence policies in order to best serve clients in the clinical environment, emphasizing effective service delivery and dignity and worth of the individual. Clinicians evaluate their own affective and cognitive responses to policy at multiple levels and use this awareness to inform practice and engagement in policy change. Clinicians reference the NASW Code of Ethics in adhering to policy and use self-reflection and supervision to evaluate ethical dilemmas in delivery of services regarding implementation of policies within practice. Clinical social workers engage in the following behaviors:

- Seek to understand policies at varying levels that affect direct practice and clients' well-being;
- Assess the impact of policy on clinical practice and their clients;
- Use critical thinking and advocacy skills to influence policy that impacts delivery of clinical services and client outcomes.

Competency 6 - Engage with Individuals, Families and Groups

Clinical social workers actively engage with individuals, families and groups in the clinical context using empathy, reflection, interpersonal skills, awareness of diversity, and strong use of self. Clinicians are aware that engagement is an ongoing process throughout the clinical relationship. Clinicians apply human behavior and the social environment, person-in-environment, diversity, and other relevant perspectives in to effectively engaging with

individuals, families and groups. Clinicians engage in self-awareness to understand their own values and biases and how they affect engagement with clients. Clinicians evaluate effectiveness of engagement skills through self-reflection and supervision and continuously seek to improve skills. Clinical social workers use engagement in evidence-based practices, applying generalist, clinical and intervention-specific skills in interactions with individuals, families and groups. Clinical social workers engage in the following behaviors:

- Effectively engage in relationships with clients as individuals, families and groups through the use of empathy, self-awareness, and interpersonal relationship skills;
- Apply perspectives including person-in-environment and human behavior and the social environment to engage with clients in clinical settings;
- Use supervision and self-reflection to evaluate and improve on engagement skills;
- When appropriate, practice with integrity engagement strategies specific to the evidence-based practices being implemented.

Competency 7 - Assess Individuals, Families and Groups

Clinical social workers effectively use formal and informal assessment tools to gather comprehensive information in assessing the needs, desires, clinical presentation and treatment implications for individuals, families and groups. Clinicians continuously engage assessment strategies throughout the duration of the client relationship to inform the clinical process. Clinical social workers use evidence-based assessment methods as well as research and knowledge of clinical concerns, person-in-environment context, agency roles, and stated or implied needs of clients in formulating comprehensive assessments. Clinical social workers remain aware of and prioritize client values, differences, preferences and perceptions in formulation of assessments. Clinicians are effectively able to organize information to provide timely case conceptualization, including diagnoses, recommendations and understanding of personal, familial and group needs. Clinical social workers clearly communicate assessments to clients and other appropriate constituencies in a timely fashion, using necessary accommodations for clients with diverse communication needs. Clinical social workers effectively applying assessments in order to formulate collaborative treatment plans with individuals, families and groups. Clinicians use knowledge of evidence-based practices appropriate for specific needs, diagnoses, agencies and roles and work collaboratively with clients to determine treatment plans that are designed to meet the goals of individuals and families. Clinicians are able to create measurable objectives from client goals and monitor progress toward goals and objectives in practice. Clinical social workers remain aware of personal biases and context that may affect assessment outcome and use self-reflection and supervision to appropriately mitigate affective and cognitive responses. Clinical social workers engage in the following behaviors:

- Create comprehensive biopsychosocial spiritual assessments through interaction with clients and collateral sources, empowering clients in the assessment process;
- Apply appropriate theoretical perspectives to the assessment process;
- Use critical thinking and organizational skills to organize assessments and disseminate to clients and appropriate constituencies;
- Evaluate and provide clinical diagnoses using the DSM-IV;
- Collaboratively develop goals and objectives for clinical services, prioritizing the needs and desires of the clients as well as the clinical knowledge of the social worker;

- Evaluate, select and effectively recommend the most appropriate, available and evidence-based interventions.

Competency 8 - Intervene with Individuals, Families and Groups

Clinical social workers are aware of diverse treatment options provided in individual, family and group context and can provide or refer to the most appropriate and available treatment option. Clinicians honor the dignity and worth of individuals by collaborating with clients and other constituencies to maximize desired treatment outcomes. Clinicians effectively provide evidence-based and promising practices appropriate to clients' needs, desires and differences. Clinicians remain aware of their own strengths and weaknesses and seek training and supervision to improve ability to effectively intervene with clients. Clinicians use self-reflection to assess potential barriers such as countertransference and secondary traumatic stress, and seek supervision and other supports to reduce impact of barriers. Clinical social workers form effective transition and termination plans and transition or end services in collaboration with clients, particularly considering clients' achievement of personal goals. Clinical social workers engage in the following behaviors:

- Apply critical thinking skills to select the most effective and available clinical intervention to assist clients in reaching specified goals and objectives;
- Apply theoretical perspectives, such as person-in-environment and human behavior in the social environment, to inform all interventions, including evidence-based models;
- Engage in effective treatment practices that invoke the change process and enhance clients' ability to achieve personal goals and identified objectives;
- Effectively terminate intervention and assist clients in identifying next steps, which may include linking them to further services or supports.

Competency 9 - Evaluate Practice with Individuals, Families and Groups

Clinical social workers are able to evaluate outcomes of clinical practice with individuals, families and groups by selecting and using appropriate models of practice evaluation. Clinicians use ethical guidelines in practice and program evaluation processes. Clinicians apply outcomes of evaluations to inform further effective practice and make measurable and intentional changes to practice in response to evaluation outcomes. Clinicians are able to evaluate use of self and the clinician's effectiveness in practice through self-reflection and supervision, and use outcomes of evaluation to inform further practice. Clinical social workers engage in the following behaviors:

- Select appropriate tools and methods to evaluate clinical practice;
- Use critical thinking skills and knowledge of applicable theoretical perspectives to evaluate effectiveness of interventions;
- Apply outcomes of evaluations to inform ongoing practice methodologies and perspectives, and make necessary changes to improve effectiveness.

PPA Concentration Competencies:

Competency 1 - Demonstrate ethical and professional behavior

Macro social workers demonstrate the capacity, integrity, and commitment to act in an ethical manner that promotes inclusive participation in decision-making, public policy, and community building. They ensure that practice in complex systems 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. Macro practitioners are facilitative leaders and organizers across all realms of practice and maintain a commitment to a vision and mission that support the collective process of social change. To ensure ethical practice with communities, with organizations, and in the policy arena, these social workers use self-reflection, self-regulation, supervision, consultation, and lifelong learning to address how their attitudes and biases influence their personal and professional identity, values, and behaviors. Social workers in macro practice represent the profession's values in interactions with clients, interprofessional colleagues, policymakers, and community stakeholders. They understand and promote organizational, community, and individual rights regarding policy, political activity, and other forms of social action. Macro practitioners 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.

Social workers in macro practice

- 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;
- apply aspects of cultural humility into ethical decision making, demonstrating recognition of and ability to use the principles as related to NASW and IFSW codes of ethics;
- critically apply ethical decision-making frameworks that reflect social work values and the basic needs and rights of vulnerable, marginalized, and disadvantaged communities;
- identify and promote organizational and community vision, mission, goals, objectives, and values in the dynamic and evolving contexts of macro practice;
- advance internal and external policies for community change that reflect social work values, challenge discrimination and social inequities, and prioritize the voices of affected populations;
- use self-evaluation and reflection to critically navigate competing personal and professional values, as well as trade-offs involved in making strategic decisions;
- demonstrate proficiency in regulations and laws that govern practice within nonprofit and public agencies and community settings;
- model appropriate professional use of self in the different social work roles required in professional macro environments;
- demonstrate an understanding of the significance of social work supervision as an accountability mechanism in supporting ethical and professional social work practice; and
- recognize the complexities and dilemmas that may arise in working with multiple client groups and constituencies.

Competency 2 – Engage Diversity and Difference in Practice

Macro practitioners 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. Macro practitioners build on the strength of diversity and the history of people, organizations, and communities to inform collaborative engagement processes. 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. Social workers in macro practice are highly skilled at communicating with those holding different perspectives and worldviews, recognizing the complexities and contradictions at times in addressing multiple oppressions and disparities. They educate diverse stakeholders about how organizational, community, and policy decisions affect vulnerable communities to craft interventions that advance social, economic, and environmental justice. Macro social workers apply research-informed knowledge and the lived experience of affected groups when working with diverse populations to address organizational, community, and societal issues. Macro practitioners are committed to examining how power, implicit and explicit bias, privilege, and oppression are manifested in the social work profession and their own practice.

Social workers in macro practice

- 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;
- demonstrate fluency in a variety of communication styles to effectively engage and work with people of different political ideologies, interests, religious and cultural backgrounds, and points of view;
- engage with diverse stakeholders in promoting a deep self-awareness and cultural humility with an understanding of how one's own personal biases, power, and privilege affect the engagement process and all aspects of macro practice;
- 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;
- recognize the complexities and contradictions that may arise in adhering to the Universal Declaration of Human Rights while respecting cultural differences of clients and constituencies;
- provide opportunities for open discussion about issues to promote sensitivity and use conflicts that arise in practice to forge new understanding and appreciation of one another;
- develop leadership and staff teams in management, policy, and community practice that reflect the diversity of the communities in which they work; and
- mediate tensions and conflicts that arise from managing cultural, political, and social differences between and within diverse groups.

Competency 3 – 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. 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. Informed by theories of justice, human rights, power dynamics, and other frameworks, macro practice social workers advance human rights and social, economic, and environmental justice locally and globally. Macro social workers recognize historical legacies of oppression and discrimination and challenge social policies and practices that tolerate or promote racism, sexism, heterosexism, and other discriminatory treatments of people based on identities including age, disability, religion, and national origin. They understand that the realization of human rights is mediated and influenced by local, state, federal, and international policies. Macro social workers design and advance public policies using the Universal Declaration of Human Rights, which guarantees all people the right to work, housing, healthcare, education, leisure, privacy, economic security, and a clean, safe, and sustainable environment. They promote the right to vote, the right to protest, and other forms of civic participation to fully and freely engage in democratic processes.

Social workers in macro practice

- integrate knowledge of human rights theories, frameworks, international documents, conventions, and covenants into practice to improve social, economic, and environmental well-being;
- engage members of society in designing and promoting programs and services that address human rights to access resources that ensure social, economic, and environmental equity;
- identify issues, develop strategies, evaluate outcomes, and promote human rights and social justice with affected clients and constituencies;
- analyze and participate in the political process and political climate when engaging in organizational, community, and policy change on behalf of human rights and social justice; and
- identify and engage key stakeholders to advocate for access to resources, services, benefits, and opportunities for vulnerable and marginalized clients, constituencies, and communities.

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

Macro practitioners 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. In collaboration with key program stakeholders and those directly affected by social problems, macro practitioners build culturally informed knowledge to promote human rights and social justice for vulnerable and oppressed populations. Macro social workers understand that many types of evidence, from personal narrative to analysis of large data sets, inform the development, analysis, and critique of social policies and interventions. 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. They recognize that research is not value free and that biases can skew programs and policies. They communicate

research-based arguments to inform policies and programs and translate research findings into actionable planned change efforts and policies. Macro social workers understand that defining, conducting, and presenting research findings and their implications includes political and resource considerations.

Social workers in macro practice

- engage in critical analysis and ongoing review of research findings, macro practice models, and practice wisdom to inform organizational, community, and policy practice;
- develop and select research questions that strategically inform the research process and its impact on communities, programs, organizations, and policies;
- identify, critically evaluate, and use data and scholarship to build new knowledge and inform the development, implementation, and evaluation of social policy and community and organizational programs;
- consciously integrate the voices and experiences of those directly affected by social, economic, and political inequality throughout the research process, recognizing the differences in conducting research with, research by, and research on an organizational or community entity;
- 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; and
- identify anticipated obstacles and opposition to the conduct and dissemination of research, including ethical, political, and economic dilemmas.

Competency 5 – Engage in Policy Practice

Social workers in macro practice examine how historical, political, social, economic, and cultural factors shape the policy environment and use this knowledge to recognize and capitalize on opportunities for reform that advance human rights; racial and gender equity; access to high-quality, comprehensive social welfare services; and social, economic, and environmental justice. Macro practitioners appreciate the complexity of policy issues; understand legislative, executive, and judicial policy-making processes; and critically analyze the varied dimensions of power as they affect individuals, families, groups, organizations, and communities. Macro practitioners engage in policy research, development, advocacy, analysis, implementation, evaluation, and electoral politics. They devise and implement strategies at the local, state, and national levels to achieve policy goals reflecting social work values. They engage and build the capacity of affected constituencies to participate in advocacy and direct and indirect lobbying, including working through coalitions, to advance evidence-informed policies that support well-being.

Social workers in macro practice

- 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;
- educate stakeholders about how policies affect individual well-being and the communities and organizations that support them;

- engage, motivate, and mobilize constituents to participate and even lead in the policy process;
- 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;
- demonstrate leadership in formulating and implementing comprehensive advocacy campaigns that use carefully selected strategies and tactics;
- analyze issues, develop cogent arguments, and communicate persuasively with multiple audiences using effective written and oral formats and media platforms;
- use interpersonal communication, relationship building, group work, and organizing skills to form coalitions, lobby policymakers, engage and mobilize constituents, and leverage political capital to challenge structures of power and privilege and effect positive change;
- encourage broad-based participation in the political process through voter mobilization and educating the public about positions of candidates for office, political party platforms, the benefits of political engagement, and electoral processes and procedures;
- advocate and engage allies and supporters in lobbying activities to enhance services, increase access to resources, and ensure sustainable and equitable community development;
- participate in professional organizations, coalitions, industry, and other groups that advocate for client social justice, equity, and fairness; and
- promote an organizational culture recognizing and rewarding professionalism, diversity, high-quality consumer service, and employee engagement and empowerment.

Competency 6 – Engagement with Organizations and Communities.

Effective macro practice with individuals, families, groups, organizations, and communities begins with engaging key stakeholders to better understand social problems, identify resources and assets, and develop strategies to address stakeholder concerns. It is an ongoing, iterative, and dynamic process that starts with initial engagement and continues through assessment, intervention, and evaluation. Macro social workers must recognize interconnections and interdependencies between micro, mezzo, and macro systems. Macro social workers must be adept at moving across these systems to engage community members, organizations, policymakers, and other community leaders. They create, nurture, and deepen authentic and strategic relationships and consider power dynamics in selecting, implementing, and modifying engagement strategies. 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. Macro social workers build collaborative relationships that bring together stakeholders at the grassroots and interorganizational levels for a common purpose to improve social, economic, and environmental well-being. Using an ecological system perspective, macro social workers understand and apply a range of theories (e.g., critical race theory, feminist theory) that examine the structural and institutional forces and power dynamics that shape the context of

the social problem. Macro practitioners understand that their personal experiences and affective reactions may affect how they engage with diverse stakeholders and audiences and how clients, constituencies, and stakeholders may engage with them based on their identities and background.

Social workers in macro practice

- acknowledge and address how aspects of their own identities (e.g., background, status, privilege) affect the engagement process;
- actively engage with individuals, families, groups, communities, and organizations affected by the issue or problem in ways that value, respect, and include their expertise, knowledge, and culture;
- 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;
- demonstrate effective group facilitation and mediation skills to promote dialogue and collaborative processes;
- 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;
- develop their own leadership skills and those of constituent groups to initiate and facilitate dialogue that mobilizes and sustains action;
- 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;
- identify relevant constituencies, partners, and targets with whom relationships are necessary for policy change;
- use multiple digital, written, and verbal communication skills to engage different constituencies, partners, and target audiences.

Competency 7 – Assess Organizations and Communities

Macro social work practitioners use appropriate theories, frameworks, models, and strategies to examine and assess communities, organizations, and policies using a strength-based, anti-oppressive, and antiracist lens. 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; the strengths and needs of affected individuals, groups, families, organizations, and communities; and the social policies and other structural, social, and community forces that create and perpetuate discrimination and oppression. Macro social work practitioners also examine and account for their own biases and interests in conducting assessments. Macro social workers have strong collaboration skills in working with diverse stakeholders and constituencies. The macro social worker synthesizes data-driven approaches with multiple ways of knowing, acknowledging and respecting that indigenous knowledge is essential for effective assessment and lays the groundwork for capacity building.

Social workers in macro practice

- assess and analyze assets, needs, benefits, gaps in services, rights, and the inequitable distribution of resources and power to identify appropriate macro interventions;
- use power analyses to identify appropriate individual, organizational, community, and political decision makers to target for intervention;
- 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;
- prepare reports that summarize and analyze collected data and frame options for intervention;
- design and conduct assessments of the structure, composition, process, and environmental factors that affect organizational performance and community and policy practice activities.

Competency 8 – Intervene with Organizations and Communities

Macro practitioners use research-informed evidence to address the root causes of social problems and incorporate indigenous knowledge of affected populations, communities, and organizations with their participation. Effective interventions with organizations, with communities, and in the policy arena build on successful engagement with stakeholders and constituencies, as well as the assessment of social, economic, and political contexts. Using collaborative and interdisciplinary processes, macro practitioners design and implement positive change interventions that are strategic and reflect the profession’s values of social, economic, and environmental justice. Macro practitioners work to ensure that interventions combat systemic oppression and injustice that permeate our organizations and society and that often become institutionalized through social policies. Macro social workers use cutting-edge professional knowledge to apply evidence-informed interventions at local, state, and national levels. They build power and capacity for positive social change by effectively managing human service organizations and delivery systems; educating, mobilizing, and organizing for community planning and development; and shaping social policies.

Social workers in macro practice

- select and implement theoretically and empirically informed interventions to achieve community, organizational, and policy goals that enhance well-being for clients and constituencies;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies and facilitate their participation in macro interventions;
- 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 power for social change;
- initiate and facilitate interprofessional collaborations within and between organizational, community, and policy partners to achieve positive system change;
- build and effectively manage organizations that initiate and sustain positive social change interventions;

- apply intervention skills to develop and revitalize social, economic, and environmental assets and build community capacity;
- draw on policy analyses and a nuanced understanding of policy processes and contexts to develop advocacy strategies;
- create opportunities for input and influence by identifying and using relationships with policymakers and staff and recognizing and taking advantage of windows of opportunity;
- formulate educational materials and deliver persuasive arguments through written and oral communications, such as fact sheets, case vignettes, and testimony.

Competency 9 – Evaluate Practice with Organizations and Communities

Macro social workers use research methods to evaluate programs, interventions, organizations, communities, and policies by using multiple sources of knowledge including professional experience, practice knowledge, and stakeholder input. They consider research and theories on organizational, community, and political processes in addressing the causes and consequences of social problems, inequality, and systematic oppression. Macro social workers evaluate the processes and outcomes of change efforts to ensure that evaluation findings are used to promote social, political, and economic justice, sustainable and accessible services and programs, and evidence-based practice. Macro social workers ensure that evaluation design, measurement, implementation, and use of findings are customized to the target population and diverse settings and that they are culturally responsive, accurate, and timely. They recognize that evaluation is a complex activity that does not occur in a vacuum and that factors such as measurement issues, multiple goals, and changing systemic contexts contribute to success or failure. They strive to include the perspectives, input, and participation of stakeholders and community members throughout the evaluation process.

Social workers in macro practice

- select appropriate evaluative questions to facilitate documenting, improving, or changing organizational programs, policies, and community performance processes and outcomes;
- develop collaborative relationships with internal and external stakeholders to engage them in the evaluation process;
- integrate theoretical and conceptual frameworks into evaluation strategies that facilitate an understanding of community, organizational, and policy dynamics and outcomes;
- 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;
- demonstrate the ability to use and apply quantitative and qualitative data analyses and current technological processes and resources, such as SPSS, geographic information systems, administrative data, and management information systems, to inform and enhance evaluation activities;
- use and translate evaluation outcomes to increase the effectiveness and sustainability of organizations and communities and to advocate for policies and planned change efforts that advance social work values;

- recognize and factor in the complexities of the work needed to receive institutional review board approval and the complexities associated with the power dynamics.

Section III - Role Descriptions and Responsibilities

Field Coordinator

The Field Coordinator is primarily responsible for the overall coordination and administration of the field education program. It is the responsibility of the Field Coordinator and the Social Work Program Director to establish guidelines and procedures for the field education program. The Field Coordinator is responsible for planning, implementing, and evaluating all aspects of the field education experience. The Field Coordinator is responsible for developing field placements, placing students, monitoring student performance in the field as reported by Field Instructors and Faculty Liaisons, evaluating the social work field education program, registering field agencies, and monitoring the effectiveness of the agency's ability to provide quality field education opportunities.

The Field Coordinator works with the Faculty Field Liaisons who are NMU faculty members assigned as the official instructors of field placement courses. The Field Coordinator supports Liaisons in developing student Learning Agreements, coordinating the administration of mid-year and end-of-year student evaluations, and providing consultative services to Faculty Liaisons as needed.

The Field Coordinator is responsible for recruiting and maintaining placement opportunities with field instructors and agencies. The Field Coordinator holds annual field instructor orientation sessions and periodic training sessions for field instructors. The Field Coordinator maintains continued dialogue with field settings and instructors through regular informational e-mails, phone calls, video-conferencing and in-person networking and visits.

The Field Coordinator is responsible for reviewing the effectiveness of the field education program and insuring continued compliance with the educational objectives of the social work program and the Council on Social Work Education. Field education student evaluations serve as an outcome measure of the overall effectiveness of the social work program. The Field Coordinator organizes the field evaluation data and uses data collection to monitor field placement quality.

Faculty Liaison

The NMU faculty member assigned to a field placement seminar course (SW 581, SW 582, SW 681, and SW 682), serves in the role of Faculty Liaison. This person has responsibility to monitor and evaluate the student's overall performance, make at least one agency visit per semester (or by video-conference for Global students), participate in field workshops and meetings, and manage problems related to field requirements. The Faculty Liaison will maintain contact with the Field Instructor by e-mail, phone, video-conference or in person visits throughout the student's placement and will make a face-to-face or video-conference visit to the field agency during each placement semester. The goals of the agency visit include reviewing progress toward learning assignments and objectives, reviewing the learning agreement, maintaining a safe learning environment, and discussing other pertinent field education requirements. During agency visits, the Faculty Liaison reviews and evaluates the

field experience with the Field Instructor. The Faculty Liaison may make additional visits to the agency during the placement semester when necessary and/or requested by a student or Field Instructor.

*Congruent with CSWE language, “face-to-face” may include digital means, specifically meetings via video conferences. For the Traditional Campus option, the Faculty Liaison will make every possible effort to meet with Field Instructors onsite at the agency. For Global Campus option, the Faculty Liaison and Field Instructor will meet face-to-face via video-conferencing.

Agency

As a participant in the education of the student, the field placement agency provides a setting in which the students can gain meaningful social work practice experience. The placement experience must be compatible with classroom teaching and enable students the opportunity to integrate theory with practice. The agencies providing field instruction for students reflect the diversity of social welfare problems and the client populations served by social workers. As a participant in the education of the student for social work practice, the field placement agency has the following responsibilities:

- I. NMU will provide a formal Agency Affiliation Agreement to be signed by an agency designated representative. The Agency Affiliation Agreement outlines the general requirements and standards for field education including the roles and responsibilities of the university, agency, and field student. Affiliation agreements remain in effect until cancelled by either the university or field organization.
- II. The agency ensures that they will provide opportunities for in-person contact with clients and constituencies that will satisfy completion of the competencies specific to the placement concentration (Generalist, Clinical or PPA).
- III. The agency's representative(s) conducts a personal interview with each student being considered for field study to determine if placement in that agency setting is appropriate. The agency will inform the Field Education Coordinator of the decision regarding the acceptance of the student for field placement. The agency has no obligation to work with students who are initially considered to be, or are later found to be, unsuited to the agency. Therefore, the agency, in consultation with the university, may request that the student be withdrawn from placement in the agency.
- IV. The agency provides the student with an agency orientation to familiarize the student with agency personnel policies and procedures.
- V. The agency informs students of potential work hazards such as exposure to infectious diseases or other health hazards. The agency also will make known any required preventive measures such as hepatitis testing, TB testing, and necessary immunizations. The agency will make students aware of policies and procedures

that address their safety in the placement setting.

- VI. The agency ensures that under no circumstances will students prescribe medication or administer physical therapy. If a student's role within the agency requires them to assist in administering medication, this may be considered on a case-by-case basis and must be discussed with the faculty liaison and field coordinator. If it is determined to be appropriate, the agency must train the student under their medication administration policies and practices.
- VII. The agency will allow Field Instructors to participate in trainings or workshops provided by the social work program.
- VIII. The agency will make available physical facilities and other resources needed by the student to complete learning assignments as identified in the Learning Agreement. Ideally, the agency will provide the student with work space comparable to that provided to the regular staff.
- IX. The agency reimburses students' travel expenses that arise in the course of providing agency services customarily given to staff. This does not include reimbursement for daily travel to and from the agency.
- X. The agency will assist in the identification and selection of qualified social work staff to serve as Field Instructors. Field agencies should provide a field instructor who holds an MSW from a CSWE accredited program and has at least two years of post-MSW social work practice experience. Supervision may also be provided by an experienced human service supervisor with a closely related degree who agrees to consultation with a qualified social worker approved by the NMU Field Coordinator, in order to reinforce a social work specific perspective.
- XI. The agency will provide time for weekly supervisory sessions between the Field Instructor and the student. The minimum expectation for supervision is one (1) hour per week. Field Instructors are also expected to be available between supervisory sessions for consultation as needed.

Field Instructor

The social work program and approved field agencies engage jointly in the identification and selection of Field Instructors. Based on the standards of the Council on Social Work Education for field study, the agency staff member designated as a Field Instructor will hold an MSW from a CSWE accredited program with two years post-master's social work experience. Supervision may also be provided by an experienced human services supervisor with a closely related degree who agrees to consultation with a qualified social worker approved by the NMU Field Coordinator. All field supervisors should have demonstrated competence in practice, supervision, and a capacity for teaching social work. The Field Instructor has responsibility for providing educational guidance to the student in meeting the learning

objectives and other requirements for field study. Specific responsibilities of the Field Instructor during field placement include the following:

- I. Assist and support the student in identifying learning objectives in the development of the Learning Agreement. Signed copies of the Learning Agreement will be forwarded to the Faculty Liaison by established deadlines.
- II. Provide structured learning experiences for the student necessary to meet these learning objectives. These assignments should reflect curriculum goals, outcome objectives and action plans.
- III. Maintain a supportive teaching role to help students integrate knowledge, skills, and values addressed in course work with the demands of practice.
- IV. The field instructor is responsible for notifying the field education program in a timely manner through the Field Liaison when a student's performance may jeopardize the successful completion of the field placement.
- V. Provide a mid-year and end-of-year (final) evaluation.
- VI. Meet with the student and Faculty Liaison once each semester to review the placement progress and concerns, and discuss the Learning Agreement and any modifications that appear necessary.
- VII. Model professional behavior and maintain a positive attitude toward the social work profession which fosters the student's professional identification and growth.
- VIII. Provide weekly educational-focused meetings with the student.
- IX. Complete Field Instructor Orientation offered by the Field Department, ideally prior to the placement beginning.
- X. Complete and submit the Field Instructor Data Form to the Field Education Office.
- XI. Provide the Field Education Office with feedback regarding their interest, time, and general availability to supervise students.

Student

The importance of students accepting responsibility for achieving a successful field placement experience cannot be overly emphasized. Along with field faculty and agency personnel, each student is expected to function as an assertive and active partner in planning, carrying out, and evaluating field education activities. Students should take initiative in working with the Field Instructor in developing the Learning Agreement and in the

identification of specific educational goals and objectives. Specific student responsibilities are as follows:

- I. Students are expected to read and become familiar with this manual and comply with all policies and procedures contained herein.
- II. Students are expected to conduct themselves in a responsible and appropriate manner consistent with the NASW Code of Ethics.
- III. Students are expected to follow the procedures outlined for participating in field education specified elsewhere in this manual. This process includes completion of required courses prior to admission to field education, application for field education, completion of documentation required for participation in field education, and acceptance by an agency for a field practicum.
- IV. Each student is required to assist in the development of a personal Learning Agreement, complete a minimum of 900 field hours in placement, and satisfactorily complete all required assignments.
- V. Students complete a weekly log form including the number of hours completed in placement for the week and a cumulative total. This log must be submitted to both the agency field instructor and the NMU faculty Field Liaison as requested.
- VI. Students should be receptive to supervision and use it to improve practice skills and knowledge, increase self-awareness, and develop professionally. If there are problems during placement, students are responsible for pursuing resolution using proper channels. All problems or concerns should initially be shared with the Field Instructor. Preventing or resolving problems often requires that the student take initiative to interact with, question, provide feedback, and constructively confront others when it appears that the educational objectives are not being met. (Refer to Grievance Policy)
- VII. Students should expect to meet with the Field Instructor to participate in the mid-year and end-of-year evaluations. Students will meet with the Field Instructor and the Faculty Liaison to discuss progress toward achieving the objectives identified in the Learning Agreement once each semester.

Section IV - Northern Michigan University Policies and Guidelines

Non-Discrimination Policy

Northern Michigan University does not unlawfully discriminate on the basis of ancestry, race, color, ethnicity, religion or creed, sex or gender, gender identity, gender expression, genetic information, national origin, age, height, weight, marital status, familial status, handicap/disability, sexual orientation, military or veteran status, or any other characteristic protected by federal or state law in employment or the provision of services. NMU provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities.

This Policy on Non-Discrimination is designed to express the University's intent and commitment to comply with the requirements of State and federal non-discrimination laws. This Policy and all other policies and procedures of Northern Michigan University shall be interpreted and applied co-extensively with such laws. This Policy shall not be interpreted as creating any legally enforceable rights, contractual or otherwise, that are greater than those existing under applicable non-discrimination laws. The prohibition against discrimination on the basis of sexual orientation does not apply to the University's relationships with outside organizations, including the federal government, the military, ROTC, and private employers. Nothing contained in this Policy shall be construed as prohibiting the University from applying bona fide occupational qualifications.

Limitations are appropriate if they are directly related to a legitimate University purpose, are required by law or rules of associations to which the Board of Trustees has determined the University will belong, are lawfully required by a grant or contract between the University and the state or federal government. Limitations of current facilities are excluded from this policy.

Complaints or inquiries related to this policy shall be directed to the Equal Opportunity Office or Human Resources. In the event of an alleged violation, the University's Discrimination/Complaint Procedures will be followed.

Disability Law Compliance Policy

Northern Michigan University formally affirms its commitment to prohibit discrimination against individuals with disabilities in any aspect of University life including, but not limited to, physical plant access, employment, services, and the academic process. To this end, Northern Michigan University declares its intention to adhere to the Americans with Disabilities Act (ADA) and all other applicable federal and state disability law.

The University shall offer appropriate and reasonable accommodations and shall establish and make known the procedures for obtaining those accommodations. Furthermore, the

University shall offer consultation, assistance and problem resolution to the University community through the office of the ADA Coordinator and shall provide information regarding other applicable University processes.

Sexual Harassment Policy

Northern Michigan University is committed to its faculty, staff and students. Sexual harassment of any member of the University community is inconsistent with the University's desire to create the best possible living, learning, and work environment, and is therefore absolutely prohibited.

Harassment on the basis of sex is discrimination in violation of Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, and the Michigan Elliot-Larsen Civil Rights Act. Federal and state laws prohibit sex discrimination in employment and in the utilization of educational facilities and services. Sexual harassment is considered to be sex discrimination and is therefore illegal.

Retaliation

It is a violation of University policy to intimidate, discipline, discharge, or harass any individual because she or he has filed a complaint, instituted proceedings, assisted an investigation, or formally or informally objected to sexual harassment and/or discriminatory practices. If retaliation occurs, the incident should be reported either to the Equal Opportunity Office or Human Resources (faculty and staff) or to the Dean of Students Office (students).

Confidentiality

The right to confidentiality, both of the complainant and of the respondent, will be respected insofar as it does not interfere with the University's legal obligation or ability to investigate allegations of misconduct when brought to its attention, and to take corrective action when it is found that misconduct has occurred.

Cooperation

All members of the University community are expected to provide full and truthful cooperation to university officials during an investigation.

For additional information, please see the NMU Equal Opportunity Office Website:

<http://www.nmu.edu/equalopportunity/>

Reporting Research Involving Human Subjects

Normally, social work field instruction is not included as part of a research project. However, in the event that research is being conducted in the field placement experience, human

subject regulations may apply. Please contact the Office of Research and Development for details.

Office of Research and Development

401 Cohodas

Phone: 906-227-2300

Fax: 906-227-2315

http://www.nmu.edu/grad_research/ord.htm

The College of Graduate Studies is responsible for oversight for all grants and research conducted by employees and students at Northern Michigan University. The Dean serves as the Institutional Research Officer for the University. The Office of Research and Development administers internal grants and oversees external grants awarded to faculty, staff, and students.

Within this context, two committees serve with oversight responsibilities for the protection of human or non-human subjects used in research. The Institutional Animal Care and Use Committee (IACUC) oversees all care and use protocols for animals. The Human Subjects Research Review Committee (HSRRC) oversees all protocols involving the use of human subjects in research. External grants which university faculty, staff, or students apply for must be reviewed by this office prior to submission.

Section V - Field Placement Program Policies and Guidelines

Placement Eligibility

Field placement is offered as a sequence of four courses (SW 581, SW 582, SW 681, SW 682) for traditional standing students and two courses (SW 681, SW 682) for advanced standing students. In order to insure enrollment in field placement, a student must:

- I. Be admitted to the MSW program.
- II. File a completed application for field placement by the designated deadline.
- III. Have a Social Work Program GPA of at least 3.0 prior to field placement entrance.
- IV. Comply with the requirements of the application process, including interviews with the field coordinator and prospective field placement agency staff.

Life Experience/Employment

In keeping with accreditation standards of the Council on Social Work Education, the MSW Program at Northern Michigan University does not grant academic credit for life experience or previous work experience, in whole or in part, in lieu of the field practicum or of courses in the professional foundation areas of the social work curriculum.

Disclosure

In order to determine eligibility of MSW students for placement at a field site or eventual social work licensure, students are screened for criminal history or other background issues during the application process. If a student incurs a new allegation or charge of abusive or criminal conduct, the student should inform the social work department immediately. If a student is unable to secure a field placement or is removed from a field placement because of a prior or new charge, or other issue where a student has not displayed behavior representative of a social worker, this may lead to a student becoming ineligible to meet the requirements to complete the MSW program.

Learning Agreement

Learning Agreements serve as the means of transforming the core competencies of the program curriculum into specific, concrete practice behaviors and experiences for the student within the context of the field setting. A Learning Agreement is created by the student in collaboration with the Field Instructor each year of field placement. The Agreement serves as a written contract between the student and the agency describing agreed upon goals and activities for placement designed to meet the competencies specified for the year and focus of placement (Generalist, Clinical or PPA).

Although the field instructor must give approval of the Learning Agreement content, development of the plan is the principal responsibility of the student who seeks support and guidance from the field instructor; the student is responsible for informing the field instructor of further instructions and deadlines for the assignment; the student will be expected to submit the completed agreement as an assignment for the field placement seminar. The field instructor may also request a copy of the document as a guide and record for the placement.

At the time of the first semester performance evaluation, the initial Learning Agreement should be revised to specify objectives for both the first and second semester of placement.

Student Evaluation

The purpose of student evaluation is to determine achievement of the social work program's educational goals and field instruction objectives, to identify assignments and activities that will address areas requiring future attention, and to assist in determining achievement of learning objectives and competencies. Ideally, performance evaluation will be an ongoing process that occurs between the Field Instructor and the student.

The first formal evaluation occurs mid-year at the end of the Fall Semester. The Field Coordinator will send the evaluation instrument, directions for completing the evaluation, and other necessary documentation to Field Instructors. The Field Instructor and the student are encouraged to have an evaluation conference to discuss the student's performance and to complete the evaluation instrument. The faculty liaison will make arrangements to meet with the field instructor and the student to review the formal evaluation prior to the assignment of grades. The actual assignment of a grade for field education is the responsibility of the instructor of record for the seminar course, the faculty Field Liaison. Upon review of the student's performance at mid-year, the Learning Agreement may be modified based on the more complete understanding of student learning needs and a reappraisal of assignments and tasks that will be available within the agency.

The final formal evaluation is due by the end of the last week of classes. The Field Coordinator will notify field instructors of the exact date. The Field Coordinator will send the final evaluation instrument, directions for completing the evaluation, and other necessary documentation to field instructors. The final evaluation will be prepared by the field instructor, discussed with the student, and again discussed by both at a final meeting with the faculty liaison. The final evaluation form will be submitted to the faculty liaison.

Evaluation reports submitted to the social work program are the property of the university and may not be released by the field instructor/agency to others for any reason. The social work program may release these reports only with the written permission of the student. In preparing general letters of reference formally requested by the student, school officials may incorporate evaluation materials only if appropriate releases are present.

Grading

The field placement courses are graded on an “A” through “F” scale. A grade of 3.0 (“B”) or better must be achieved for the student to proceed to the next required sequential course.

A grade of “I” (Incomplete) is intended only for situations where circumstances such as illness or emergency prevent the student from completing work within the normal semester time frame. It is not employed for poor or irresponsible performance. A grade of “I” is only entered with the stipulation that the student make up the required, deficit work within a designated time period.

Grading is the responsibility of the NMU faculty member who is assigned as the instructor of record for the course (Faculty Liaison). The grade is based on the student’s overall demonstration of performance and progress toward preparedness for advanced social work practice. The faculty instructor bases the grade on the field instructor’s written evaluation, consultations with the field instructor and student, student hours and activity log, the Faculty Liaison’s assessment of student’s satisfactory performance in achieving the goals of field education, and required course assignments.

Minimum requirements include:

- I. Completion of a satisfactory Learning Agreement assignment approved by the assigned NMU Field Liaison/Coordinator by the deadline date.
- II. Timely submission of accepted field reports to the Faculty Field Liaison by the student. (More than 3 unsatisfactory reports is grounds for a grade of Unsatisfactory.)
- III. Approval of the field evaluation submitted by the agency field instructor.
- IV. Approval of the field hours and activity log submitted by the student to the Faculty Field Liaison.

Each NMU Faculty Liaison provides a syllabus each term in which the grading rubric is specified.

Service Continuity during Academic Calendar Breaks

It is the policy of NMU’s MSW program that students are permitted, but not *required*, by the university to maintain a presence in the field agency during academic calendar breaks. If students choose to fulfill placement hours over breaks, it must be agreed upon by the student, Field Liaison, and the agency. The NMU MSW program expects students to consider client and agency needs when scheduling absences during semester breaks, and to appropriately plan ahead for breaks with the field instructor.

Professional Behavior

Becoming a professional social worker demands that students exhibit professional behavior and demeanor. Students should be able to utilize critical thinking and decision-making skills to discern and respond appropriately to multiple and varied situations. Policies students are expected to follow include, but are not limited to, those of Northern Michigan University, the NMU Social Work Department, and the placement agency. When policies and professional expectations conflict, students should seek guidance from the field instructor and NMU faculty in best resolving the issue. Professional expectations may include, but are not limited to:

- I. Compliance with the NASW Code of Ethics
- II. Compliance with policies and procedures established by NMU, the social work department, and the field agency
- III. Professional hygiene, dress and behavior appropriate for the field setting
- IV. Appropriate verbal, written, and electronic communication

Failure to meet these expectations may lead to consequences which could include failure of the field education course or in some cases, termination from the social work program.

Grievances

Student issues related to field education are handled within the social work program according to the following steps. Upon the discretion of the Field Education Coordinator, the steps outlined below will be bypassed and taken directly to the Social Work Program Director for resolution. Complaints about grades are handled under the standard Social Work Department grievance procedures.

- I. The student shall discuss the problem or issue directly with Field Instructor. Efforts to resolve any problem or difficulty should normally be handled within the agency before contacting the Faculty Liaison.
- II. If the issue cannot be resolved, the student should discuss the problem with the Faculty Liaison and if necessary, a meeting between the student, the Field Instructor, and the Faculty Liaison shall be held.
- III. If a satisfactory resolution is not reached, the matter will be referred to the Coordinator of Field Education.

Termination of Field Placement

When a student fails to maintain satisfactory performance in concurrent, required Social Work courses, or demonstrates unsatisfactory performance at the field education site, termination from field education may be necessary. The Field Coordinator should be informed of each step in the following procedure:

- I. Discussion of the situation among the parties involved: the student, the Field Instructor and/or the Faculty Liaison.

- II. The Faculty Liaison will schedule separate conferences with all parties to discuss the circumstances around the consideration of termination.
- III. The Faculty Liaison may schedule a joint conference with the student and the Field Instructor to discuss and attempt to resolve the issue(s) and/or arrange for the student's termination from the agency placement.
- IV. The reasons for termination from field placement must be reported in writing by the Field Liaison and communicated to the student. Termination of placement due to unsatisfactory field performance by the student results in a grade of "F."

Field Placement Reassignment

The Field Placement Coordinator makes the final decision regarding the need to reassign a student. This action will involve consultation with the Field Liaison and agency field instructor. Reassignment, after the semester has begun, will require the following steps:

- I. The Faculty Liaison is contacted by either the student or the Field Instructor.
- II. The Field Placement Coordinator must be informed of the situation, preferably by the Faculty Liaison.
- III. In the event that a student is requesting relocation, a written statement must be submitted to the Field Placement Coordinator before action is taken. This letter should include:
 - A. reasons for the request
 - B. ways in which learning needs are not being met
 - C. attempts that have been made to resolve the problem(s)
 - D. Reassignment is a last resort. Problem resolution and the exploration of other options are considered before approving reassignment.

Field Placement in Employment Setting

The field placement experience is intended to provide an opportunity to engage in a structured learning situation for the purpose of acquiring knowledge and skills. Traditional standing students may request a field placement in an agency in which they are employed for the first field placement year and for one year only. Students in the concentration may request a placement within their employment setting but no roles and responsibilities may intersect between their employment and field placement positions.

In order for a student to qualify for placement in an employment-related setting, the following conditions must be met:

- The agency must make a sincere effort to create a learning environment for the student. Students must have sufficient opportunity to complete course assignments and learning objectives associated with the field placement experience.
- For first-year, traditional standing, generalist students, the student may complete a field placement in an agency where that student is employed if *at least 50%* of the placement hours are in a role or department other than the student's employment role. For the portion of the total hours (no more than half) spent in the student's

employment role, the student must identify specific activities other than typical responsibilities that they will engage in throughout the placement to allow for it to be a learning experience. These activities must be identified and agreed on by the student's employment supervisor *prior* to this being identified as the student's placement setting. The Field Director and Faculty Liaison will maintain ongoing discussion with the student and field instructor throughout the placement to evaluate the agency's continued ability to follow through with educational-focused activities.

- For concentration year (Clinical or PPA) students, 100% of the students' field hours must be designated in a role and/or department outside of their employment role. The student and agency will be responsible for identifying learning activities that will meet the concentration competencies and are not designed to meet the student's employment responsibilities. The Field Director and Faculty Liaison will maintain ongoing discussion with the student and field instructor throughout the placement to evaluate the agency's continued ability to follow through with educational-focused activities.
- The Field Director must be permitted to speak with the student's employment supervisor prior to consideration of placement in order to assess the ability and willingness of the agency to provide an environment that prioritizes the placement learning experience. The agency must insure that their priority, while the student is engaged in placement hours, is the students' educational experience, and not the students' paid responsibilities.
- The assigned Field Instructor must be someone other than the student's work supervisor.
- The agency and Field Instructor must meet all other criteria as an appropriate MSW field placement setting.
- The Field Director retains the right and responsibility to decide whether or not a student is to be placed in their employment setting based on the potential for a comprehensive learning experience without the student's job responsibilities overriding their field placement experience. Students are *not* entitled to placement in their placement setting regardless of the above criteria being met. If at any point during the employment-based placement it becomes apparent to the supervising staff and faculty that the agency and/or student are unable to maintain the commitment to the designated learning activities, the Field Coordinator maintains the right to terminate this placement and facilitate placement in another agency.

Occasionally, field students who are *not* employed are hired by the agency in which they are completing field placement prior to the completion of the semester or year. Prior approval should be obtained from the Field Placement Coordinator to assure that learning objectives will be completed under this arrangement.

Liability

The NMU comprehensive liability policies provide coverage for university faculty, staff and employees while acting within the scope of their duties as university employees. Students

are also covered while they are engaged in university approved academic programs, including field instruction administered by the social work program. Field instruction agencies may require students to acquire additional liability insurance at the students' personal expense; however, this step is seldom necessary and the NMU Risk Manager can provide consultation in these cases. Additional questions concerning liability protection for university employees or students engaged in an educational program will be directed to the Office of Risk Management and Insurance, 136 Services Building, Northern Michigan University. Phone: (906) 227-2745. If a student chooses to seek personal liability insurance during their placement, they may find affordable options through the National Association of Social Workers.

Transporting Clients

The social work program prohibits students from transporting clients in their personal vehicles as part of their requirements for field education. This is done to insure the safety of the client and to reduce the liability of the student.

Transportation of clients in agency vehicles may be considered if this is deemed to be an essential part of the placement experience. In this case, the student and agency representative should consult with the Field Placement Coordinator who may consult with the NMU Risk Manager.

If the student is an employee of the agency in which he/she is completing the practicum, and would otherwise be required to transport clients as part of their employment, this policy will be superseded by the agency's policy.