



Cleveland State University
College of Liberal Arts and Social Sciences
School of Social Work

Master of Social Work

FIELD MANUAL

Revised 2020

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School of Social Work

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MASTER OF SOCIAL WORK (MSW) FIELD MANUAL

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MSW PROGRAM CLEVELAND STATE UNIVERSITY

The MSW Program consists of two components, classroom learning, and field practicum education. For social work, field practicum is the signature pedagogy, meaning that it is the primary means for organizing the fundamental ways in which future social workers are educated into the profession. This manual provides an overview of the purpose, policies and procedures of field practicum at CSU.

Field education is an integral part of the social work curriculum and is required of all master level social work students. As a necessary complement to classroom education, the field practicum provides students with opportunities to use advanced level knowledge, values and skills through observational, imitative, and experiential learning. It is the field practicum experiences that socialize the students into the social work profession.

OVERVIEW OF FIELD EDUCATION

The field education component of the MSW program is developed and designed to enable students to enhance their knowledge, skills, and values in advanced practice. They participate in experiential learning that facilitates their working with client systems at all levels. Field education, the signature pedagogy, is the curricular area that socializes the students into the social work profession. Field education connects and integrates theory and practice. The learning opportunities that students engage along with experienced social work professionals with clients at all systems levels enhance the socialization process. Field practicum is designed concurrently with classroom learning to provide experiential learning opportunities for application of social work theories and constructs, and development of the student's professional sense of self. The students enhance their abilities in the core competencies, as well as demonstrate practice behaviors that operationalize the competencies. The field experience includes a reciprocal integration between classroom learning and practice that facilitates students acquiring social work knowledge, values, and skills.

The field education component functions within the context of the social service delivery systems in Northeast Ohio. Therefore, students are provided learning opportunities in a variety of social service settings ranging from urban, suburban, and rural environments. This phenomenon requires that the experiential learning component addresses the human needs of individuals within the context of their environment.

Field education is comprised of a **generalist year** and a **specialization year**, where students gain experience in providing advanced practice. In generalist year, field practicum assignments address problem solving with client systems, ranging from individuals to organizations and communities, program development and implementation, and professional conduct. In specialization year, field practicum assignments address problem solving with either clinical or advanced generalist systems with a strong emphasis on their professional development. The field education component ensures that students enhance their abilities in understanding the purpose and values of the social work profession.

Field education is viewed as the integrated process through which students will enact the core competencies based on the Education and Policy Standards of the Council on Social Work Education (CSWE):

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

Students develop these competencies through a range of practice and professional development assignments, allowing them to integrate knowledge, values, and skills acquired in the generalist and specialization areas, as well as to develop a reflective, self-evaluating practice stance.

The purpose of field education is to:

- Make the necessary connections between class and field, theory and practice.
- Transfer and integrate academic content, including content in social work values, ethics, and human diversity.
- Develop the student's capacity and ability for advanced practice and professional growth and development.

The general types of field sites include family service agencies, community mental health settings, hospitals, residential treatment centers for children, homes for the elderly, group homes, crisis hotlines, health clinics, substance abuse and rehabilitation centers and other settings appropriate for generalist and specialization levels of social work learning. The MSW program is accredited by the Council on Social Work Education (CSWE), and, as such, adheres to CSWE 2015 standards for the field learning experience. Field education ensures that all students who graduate have adequate supervised placements under the guidance of those who hold the responsibility for certifying master social work education.

Field education carries out the mission and goals of the MSW program. It is this component that actively engages the community in the educational process of the students. Health and human service agencies have freely provided opportunities for students to further enhance their growth and development through experiential learning. The reciprocal involvement of both the field education component and the agencies strengthens the service delivery system. The field education component recognizes its responsibilities to maintain an awareness of the political, social, economic, and environmental trends that impact the service delivery systems and the quality of life of individuals in Northeast Ohio, nationally, and internationally. The field education program reflects this awareness and incorporates this concept into preparing effective social work practitioners to provide professional leadership in the development of social service delivery systems.

Field practicum sites are selected on this basis of fulfilling the mission and goals of the MSW program. Field instructors are orientated and trained in how the students implement the mission and goals, which are:

MSW PROGRAM MISSION STATEMENT

Our mission is to prepare graduate students for specializations in advanced generalist and clinical social work practice to promote human and community well-being in the region and globally.

CSU GOALS AND PURPOSES OF THE MSW PROGRAM

The goals of the MSW program's curriculum design are to:

- Promote clinical and advance generalist practice, that is evidenced-informed, with and on behalf of individuals, families, groups, communities, organizations, and society;
- Prepare students for specialized, self-critical, accountable, and autonomous, culturally-responsive practice;
- Focus on traditional and emerging ways of knowing and multiple theoretical perspectives, integrating trauma theory, practice knowledge, and multi-dimensional approaches to practice-in-context;
- Promote a practice-in-context perspective that embodies ethical reflection and integrates policy practice, theories of person-in-environment, and evaluation of practice within specific settings;
- Address human needs, aspirations, issues of social and economic justice, discrimination, and oppression using policy practice, and advocacy in advanced generalist and clinical interventions.
- Promote research that informs and evaluates practice and prepares graduates to engage in scientific inquiry and life-long learning.

CURRICULUM DESIGN FOR FIELD EDUCATION

It is the belief of the MSW program faculty that the integration of theory and practice in field education should take place over an extended period of time rather than compacted into a brief intensive period. Field is concurrent with applicable course work and extends over four semesters. Students are required to complete a total of 900 clock hours, 400 clock hours for the generalist year (200 hours each semester) and 500 clock hours for the specialization year (250 hours each semester). The following table illustrates the field design.

Field Year	Academic Year	Hours	Learning Experiences
Generalist	Full-time 1 st of 2 years	200 hours/semester 16 hours/week	Direct Practice Individuals, families, small groups; organizational development; neighborhood/community organization Service Impact Professional Learning
	Accelerated Part Time-1 st of 2.5 years or Part-time 2 nd of 4 years		
Specialization	Full-time 2 nd of 2 years (Includes Advanced Standing-1 st year full time)	250 hours/semester 17 hours/week	Clinical Practice or Advanced Generalist Practice
	Accelerated Part –time 2nd year of 2.5 years or Part-time 4 th of 4 years		

AREAS OF RESPONSIBILITIES

FIELD STAFF AND STUDENT ROLES AND RESPONSIBILITIES

The field education director functions under guidelines, policies, and procedures as determined by the MSW program and the Council on Social Work Education (CSWE) standards for field education. The basic responsibility of the field director is the organization, implementation and evaluation of field education. Field education is operationalized with three primary roles which are: the field director, faculty liaison, and field instructor. The university employs the field director and faculty liaison and the field instructor is employed by the agency. These three functions interrelate to guide and direct the student's learning process that will enable him/her to develop competencies in advanced practice.

Field Director

The field director is expected to carry out the following responsibilities:

- Develop, evaluate, revise, and make available in collaboration with the Academic Performance Committee, Field Advisory Committee, and faculty the educational objectives, policies, procedures, and field education manual.
- Identify social service agencies that have the capacity to provide appropriate generalist and/or specialization year experiential learning that meet the requirements of field education in context with the MSW program and CSWE standards.
- Develop, implement, and update the affiliation agreements between Cleveland State University and those field agencies requesting such an agreement.
- Establish criteria for the selection and approval of agency staff as field instructors, as well as ensuring the provision of time for attending activities, such as training and orientation and one hour per week supervision which involves monitoring and evaluating students' learning activities.
- Evaluate, in collaboration with faculty field liaisons, the field instructors' and agencies' ability to meet the program's expectations for field; approve the continued use of agencies and field instructors.
- Develop and maintain placement processes for students involving practicum placements, orientation, and notifying academic advisors of academic performance and professional development related problems.
- Develop and implement student seminars that enhance learning and professional development and advance the students' professional skills and values.

- Plan for liaison coverage of field agencies in conjunction with the director of the MSW program and notify students and faculty of their liaison assignments.
- Review student applications for field practicum and provide a field orientation for students entering or continuing the field practicum, which includes reviewing the application and placement process.
- Review and approve students' proposals to do their field at their place of employment; ensure that the proposals meet the standards and requirements for all field placements in the Program.
- Develop and maintain a database of viable field agencies.
- Develop and implement a formal process of evaluating students' field performance in accordance with the educational objectives of the program and CSWE standards.
- Maintain field education records, including student files such as application, student integrative learning contract, evaluation, and activity/time logs.
- Maintain statistics on the field education component and report on its status to appropriate audiences on a regular basis.

Faculty Liaison

The faculty liaison is a qualified faculty member who serves as the university's representative to the student and the agency. The overall responsibility of the liaison is quality assurance of the field experience, assisting and ensuring that field education competencies and practice behaviors are being met by the field instructor and student. Liaison assignments are made by the program director in conjunction with the field director during the first two weeks of the semester.

The liaison assumes the following roles and functions:

1. **Linkage**: The liaison serves as a bridge between the MSW program, the agency, and the community. Responsibilities include:
 - Interpreting field education policies, procedures, and expectations of the MSW program to agencies.
 - Assessing the fit between theoretical concepts acquired in the classroom and experiential learning provided by the agency.
 - Developing appropriate contacts with relevant persons in the agency.
 - Identifying potential field placement sites in the community.

- Staying abreast of pertinent changes, including policy, procedures, and organizational shifts of the professional community and keeping the field director informed of these changes.
 - Ensuring that the student integrative learning contract, evaluation, and activity/time logs are completed on time and signed by the student, field instructor, and liaison.
2. Consultant: The liaison assists field instructors in connecting and integrating theoretical concepts and experiential learning; developing a process of facilitating students to achieve proficiency in program competencies and operationalizing practice behaviors. This involves:
- Facilitating the process of field instructor's connecting and integrating theoretical and conceptual frameworks to experiential learning.
 - Determining and assisting the field instructor and students with the learning expectations that are included in the student integrative learning contract, suggesting necessary changes to strengthen the contract.
 - Developing and maintaining a process of problem identification of academic performance or professional development that assures an early resolution of the situation.
 - Determining with the field director and other appropriate faculty whether a student should remain at an agency or should be placed in another agency (*See Field Problem Resolution Procedures*).
3. Evaluation: The liaison evaluates the performance of students and provides feedback on field instructors, agencies, and the field director. This involves:
- Assigning the student's grade for the field experience based on the student integrative learning contract, the field instructor's evaluation and recommended grade, activity/time logs, and other sources relating to the student's performance.
 - Submitting to the field director a semester review of agency and how the field instructor met the program expectations and requirements.
 - Completing the field instructor, agency and field director feedback forms.

In carrying out the above roles and functions, the faculty liaison is responsible for initiating contact with the field instructor and student in order to participate in the preparation of the student integrative learning contract. The initial contact includes clearly communicating the liaison's responsibilities and availability.

First Semester Responsibilities

The first field visit includes a review of the student's work, the progress made in preparing the student integrative learning contract, and the ability of the field instructor and student to work together.

- The second field visit with the student and field instructor includes a review of the student's work and consultation regarding the formal evaluation process. Additional visits are necessary whenever field related problems develop. Other contacts, such as informing field instructors of the appropriateness of the student integrative learning contract or reminders to submit field related documents may be made by telephone and e-mail.

Second Semester Responsibilities

- Every effort is made to keep the same liaison assignment for both semesters of field in a given academic year. When a change is unavoidable, the field director will inform the newly assigned liaison, and the new liaison is then expected to contact the field instructor and the student to determine if a field visit is indicated, and proceed as usual.
- During the second semester a site visit is required within the first seven weeks so as to monitor student progress in learning. Liaisons are available for phone, through blackboard collaborate, or in-person consultation as needed.

**For online MSW students or students completing practicum further than a 50-mile radius from CSU, this communication/contact may happen via telephone or Blackboard Collaborate (Visual Conference call).

Field Instructor

The field instructor is the student's primary field learning resource and the agency's representative to the program. To be eligible, the field instructor must have his/her MSW/MSSA degree from an accredited school of social work; at least two years of post-MSW/MSSA experience in an agency/institutional setting; at least one year of experience with the field agency; and an expressed interest and willingness to accept the field instructor's role and responsibilities within the program's field education framework. Exceptions are made on a case-by-case basis dependent upon agency's learning opportunities. In situations where exceptions are made a faculty liaison assigned by CSU will perform this role and facilitate the agency's task supervisor's ability and capacity to provide experiential learning.

The field instructor is expected to carry out the following responsibilities:

- Participate in orientation and training activities for new field instructors.
- Orient the student to the agency and staff.

- Develop and implement a student integrative learning contract during the first four weeks of field in collaboration with the student. The contract specifies learning experiences that will help the student achieve his/her learning objectives and field education requirements.
- Schedule weekly in-person supervisory sessions with student for a minimum of one hour.
- Provide appropriate activities for the student to complete incremental tasks that achieve the student's objectives and offer a broad range of agency experience.
- Review regularly the student's work and time accrual, maintain an ongoing evaluation of the student's progress through Taskstream, and complete evaluations of the student at the end of each semester - including a recommended grade.
- Support the student's initiative in gaining access to other learning experiences and resources in the agency and professional community when needed.
- Collaborate with the faculty liaison in the preparation, review, and evaluation of the field experience.
- Inform the faculty liaison promptly of any problems in the field placement and, when necessary, develop a plan of remedial action with the liaison and the student (*See Field Problem Resolution Procedures*).
- Provide information to the field director to assist in the future use of the agency as a placement site, including the field instructor's interest in continuing service as a field instructor.

There are two important aspects of the field education component relevant to field instructors becoming competent in the process of developing experiential learning activities for the students. New field instructors are given an orientation to the expectations and guidelines for working with students. The agenda for learning and orientation sessions includes content such as orientating the student to the agency; involving agency protocol, policies, and procedures; facilitating the field instructor's ability to provide experiential education; helping the field instructor to process the student's apprehension and hesitancy in experiential learning; monitoring and evaluating the student's progress in his/her learning. The field instructors gain information of how students work through the stages of the learning process. Those field instructors who have worked with the MSW program previously have opportunities to attend training sessions such as supervision and using library resources.

Field Agency

The agency is selected as a field site based on criteria including educational philosophy; use of qualified professionals for field instruction; student opportunity to work with diverse clients and situations, opportunity for student to employ a strengths-based perspective and empowerment approach with and on behalf of client systems; and promotion of sound professional practice.

The field agency can be expected to carry out the following responsibilities:

- Accept students without regard to age, gender, race, ethnicity, religion, sexual orientation, physical ability, or veteran status.
- Assign a field instructor qualified to provide experiential learning who is approved by the MSW program.
- Provide the field instructor with sufficient time and resources to carry out field instruction responsibilities with the student, program and use of the Taskstream system.
- Provide the student with resources necessary to carry out learning assignments such as a telephone, place to interview clients, adequate records and documents, and travel reimbursement for authorized activity.
- Provide students with opportunities to carry out the social work process with clients from engagement through termination, toward the enhancement of client well-being.
- Provide students with exposure to group process with clients and/or staff and with opportunities to relate to community groups on behalf of the agency.
- Provide students the opportunity to participate in staff meetings, agency studies or research, agency conferences, and policy group meetings as appropriate.
- Provide students with opportunities to employ practice knowledge, values/ethics, and skills toward the amelioration of adverse environmental conditions affecting those served by the agency.
- Provide students opportunities for interaction with members of diverse client populations, such as racial and ethnic minorities, gay men, lesbians and bisexuals, transgendered, the aged, the poor, the disabled, and other vulnerable or oppressed groups.
- Provide timely information to the field director such as written descriptions of the agency's services and learning opportunities for students, acceptance of field students, and staff/policy/program changes affecting field education.
- Have sufficient staff to develop and maintain the service delivery of the agency without reliance on students.

Field Student

The basic responsibility of the field student is to acquire the knowledge, skills, and values of the social work profession that will enable him/her to fulfill program competencies through operationalizing practice behaviors. The student, in collaboration with his/her field instructor, is responsible for developing objectives in each learning area and incremental tasks to achieve these objectives. Specific expectations of the student are described in detail in the section on the

educational outcomes for the field. However, students are also expected to carry out the following responsibilities:

- Learn to use Taskstream, the system used to keep track of hours and to submit other required work.
- Submit in a timely manner all required field documentation, including: application; agency acceptance; field at place of employment proposal, if applicable; student integrative learning contract; activity/time logs; and evaluation.
- Attend all required field orientations and seminars to discuss field and other topics relevant to social work practice.
- Read and become familiar with all field documents, requirements, policies, and procedures.
- Assume the cost of a background check, physical examination, and mileage if required by the agency; (*see mileage reimbursement under agency requirements*)
- Assume responsibility for potential risk or injury during the classroom learning and experiential learning in field practicum. Neither university nor field agency sites are responsible for students' injuries; (check agency responsibilities)
- Develop a student integrative learning contract in collaboration with the field instructor, integrating classroom assignments when appropriate.
- Maintain documentation of field activities and activity/time logs on a weekly basis.
- Report regularly to the faculty liaison both successful learning and problems related to the field experience (*see Field Problem Resolution Procedures*).
- Abide by the NASW *Code of Ethics* and the agency's protocol.
- Prepare for weekly field instructor supervisory meetings and use field instruction time to increase professional development and for self-evaluation.
- Maintain a professional demeanor by completing field assignments, complying with the schedule of field activities over the entire semester, and seeking assistance when needed.

POLICIES AND PROCEDURES

According to the Council on Social Work Education (CSWE), academic credit for life experience and previous work experience cannot be given, in whole or in part, in lieu of completing field education hours; nor are field courses transferable from a program that is not accredited by the CSWE to this MSW program.

Notification regarding Felony Convictions and Unprofessional Conduct

Students admitted to the MSW program are hereby notified that having a felony conviction or sanctions for unprofessional conduct may impact potential for obtaining field placement (required for graduation), as well as obtaining social work licensure and future employment as a social worker.

MSW Field Practicum Student Expectations

- MSW students are responsible for understanding the role of agency Field Instructor and Faculty Liaison and working with them appropriately.
- MSW students are expected to complete their placement at the same agency placement for both semesters of their generalist and specialization field practicum placements, unless there are extenuating circumstances in which a student needs to be change agencies.
- MSW students in their generalist field practicum are required to complete 200 field hours each semester, for a total of 400 hours.
- MSW students in their specialization field practicum (advanced generalist or clinical) are required to complete field 250 hours each semester, for a total of 500 hours.
- MSW students are responsible for securing a field placement no later than three weeks prior to the start of the semester.
- Students are responsible for taking a lead in developing their individualized learning contract, describing how they will learn and demonstrate the 9 generalist social work competencies.
- As stated in the MSW Field Manual on page 15, the Field Education Director will suspend the interviewing process in the event that three different approved agencies or programs have not accepted the student for placement. In these circumstances, the Field Education Director will refer the student to the MSW Program Coordinator who may refer the student to the Academic Performance Committee.

MSW Field Practicum Criteria

1. MSW students must be in good academic standing with the MSW program
2. Enroll in field practicum co-requisite practice courses
3. Complete the MSW field application packet which includes:
 - a. Field application form
 - b. Disclosure Information (i.e. background information, including whether student has a history of being convicted of a felony(ies)).

- c. Resume
- d. Complete the online HIPAA training quiz in Taskstream.

Procedures for Placing Students

Step 1: Orientation to the Placement Process

Upon admission to the MSW program, students receive instructions to set up an appointment with the Field Education Director to meet and discuss the field practicum process. Students in the online MSW Program will set up a phone call with the Field Director if they live outside the Cleveland area.

During the in-person or phone call meeting, the Field Education Director and the student discuss areas of interest and goals so an appropriate field agency can be identified. The Field Education Director assesses each student to determine readiness for placement, as well as determine general eligibility. When possible, the Field Education Director will work with students whose circumstances may limit their field placement options – an example of this would be a student with a felony conviction. It is the Field Education Director's responsibility to enforce the criteria for field placement eligibility, as well as ensure that the established criteria are consistent with CSWE standards. All students are provided with a copy of the MSW field education manual which provides the policies and procedures they will need to know about their upcoming MSW Field experience.

The Field Education Director also reviews and educates new MSW students on our program's field process from start to finish at our student MSW orientations which take place in May and August every year.

Prior to applying for field practicum program, MSW students are required to attend a Field Practicum Orientation provided by the Field Education Director. This orientation includes an overview of the policies, criteria and procedures for placing students, review of the Field Practicum manual, and orientation to completing field practicum forms in Taskstream (field application, learning contract weekly logs, self-assessment and field evaluation that is completed by students' field instructors. This orientation will also be offered in a web based, online format.

Step 2: Students complete the MSW Field Practicum Application Packet.

While MSW students are required to attend orientation once, all MSW students complete their field application for both their generalist and their specialization placement.

Step 3: Interview with MSW Field Director

After completing the application packet, students make an appointment with the Field Director to review their application and discuss students' interests and preferences for a field placement. The Field Director also discusses what students may expect when interviewing with a potential field placement site, including being prepared to provide their updated resume to the agency when

interviewing. During this interview, the Field Director provides students with the MSW Agency Acceptance Form, which they are to sign and return indicating the student has been accepted by an agency and has agreed to accept the placement. This indicates when the student is officially placed.

Step 4: Review of Students' Field Practicum Application Materials

The Field Director reviews the application materials, and assures students are in good academic standing, and have completed required courses prior to beginning their generalist and/or specialization field placement.

Step 5: Identification of Possible MSW Field Placement Sites

The Field Director determines that the MSW student meets criteria for MSW generalist or specialization placement, field and reviews students' completed application packet. Upon satisfactory review, the MSW Director identifies placements for each student to consider, working to match students' interests with agencies best suited to provide them with an opportunity to develop their social work competencies. The Field Education Director will recommend placements in which learning opportunities are congruent with competencies and their associated practice behaviors that meet the requirements for either their Generalist or specialization practicum (advanced generalist or clinical). For students that are completing their field practicum placement more than 50 miles from CSU, the student will be responsible for finding and securing their own field practicum placement. Once the student secures field placement, they will notify the Field Education Director, whom will work with the agency to complete the onboarding process and make sure this placement meets the needs of our field practicum requirements.

It should be noted that overall, the School of Social Work has an established partnership with about 300 agencies in the Northeast Ohio area who have demonstrated capacity to provide MSW students with either a generalist and/or specialization (advanced generalist or clinical) field practicum learning experience.

The Field Education Director keeps in constant communication with all of the field agencies that accept CSU students for field practicum placement and knows which agencies are open to accepting students for field practicum. This includes whether the agency is able to provide suitable learning experiences for students to develop generalist and/or specialization (advanced generalist or clinical specialization).

Step 6: Field Placement Interviews

The Field Education Director provides the MSW student with the name of two or three agencies and the agency field instructors' contact information. The Field Education Director also asks the students to diligently research the agencies and become familiar with the services they provide prior to contacting the agency and setting up an interview. The student then arranges to interview at the identified placement sites. In rare circumstances where the third possible placement doesn't work out, it is the School's policy that the Field Practicum Program is under no obligation to

provide the student with further referrals. In these circumstances, the Field Director will refer the student to the MSW Program Coordinator who may refer the student to the Academic Performance Committee.

Step 7: Acceptance of Placement

The student notifies the Field Education Director by phone or email once the agency offers the student the placement, and the student agrees to accept the field placement. The student completes the MSW Agency Acceptance Form and returns to the Field Director, confirming the placement site and the student's field instructor.

The Field Education Director corresponds with the agency and Field Instructor and finalizes the student's field placement. All Field Instructor information is obtained by the Field Education Director and entered into the Taskstream Field Database, this includes their field instructor application, field acceptance form, resume, agency information, and copy of their professional license.

Step 8: Student Completes the Field Agency Onboarding Process

It is the student's responsibility to complete any onboarding requirements of their field agency, including agency orientation. Field agencies may also require students to obtain a background check or Social Work Trainee License (SWT). The school will provide verification of the students schedule and enrollment in field practicum classes for the student to share with the State of Ohio Counselor, Social Worker, Marriage & Family Therapist Board to obtain and keep their SWT License. Some hospital field placements require the Field Education Department to oversee their agency onboarding requirements, which include background check, vaccinations, flu shot, and TB screen. The school houses this confidential student information and has it available for the hospital upon request.

Step 9: Review of Field Manual and Resources

Finally, prior to the start date of field practicum, the Field Director e-mails students entering their first semester of field practicum field related documents and resources. This file contains the following:

1. MSW Field Manual
2. Field Practicum Calendar
3. Taskstream User Guide and Video (used for students' learning contract, weekly logs, and field practicum evaluation)
4. Field Practicum Syllabus
5. Ohio Counselor Social Work Marriage and Family Therapist Board of Ohio Laws and Regulations 7.14 and the;
6. National Association of Social Workers Code of Ethics

Evaluating Student Learning

Student learning is evaluated at the end of each semester, and on an ongoing basis, through completion on weekly logs, and visits by faculty liaisons. At the end of each semester, students also complete a self-assessment. Students discuss their self-assessment with their field instructor prior to the field instructor completing students' evaluation.

Assessment of student learning is based on The MSW student learning contract, which is due week 3 of the semester and is reviewed by both the Field Instructor and the assigned Faculty Liaison from the CSU School of Social Work. The Faculty Liaison assures the congruency between field setting effectiveness and the Social Work competency areas based on the students learning goals established in the learning contract.

Students also submit weekly logs which summarize their tasks and describe progress made that week in developing the social work competencies. The weekly log includes a checklist that enables them to identify the competencies they were addressing and their related tasks during the week. In addition to the checklist, the log contains open-ended sections allowing students to describe how they addressed the competencies. Students complete the weekly logs in Taskstream and submits the logs to their field instructor for review. The field instructor reviews the logs and provides feedback describing their assessment of students' progress to date, as well as any strengths or areas or concern. After receiving their Field Instructor feedback, the student forwards the log to their Faculty Liaison, who reviews both the student's input and Field Instructor comments. By reviewing the weekly logs, the Field Instructor and Faculty Liaison can determine the student's proficiency regarding each competency throughout the semester.

Toward the end of each semester students complete a self-assessment allowing the student to reflect on what they have learned during the semester and how well they have met each competency area and associated practice behaviors. The student shares their self-assessment with their field instructor, and they discuss the self-assessment during supervisory time. The Field Instructor then completes a Field Instructor evaluation of the student based on their success of meeting their learning contract competency areas and feedback from their student self-assessment.

There is a rating scale on the Field Instructor evaluation that the instructor evaluates the student's level of competency in each of the competency areas and associated practice behaviors. The student's faculty liaison reviews the assessment and evaluation and determines whether or not the student is proficient in the social work competency areas and if they demonstrate and apply the practice behaviors to pass field practicum. (See Field Forms in appendix of MSW Field Manual for templates of the weekly logs, learning contract, student self-assessment, and field instructor evaluation).

Change in Field Placement

- Students should expect to complete their field placement at one agency for both semesters of a given academic year.

- The field director may make a placement change if, after careful review, a legitimate educational reason for change is determined. Such reasons may include: the field instructor leaving the agency without available replacement; the agency reducing staff; and personnel going on strike.
- The field director may make a placement change for reasons of student conduct or performance that the agency deems unacceptable and requires immediate student dismissal.
- The field director may make a placement change under circumstances requiring the Field Problem Resolution Procedures, such as the field instructor or agency not upholding the terms of the student integrative learning contract; the presence of disagreements and/or personality conflicts between the field instructor and student.
- In addition to the Field Director, students have a responsibility for identifying whether a placement appropriate meets their educational needs and interests. While the field director places students, students are encouraged to provide feedback, and be proactive in identifying a field placement opportunity.
- No more than one field assignment change will be made within an academic year unless required by circumstances completely beyond the student's or agency's control. Circumstances warranting such a change would need to be critical. A second change would require review and approval by the Academic Performance Committee.

Field at Place of Employment (FAPE)

Under certain circumstances, students may do field at their place of employment. Assuming all requirements for a FAPE placement are met, the School allows students to complete their field placement at their place of employment for both their generalist and/or their specialization field practicum placements. The **requirements for this type of field placement are the same as those for all other placements**. Field placement at a student's employment site or a field placement paying a stipend requires the following:

- The agency meets established program requirements.
- Submission to the field director of a FAPE proposal, which conforms to the outline provided in the field manual.
- The field instructor and employment supervisor must be different.
- The field assignments must be educationally focused, be considered new learning, and be different from employment activity.
- If, during field, a student is hired by the field agency, he/she will also need to complete a FAPE proposal to assure that the student's learning objectives can be met, given the job

responsibilities, and that the appropriate field instruction can be maintained according to the stipulations above.

- If the field experience itself becomes the employment responsibility, the proposal must state this and must clarify what work responsibilities and time frame will continue to be considered field.
- If, once having started field, a student takes a job at an agency different from the field agency, the student cannot transfer field to that work site. Students are expected to honor their field commitment and complete the hours at their field agencies as agreed upon by the student, agency, and the program.

Protocol for New Field Placements and Evaluating Field Placements

When a new agency expresses interest in becoming a field placement site for students, the Field Education Department screens the agency by phone and also does a visit to the new agency to determine if the agency can be a sufficient field instruction site and meet the requirement of supervision and providing learning opportunities for our students. After an agency is approved and accepts a student for field practicum, the Field Education Department completes an affiliation agreement with this agency which is in place for 5 years. A copy of CSU's student liability insurance is also provided to the partner agency.

The Field Instructor is the student's primary field learning resource and the agency's representative to the program. To be eligible, the Field Instructor must have his/her MSW/MSSA degree from an accredited school of social work; at least two years of post-MSW/MSSA experience in an agency/institutional setting; at least one year of experience with the field agency; and an expressed interest and willingness to accept the Field Instructor's role and responsibilities within the program's field education framework. Exceptions are made on a case-by-case basis dependent upon agency's learning opportunities. In situations where exceptions are made a faculty liaison assigned by CSU will perform this role and facilitate the agency's task supervisor's ability and capacity to provide experiential learning.

The Field Education Program verifies the Field Instructor's credentials to determine that they meet our program requirements for serving as a Field Instructor. All Field Instructor information is obtained by the Field Education Director and entered into the Taskstream Field Database, this includes their field instructor application, field acceptance form, resume, agency information, and copy of their professional license.

Prior to placing students with a field instructor, the Field Director reviews the social worker's credentials and the potential learning opportunities available in the potential placement setting to determine whether the field instructor in that field setting can provide student learning opportunities for generalist and/or specialization (advanced generalist or clinical) for students.

Effectiveness of the field setting is assessed and monitored in many different ways. This includes feedback from students and Field Instructors and observation and feedback from Faculty Liaisons. The Field Education Program assesses field effectiveness ongoing with the Faculty Liaisons

evaluation of student's weekly logs regarding their field placements. As mentioned above, in addition to reviewing/evaluating the students weekly logs, the Faculty Liaison is also assessing the students learning contract, student self-assessment, and field instructor evaluation to determine the student is actively demonstrating that they are learning the competencies and practice behaviors and that the field placement site is providing the ability to do so in an effective manner. Each student also completes a student acknowledgement of evaluation and faculty liaison review at the end of each semester in which the student includes any concerns or comments regarding their field evaluation and the effectiveness of their field placement. The student's Faculty Liaison receives this work in the Taskstream system, thoroughly reviews the student's feedback, and shares this feedback with the Field Education Director. (See Field Forms in appendix of MSW Field Manual for template of the student acknowledgement of evaluation and faculty liaison review). The School of Social Work also assesses the effectiveness of field placement with the implicit curriculum survey which is distributed to all students each semester.

Attendance

Patterns of weekly attendance: Generalist year students in placement must attend field 16 hours per week over the course of 13 weeks of each of the two semesters. Specialization year students must attend field 17 hours per week over the course of 15 weeks of each of the two semesters. Students are instructed to complete this requirement in minimum of blocks of at least four hours. While students may put in more than the minimum clock hours required in each semester, overtime may not be accrued for the purpose of ending field early in the semester or of banking hours for the next semester.

University calendar: The field schedule follows the university academic calendar for the fall and spring semesters. Students are not in field during Thanksgiving, winter, spring, or summer breaks. All missed field hours due to holidays must be made up. These holidays include Labor Day, Columbus Day, Veteran's Day, Martin Luther King Day, and President's Day. Requests for religious holidays, not observed by the university or the agency, should be made to the agency field instructor. Missed field hours for religious holidays must be made up.

Missed field time: Students must make up any missed field time due to personal or family illness, death in the family, and other appropriate circumstances.

Conferences and meetings: Attendance at social work conferences and meetings falling on field days may be counted as field time at the discretion of the field instructor. The decision is based on the field instructor's judgment of the relevance of the programs' learning opportunities for the student. The field instructor may expect documentation and discussion of the learning experience.

Grading

Satisfactory/Not Satisfactory grades are recommended by the field instructor and assigned and recorded by the faculty liaison at the end of each semester of field. A grade of Incomplete (I), may be given when a student has made satisfactory progress but has insufficient clock hours of attendance due to extended illness or other factors beyond the student's control. The student, field

instructor and liaison must submit to the field director, a written plan for completion of the remaining clock hours specifying the number of hours remaining and the date to be completed.

Incomplete in Field

A grade of “I” can only be assigned in a practicum course if the following conditions are met:

- 1) The student has completed at least 80% of required field hours.
- 2) The student has a written plan to complete the remaining field hours within two weeks of the end of the semester in which the student registered for that field practicum.
- 3) The faculty liaison has a signed “incomplete contract” from the student which indicates the total number of hours that still need to be completed and a schedule for completing those hours within two weeks of the end of the semester.
- 4) The signed contract has been submitted to the field director.
- 5) The field director grants permission for the incomplete.

Reporting of Incompletes to Field Director:

Notice of an unsatisfactory grade in field or an incomplete must be submitted to the field director by the date grades are to be submitted to Campusnet.

Holiday Break between Semesters

The break between the fall and spring semesters may pose a challenge to agencies in terms of making arrangements for coverage during student’s absence and for continuity of care. Therefore, the student should address the break early on, preferably during the interview process, certainly no later than the development of the student integrative learning contract. The following rules govern the holiday break between semesters:

- Each student is entitled to the full holiday break.
- If an agency requires a student to maintain any client service during the break, the student must be informed of and agree to this.
- Each student is required to take off the last week in December and the first week in January.
- Students may accrue no more than sixteen (16) field hours during the holiday break between semesters.
- The 16 hours will count toward the spring semester of field.
- A student must have an assigned faculty liaison and his/her field instructor must be established with the field director **prior to** writing the student integrative learning contract. Exceptions may be granted upon case situation basis.
- The field instructor must be available during the time the student continues in the agency over the holiday break.

- The arrangement of field hours in the agency and for field education departmental coverage over the holiday break must be specified in the student integrative learning contract and approved by the faculty liaison, field instructor, and student.

Field Problem Resolution Procedures

Field problems are manifested over a period of time, rarely as single events. This is sufficient to provide evidence that attention is warranted. Most problems, if identified and acted upon early, can be resolved in a professional manner between the parties involved. Field problems include but are not limited to:

- Failure to meet generally accepted standards of professional conduct and personal integrity, such as behavior not consistent with the NASW Code of Ethics and the State of Ohio Counselor, Social Worker, Marriage and Family Therapist Board.
- Unsatisfactory practice performance, such as consistent failure to demonstrate effective interpersonal skills or lacking the emotional stability necessary for forming professional helping relationships.
- Disagreements and/or personality conflicts in the field setting; inappropriate or disruptive behavior toward colleagues, staff or field faculty.
- Agency problems having a negative impact on the field experience, such as agency personnel going on strike, agency staff reduction, and other circumstances.

Following are the sequential steps of the field problem resolution process:

- As soon as the problem is identified, the student will bring it to the attention of the field instructor, or the field instructor will bring it to the attention of the student. Together the field instructor and the student will attempt to solve the problem.
- If the student and the field instructor are not able to resolve the problem to their mutual satisfaction, both parties will contact the faculty liaison for consultation, an in-person meeting if needed, and for developing a plan for follow-up. Following notification of the problem, the liaison should be in direct communication with both the student and field instructor within 7 working days and should notify the field director of the problem.
- If the problem is still not resolved, the field instructor, student and faculty liaison will delineate, in writing:
 - A clear definition of the problem.
 - The tasks to be performed to resolve the problem.
 - The behavioral indicators of resolution.
 - A specified timeline for task completion.
 - A plan for outcome evaluation.

- Each of the above parties will keep a copy of this plan for their reference. The faculty liaison will provide a copy of the written problem resolution plan to the field director and student's academic advisor.
- The student, field instructor and faculty liaison will evaluate problem resolution outcomes and provide a written outcome evaluation to the student, field instructor, field liaison, field director, and academic advisor.
- If the problem cannot be resolved satisfactorily for all parties, the faculty liaison will immediately notify the field director and academic advisor in writing. The field director will respond to the faculty liaison within seven working days. The field instructor will notify the appropriate agency personnel of the problematic situation.
- The field director will determine, in consultation with the Academic Performance Committee as needed, whether or not other means, such as field reassignment, are available for problem resolution and put this in writing to the student, field instructor, liaison, and academic advisor.
- If the problem cannot be resolved by the above means, the field director will notify the program director in writing.
- When the problem involves dispute over the field grade assigned by the faculty liaison, the students are to follow their respective university's guidelines as outlined in the university's *Graduate Bulletin*.
- When the problem involves a question of the faculty liaison's performance, the field director will immediately refer the matter to the program director.
- If a student is dismissed from an agency for academic or nonacademic performance, the field director may recommend that the student be terminated from field. If termination from field is recommended, the field director will refer the matter to the program director for possible referral to the Academic Performance Committee.
- When the field problem results in a question concerning the student's continuation in the MSW program, the field director will refer the matter to the program director for referral to the Academic Performance Committee.

Student Safety

Students participating in field, must be aware of their environment at their placements to protect their own personal safety. Although it can be difficult to predict when dangerous situations will occur, it is important to be consciously aware of their surroundings at all times. Dealing with situations intuitively increases probability of a safe and calm response, and is therefore often the best approach.

Cleveland State University's School of Social Work will provide:

- Orientation for all entering students about safety in field.
- Copies of the Safety Policy for students, agencies and field instructors.
- Copies of the field safety power point distributed to students and field instructors.
- Case material in courses that address issues of worker safety.

A. Risk Reduction

Before student begins field placement, the field instructor should familiarize the student with the site during the orientation phase. Discussion could be based on safety procedures, expectations, and de-escalation. This conversation should include topics such as, Safety Issues Related to Working with Clients, Safety Tips for Office Meetings, Safety Tips for Travel by Car, Safety Tips for Home Visits Stud, and post-incident protocol. Students should request a safety conversation with the field instructor, if the field instructor does not initiate it.

B. Safety Workshop

MSW students participate in a safety discussion at their orientation, prior to the start of the academic school year. The workshop is intended to increase awareness of behaviors, which encourage safety as well as guidance to avoid unsafe situations. This discussion is presented at orientation by The School of Social Work's field placement staff.

Academic Performance Committee

Within the MSW program, the Academic Performance Committee (APC) is responsible for reviewing academic, nonacademic, and field performance problems. When such problems arise, the MSW program director refers the matter to the APC. In reviewing students' performance problems, the APC is guided by the standards, policies and procedures set forth in the *Graduate Bulletin* of the university, the *MSW Program By-laws*, the *MSW Program Field Manual*, the *MSW Student Handbook* and the National Association of Social Workers *Code of Ethics*.

Review by the APC is required when a student receives:

- One grade of F or a U
- Two grades of less than B or
- Two grades of NS

Mandatory dismissal by the university occurs when a student receives a grade of F for six semester credits. Academically dismissed students who petition the university for early readmission may also be referred to the APC for review. The APC does not review grade disputes. Students wishing to dispute a grade should consult the *CSU Graduate Policy* for the appropriate university procedures.

Dismissal for Non-Academic Reasons

The students classroom and/or field performance must be in compliance with the university of record policies and procedures, the mission and goals of the MSW program, the purpose and values of the social work profession, and practice behaviors. In the event that the student's behavior becomes incompliant, he/she will be referred to the APC for review. Such students may be terminated from the MSW program for reasons that include:

- Violations of the NASW Code of Ethics, especially in regard to client confidentiality and respect for the dignity and worth of clients.
- Consistent acts of racism, sexism, heterosexism, and other forms of discrimination toward clients, agency personnel, faculty, staff, and other students.
- Behavior that violates the protocol of the field practicum sites, as well as activities that create dissention among colleagues and/or supervision.
- Students violating agency's policies, procedures, and decorum.

The MSW program director makes the referral to the APC in writing. Within two weeks of receipt of the referral, the APC will conduct a review and make a recommendation in writing to the Director regarding continuance or dismissal from the MSW program. At its discretion, the APC may request an interview with the student, the academic advisor, classroom instructor, and/or the faculty field liaison. The student may also request an interview with the APC. This request should be made to the committee co-chair located on the same campus as the student.

The Director then makes the final decision and notifies the student in writing. The student may appeal the decision by following the guidelines and procedures specified in the *Graduate Bulletin* of the university.

Cleveland State University has specific policies regarding student conduct and students' rights. Cleveland State University's policy of academic misconduct deals with plagiarism, cheating, theft and other forms of misconduct. The policy also details procedures for resolution of conflicts, channels of appeal, and penalties imposed. The policy of academic misconduct is found in the university's *Student Handbook*.

THE STUDENT INTEGRATIVE LEARNING CONTRACT

The student integrative learning contract is the primary instrument for accomplishing the field education objectives. The field instructor and the student, working in active collaboration and in consultation with the faculty liaison, create the student integrative learning contract. It is an individualized achievement, which reflects a creative mix of the field education objectives; field setting needs, resources and limitations; and student's learning needs, interests, aptitudes, and career goals.

The student integrative learning contract delineates learning objectives and the assignments for the first and second semesters of the field experience. The student and field instructor should become familiar with the Performance Dimensions and Outcome Measures in the Evaluation prior to developing the student integrative learning contract. The student integrative learning contract must be submitted to the field director **no later than the fourth week** of the first semester of field. Modifications and revisions for the second semester are also **due no later than the fourth week**.

A student has primary responsibility for his/her own learning, including the preparing the student integrative learning contract. In this process, the student must identify his/her areas of interest in advanced practice and comply with the MSW program's expectations. The learning contract is developed and evaluated in Taskstream, along with all of other field-related work (logs, assessments, etc.). The contract may be modified to add or delete a student's objectives and incremental tasks.

Once the contract is completed, the faculty liaison visits the agency and in a conference with the student and the field instructor, determines whether the program's expectations are being met and that student has the opportunity to operationalize the professional competencies through practice behaviors. The faculty liaison approves the student integrative learning contract.

The faculty liaison also meet or conference call with the student and field instructor at the end of the semester to participate in the evaluation process. The expectation is that the students will have accomplished the incremental tasks and objectives, as well as having demonstrated the practice behaviors. The student integrative learning contract and the evaluation demonstrate this process. The faculty liaison assigns the grade based upon the student's accomplishments.

GUIDELINES FOR DEVELOPING STUDENT INTEGRATIVE LEARNING CONTRACT AND EVALUATION

- For Generalist field, the student integrative learning contract incorporates the learning areas of **direct practice, service impact, and professional learning**; for Specialization field, the contract includes the learning areas of **clinical or advanced generalist practice and professional development**.
- In the generalist year the student will develop practice behaviors that operationalize the CSWE competencies. Once the student has completed this process, he/she must confer with

the field instructor to determine the opportunities within the agency to provide these learning experiences.

- The field instructor is expected to discern the student's abilities and the agency's delivery of services that will optimize the experiential learning for the student. It is imperative that the student's learning is individualized.
- During the second year, the students have the option of clinical specialization or advanced generalist specialization. The same process exists in that the student develops objectives within the learning areas and identifies incremental tasks in order to succeed in meeting these objectives.
- The learning contract describes the student's learning objectives and specific learning experiences and the methods to be used in evaluating the student's performance, such as process recording, observation, and discussion.
- Learning objectives build on the student's past experiences and skills and must be sufficiently challenging to evoke reflection and curiosity.
- Learning assignments should strike an appropriate balance between participation and observation; between the student's need to be actively involved in translating theory into practice; and the student's need to be objective and learn from reflective observations.
- Observational activities should be active, not passive. They should require the student to process the observations by documenting, reporting, and discussing with the field instructor.
- Field instructors and student should continue to use the contract as the ongoing frame of reference for their work, and amend the contract as necessary to reflect changes in learning objectives and/or assignments.
- Field instructors and students should consult with the faculty liaison, as needed or requested, in regard to the development, use and/or major alteration of the contract.

CSWE COMPETENCIES (2015)

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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Generalist Year Learning Experiences and Program Expectations

There are two semesters of generalist practicum that students complete. Students complete 200 hours of field each semester in their assigned placement setting, under the supervision of their field instructors in this semester. The generalist practicum provides students with the opportunity to develop competencies in generalist social work practice. Students will integrate and apply the knowledge, values, and skills developed in their course work to develop generalist social work competencies for engaging, assessing, and intervening with individuals, families, and groups in generalist practice settings. The generalist field practicum is systematically designed, supervised, and coordinated. Students are evaluated on criteria by which they demonstrate the generalist social work competencies.

Students in the generalist social work practicum develop skills to be competent in generalist practice with individuals, couples, families, groups, and organizations. Students are placed in a generalist social work placement. Students interested in completing a field practicum at their place of employment must have a Field at Place of Employment (FAPE) agreement that is signed by both their supervisor and their field instructor prior to beginning placement.

Students must maintain an active Taskstream account, and complete all assigned logs, self-assessment and their learning contract in Taskstream. These materials are reviewed by their field instructor prior to evaluation by their faculty liaison. Additional directions for completion of logs, learning contract, and evaluation are found in Taskstream. Students are not permitted to move on to Specialization year until they complete all generalist year requirements and demonstrate proficiency in generalist year competencies.

Advanced Generalist Specialization Year Field Learning Experiences and Program Expectations

Students will complete two semesters of advanced generalist practicum. Students complete 250 hours of field placement each semester in their assigned setting, under the supervision of their field instructors in this semester. The advanced generalist practicum provides students with the opportunity to develop competencies in advanced generalist social work practice, building upon generalist practice skills. Students will integrate and apply the knowledge, values, and skills developed in their course work to develop advanced generalist social work competencies for engaging assessing, and intervening with individuals, families, and groups in advanced generalist practice settings. The advanced generalist field practicum is systematically designed, supervised, and coordinated. Students are evaluated on criteria by which they demonstrate the advanced generalist social work competencies.

Students will complete two semesters of advanced generalist practicum. Students complete 250 hours of field placement each semester in their assigned setting, under the supervision of their field instructors in this semester. The advanced generalist practicum provides students with the opportunity to develop competencies in advanced generalist social work practice, building upon generalist practice skills. Students will integrate and apply the knowledge, values, and skills developed in their course work to develop advanced generalist social work competencies in a

complex, multidimensional view with increased complexity of the social work helping process when engaging assessing, and intervening with individuals, families, and groups in advanced generalist practice settings that may be similar to those in clinical practice, administration or families guided by the CSWE EPAS. The advanced generalist field practicum is systematically designed, supervised, and coordinated. Students are evaluated on criteria by which they demonstrate the advanced generalist social work competencies.

Students in the advanced generalist social work specialization develop competencies in direct practice at multiple levels, that is in non-clinical settings, with individuals, families, groups, communities and organizations, which includes macro-level competencies in the practice of administration, supervision, and program evaluation. Students are placed in an advanced generalist social work placement upon successful completion of all MSW generalist coursework, and the application of the field practicum application for advanced generalist social work. Students interested in completing a field practicum at their place of employment must have a Field at Place of Employment (FAPE) agreement that is signed by both their supervisor and their field instructor prior to beginning placement.

Students must maintain an active Taskstream account, and complete all assigned logs, self-assessment and their learning contract in Taskstream. These materials are reviewed by their field instructor prior to evaluation by their faculty liaison. Additional directions for completion of logs, learning contract, and evaluation are found in Taskstream.

Advanced Generalist Social Work Practice Competencies

Following is a description of CSU's nine competencies for advanced generalist social work practice, and their respective knowledge, values, skills, and practice behaviors. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency for advanced generalist social work practice. Advanced generalist students should use descriptions of these competencies and the advanced generalist practice competencies as guides for developing their individualized learning contract.

Competency 1: Demonstrate Ethical & Professional Behavior

Advanced generalist practitioners demonstrate a professional demeanor that reflects awareness of and respect for clients and constituencies. Though they may practice in a range of settings, advanced generalist practitioners often work in agency and community-based settings. They understand the ethical dilemmas that may arise when engaged in agency-based practice and the impact of agency and community culture on practice. Advanced generalist social workers understand that diagnosis and treatment decisions can have significant impact on access to services. Advanced generalist social workers understand that ethical conflicts may arise when agency policies and procedures appear to be barriers to services and resources that the social worker perceives would benefit clients and constituencies. Advanced generalist practitioners use a strengths-based and bio-psycho-social-cultural-spiritual perspective across the life course in working with their clients and constituencies. They champion policies and procedures that promote fairness and equity in access and availability of services and community resources. They develop self-awareness of their own biases and values and practice self-reflection for ongoing professional development.

Competency 2: Engage Diversity and Difference in Practice

Advanced generalist social workers who work with individuals, families, groups, communities and organizations understand the complex relationships between the self, families, and a variety of cultural, community, and organizational systems that encompass diverse historical and current lived experiences of clients and constituencies. Advanced generalist social workers understand the intersectionality of multiple factors including but not limited to age, class, color, culture, religion, 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 working with clients and constituencies understand that the needs of the organization may conflict with those of the individual, thereby privileging group norms over individual diversity. They challenge poverty, discrimination, and other types of social injustice that may impact the well-being of their clients and constituencies. They reflect on their own socio-economic status and privilege or lack thereof as it relates to their interactions with clients and constituencies.

Competency 3: Advance human rights and social, economic, and environmental justice

Advanced generalist practitioners are knowledgeable about potential conflicts between basic human rights, the organizational and political context of agency and community-based practice, and their role and responsibilities to their employer. Advanced generalist social workers understand theories and models of oppression, discrimination, and social justice; and aspects of combat, humanitarian, and peacekeeping missions exposing service members to human rights violations and environmental injustices. They are knowledgeable of systemic factors that shape economic, social, and emotional well-being. They advocate for services and programs that protect human rights and promote social, economic, and environmental justice, as well as addressing historical social injustices and human rights violations that occurred in communities that may have impacted vulnerable populations (i.e., women, racial/ethnic minorities, immigrants, etc.). Advanced generalist practitioners acknowledge how ageism, sexism, homophobia, and other forms of intolerance in that may be found in agencies and communities can impact human rights and social, economic, and environmental justice. They advocate for and engage in strategies to promote social justice, human rights, and human agency within communities and community organizations when policies and practices unduly impact the health, wellbeing, and social environment of clients and constituencies.

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

Advanced generalist social workers have specialized practice knowledge about evidence-based practice (EBP), and value the integration of practice experience and research evidence to inform their inquiry, practices, programs, research, and policies specifically related to micro mezzo and macro practice. Advanced generalist social workers understand that evidence-based interventions may at times need to be adapted for unique client groups. They understand that the translation of research findings into effective practice will need to consider clients' and constituents' culture and community context. Advanced generalist social workers understand and use population health, implementation, and dissemination of research findings from government and other population and/or system-wide organizations to influence the adoption, integration, and sustainment of best practices, policies and programs for clients and constituents. They understand and recognize protected research populations to ensure protections against risk and the avoidance against coercion. They support program evaluation and demonstrate the ability to participate in research that has the potential to enhance well-being.

Competency 5: Engage in Policy Practice

Advanced generalist social workers understand that there is a wide range of programs and services relevant for any client and/or constituent group that are governed by laws and policies at the local, state, and federal level. They understand that clients' self-advocacy is often complicated by vast bureaucratic systems and that they may have a role in supporting clients' and constituents in learning to advocate on their own behalf. Advanced generalist social workers analyze and address unjust policies that may impact their clients and constituents and work to formulate policies that promote well-being.

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

Advanced generalist social workers understand how to engage clients and constituents, by employing evidence-based or evidenced-informed practice principles. They respect the importance of community and social context to many individuals and families which includes shared challenges, risks, resilience, contributions to individual well-being, and strengths. Practitioners recognize how their own life experience, biases and preconceptions influence their engagement with diverse individuals and the wider communities in which they live and participate. Advanced generalist social workers effectively cultivate alliances through outreach to clients, constituents and communities to build coalitions that allow them to engage individuals, families, groups, and communities to provide effective, trusted professional services as well as foster mutual aid and peer-to-peer networks. They reflect on how their own personal biases, if left unexamined, may prevent them from effective engagement.

Competency 7: Assessment with Individuals, Families, Groups, Organizations and Communities

Advanced generalist practitioners understand the physical, psychological, social and spiritual influences dimensions of clients' concerns and can conduct an intervention that addresses the multiple dimensions of the individual. They can intervene at multiple levels within any given client system. Because practice situations are often fluid, they can engage in dynamic, holistic and comprehensive assessments, focusing on multiple complex issues. They recognize that individuals and their families possess unique strengths as well as vulnerabilities. Advanced generalist social workers understand that health and well-being can be influenced by the climate of the organization in which services are provided in the community and thus incorporate measures of organizational effectiveness and leadership. They recognize how their cultural biases and personal experiences may either positively or negatively influence their judgments during assessments.

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

Advanced generalist social workers recognize how social work interventions will be influenced by the practice and organizational context where services are provided and the sociocultural factors that the client brings to the practice settings. They recognize the efficacy of group and family interventions, in addition to interventions with individuals as well as the benefits of self-help and mutual aid. Advanced generalist social workers value scientifically developed interventions through the implementation of best practices, evidence-based interventions,

technologies, and programs focused on health promotion, prevention, treatment, and recovery and rehabilitation. They critically assess the strengths and limitations of interventions and implement practices supported by evidence or building evidence that demonstrate efficacy for individuals, families, groups, organizations, and communities.

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

Advanced generalist social workers understand the importance of utilizing evidence-based practices in programs designed to support individuals, families, groups, organizations and communities. Furthermore, they recognize that there is currently a multitude of policies and programs being used across a range of practice contexts without evidence of effectiveness, and that agencies and organizations continue to employ programs and services without evaluation processes for evaluating outcomes. The abundance of programs coupled with inconsistent evaluative measures often overwhelms those attempting to access services. With this in mind, advanced social workers endeavor to assist organizations and communities interested in providing services that adhere to best practices by staying current on relevant research and encouraging the effective implementation of evaluation processes.

Clinical Specialization Year Field Learning Experiences and Program Expectations

There are two semesters of clinical practicum that students in the clinical social work specialization complete. Students complete 250 hours each semester of field placement in their assigned setting, under the supervision of their field instructors in this semester. The clinical practicum provides students with the opportunity to develop competencies in clinical social work practice, building upon generalist practice skills. Students will integrate and apply the knowledge, values, and skills developed in their course work to develop clinical social work competencies for engaging, assessing, and intervening with individuals, families, and groups in clinical practice settings. The clinical field practicum is systematically designed, supervised, and coordinated. Students are evaluated on criteria by which they demonstrate the clinical social work competencies.

Students in the clinical social work specialization develop skills to be competent in the practice of psychotherapy, that is, to provide behavioral and mental health assessment and treatment for individuals, couples, families, and groups. Students are placed in a clinical social work placement upon successful completion of all MSW generalist coursework, and the application of the field practicum application for clinical social work. Students interested in completing a field practicum at their place of employment must have a Field at Place of Employment (FAPE) agreement that is signed by both their supervisor and their field instructor prior to beginning placement. Students must maintain an active Taskstream account, and complete all assigned logs, assessment and their learning contract in Taskstream. These materials are reviewed by their field instructor prior to evaluation by their faculty liaison. Additional directions for completion of logs, learning contract, and evaluation are found in Taskstream.

The overall objectives of the clinical specialization field experience are achieved through the systematic study and documentation of specific assignments, which build upon the generalist year and will vary according to field agency learning opportunities, and each student's experience, interests and aptitudes. Learning assignments are to be incremental and sequential in nature, and with increased autonomy, within the areas clinical practice and professional development.

Clinical Specialization

Following is a description of CSU's nine competencies for clinical social work practice. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency for clinical social work practice. Students should use the description of these competencies and the clinical practice behaviors as guides in developing their individualized learning contracts.

Competency 1: Demonstrate Ethical & Professional Behavior

Social workers understand the value base of clinical social work, including relevant laws and regulations that impact work with individuals, families, groups, organizations, and communities. Social workers learn their biases and values, and the difference between personal and professional values. Clinical social workers are taught how to acknowledge transference and countertransference in practice and discuss ways to use these concepts to help clients achieve their goals. Clinical social workers also learn limitations of confidentiality, select ethically sound interventions, consider ethical dilemmas with managed care companies, and use

technology that is ethical and HIPAA compliant. Clinical social workers can work in a variety of settings, many of which are in agencies, community-based settings, or private practice. Clinical social workers empower their clients to advocate for themselves, and often advocate for their clients when ethical dilemmas occur with agency policies and procedures preventing access to quality service delivery.

Competency 2: Engage Diversity and Difference in Practice

Clinical social workers learn how cultural sensitivity and humility are essential components to the working relationship between the social worker and clients. Social workers will learn about client diversity, including intersectionality of 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 will understand how to select appropriate assessment, intervention, and evaluation methods for use with each client population. Clinical social workers take inventory of their own socioeconomic background, culture, and privileges, and consider how this may influence their interactions with their clients.

Competency 3: Advance human rights and social, economic, and environmental justice

Clinical social workers use their knowledge of the effects of oppression, discrimination, and historical trauma on clients to guide clinical goals and interventions. As clinical social workers, this advocacy more often occurs at the micro and mezzo levels, where system change is occurring between clients and their small systems (e.g. families, friendships, etc.). Social workers will also engage themselves in clinical practice that advances human rights and social, economic, and environmental justice, and acknowledges systemic barriers of marginalized client populations. Clinical social workers engage in advocacy for the reduction of service disparities in the context of their clinical practice by advocating for equal care across socio-economic statuses, health insurance plans, and access to services.

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

Social workers will use evidence-based processes to identify effective clinical interventions for particular populations, problems, and settings determined by the clients' biopsychosocial background. Clinical social workers will engage in their own self-exploration of evidence-based practices through the reading of articles and texts, as well as engaging in continuing education on topics of unfamiliarity. When possible, clinical social workers will apply practice experiences to the development of new knowledge by participation in research as both student learners and clinicians. Further, clinical social workers will engage in evaluations of their clinical practice by using research-informed actions to evaluate the effectiveness of interventions and assess clinical outcomes.

Competency 5: Engage in Policy Practice

Social workers will analyze, formulate, and advocate for policies at the agency, program, legislative, and other levels that advance the social well-being for all individuals, families, and communities. To implement policy changes, social workers should work in collaborative efforts with colleagues and clients. Policy efforts should be aimed at advancing human rights and

social, economic, and environmental justice. Clinical social workers should engage in policy practices that benefit clients at micro, mezzo, and macro levels.

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

Clinical social workers develop relationships with clients that are professional, purposeful, and hold clear boundaries. Clinicians actively engage in building rapport and enhancing the working relationship from the onset of the social work relationship. Clinical social workers should engage in their working relationships by demonstrating cultural humility, with the expectation that the client is the expert of their experiences. Social workers should encourage clients to be equal partners in the establishment of treatment goals and methods by actively creating case/treatment plans for client treatment. Social workers should educate themselves on a variety of skills to facilitate engagement with diverse client populations. Clinical social workers reflect on biases, personal and professional values, and professional ethics, and use this knowledge to facilitate the therapeutic relationship.

Competency 7: Assessment with Individuals, Families, Groups, Organizations, and Communities

Clinical social workers will clarify client's request for help, readiness for change, and presenting problem(s). To assess these areas, social workers gather and organize appropriate information from a variety of sources to create a multidimensional biopsychosocial assessment. Throughout their biopsychosocial assessment, social workers will formulate an understanding of the client, such as precipitants to their presenting problem, interpersonal dynamics, and historically relevant events. Clinical social workers constantly assess their clients throughout the working relationship, and utilize information gathered to inform interventions and progress. When appropriate in their position, clinical social workers will use critical information gathered to diagnose, and set specific, measurable, achievable, realistic, and timely goals for the client's course of treatment. Clinical social workers will also assess their interactions with clients by recognizing how their personal bias and values may influence their interactions with clients.

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

Clinical social workers will initiate and implement treatment plans and contracts with the client to meet client determined goals, based on theory and research evidence, and document as required. Clinicians will utilize the appropriate theoretical frameworks for each unique client situation informed by research and follow the appropriate protocols for implementing these topics. Clinical social workers partake in utilizing clients' strengths to inform interventions and empower the clients' self-determination. Clinicians assert judgment in knowing when problems are outside their clinical scope and facilitate referral to others. Clinicians will facilitate termination when the therapeutic relationship is no longer needed or beneficial.

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

Social workers evaluate client progress and intervention effectiveness through client self-assessments, collateral reports, and objective behavioral outcome measures. Social workers will

document the client's progress in agency records by demonstrating goal and objective achievement on their treatment goals. Clinical social workers use information gathered during individual and program evaluation to constructively change programming, services, and interventions offered to clients. Clinical social workers stay relevant on research-informed practice and research-informed practice to evaluate current and future programming.

THE EVALUATION PROCESS

Ongoing evaluation occurs in regular supervisory conferences as the field instructor provides feedback on the student's performance and keeps the student informed of his/her progress. Evaluation begins with the development of the student integrative learning contract and is sustained throughout the field experience by ongoing feedback and periodic summarization at strategic points in time. Periodic evaluation is more systematic, formal, and comprehensive. It involves designating time for assessing progress to date and developing plans for the future. A formal evaluation is scheduled near the end of each semester of field.

Formal Evaluation - Each Semester

- Students must maintain all of their work in Taskstream through the semester, including weekly logs, learning contract, self-assessment, and student acknowledgement.
- The first formal evaluation occurs toward the close of the first semester of field. It is based on the student integrative learning contract and the ongoing use of the contract to monitor progress.
- The student will complete their self-assessment and sent to their field instructor through Taskstream. The field instructor will complete their evaluation and submit a recommended Satisfactory/Not Satisfactory grade as well as provide any comments and feedback regarding the students' progress throughout field practicum.
- After completing the evaluation, the field instructor will send the evaluation back to the student via Taskstream. The student will then be able to review their evaluation and save the evaluation as a pdf file and upload the evaluation in to the student acknowledgement section in Taskstream and forward on to their assigned faculty liaison.
- The evaluation includes the student's activity/time logs, which the student and field instructor also sign.
- The faculty liaison reviews all relevant information; assigns the grade; reviews the evaluation and the final activity/time logs. The grade will not be officially recorded until all parts of this Taskstream process are completed. The faculty liaisons will then submit the grade in CampusNet.

APPENDIX A – FIELD SYLLABI

CLEVELAND STATE UNIVERSITY SCHOOL OF SOCIAL WORK SWK 504 GENERALIST PRACTICUM I (3 CREDITS)

Prerequisites: degree seeking MSW admission

Co-requisites: SWK 503, SWK 505

I. Course Description

This is the first of two generalist practicums that students complete. Students complete 200 hours of field placement in their assigned setting, under the supervision of their field instructors in this semester. The generalist practicum provides students with the opportunity to develop competencies in generalist social work practice. Students will integrate and apply the knowledge, values, and skills developed in their course work to develop generalist social work competencies for engaging, assessing, and intervening with individuals, families, and groups in generalist practice settings. The generalist field practicum is systematically designed, supervised, and coordinated. Students are evaluated on criteria by which they demonstrate the generalist social work competencies.

II. Course Overview

Students in the generalist social work practicum develop skills to be competent in generalist practice with individuals, couples, families, groups, and organizations. Students are placed in a generalist social work placement. Students interested in completing a field practicum at their place of employment must have a Field at Place of Employment (FAPE) agreement that is signed by both their supervisor and their field instructor prior to beginning placement.

Students must maintain an active Taskstream account, and complete all assigned logs, self-assessment and their learning contract in Taskstream. These materials are reviewed by their field instructor prior to evaluation by their faculty liaison. Additional directions for completion of logs, learning contract, and evaluation are found in Taskstream.

III. Social Work Competencies of the Council on Social Work Education (CSWE)

Competency 1 - Demonstrate Ethical and Professional Behavior

Competency 2 - Engage Diversity and Difference in Practice

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

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

Competency 5 - Engage in Policy Practice

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

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

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

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

IV. Social Work Competencies Addressed in this Course (Course Competencies)

Course Competency Number	CSWE Code	Practice Behaviors and Knowledge Elements Addressed	Number of Assignment from VII
1	C1 PBA	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 content;	
2	C1 PBB	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	
3	C1 PBC	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	
4	C1 PBD	Use technology ethically and appropriately to facilitate practice outcomes	
5	C1 PBE	Use supervision and consultation to guide professional judgment and behavior.	
6	C2 PBA	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels;	
7	C2 PBB	Present themselves as learners and engage clients and constituencies as experts of their own experiences; and	
8	C2 PBC	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	
9	C3 PBA	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and	
10	C3 PBB	Engage in practices that advance social, economic, and environmental justice.	
11	C4 PBA	Use practice experience and theory to inform scientific inquiry and research;	
12	C4 PBB	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and	
13	C4 PBC	Use and translate research evidence to inform and improve practice, policy, and service delivery.	
14	C5 PBA	Identify social policy at the local, state, and federal level that	

Course Competency Number	CSWE Code	Practice Behaviors and Knowledge Elements Addressed	Number of Assignment from VII
		impacts well-being, service delivery, and access to social services;	
15	C5 PBB	Assess how social welfare and economic policies impact the delivery of and access to social services;	
16	C5 PBC	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	
17	C7 PBA	Collect and organize data and apply critical thinking to interpret information from clients and constituencies.	
18	C7 PBB	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;	
19	C7 PBC	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	
20	C7 PBD	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	
21	C8 PBA	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	
22	C8 PBB	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	
23	C8 PBC	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	
24	C8 PBD	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and	
25	C8 PBE	Facilitate effective transitions and endings that advance mutually agreed-on goals.	
26	C9 PBA	Select and use appropriate methods for evaluation of outcomes;	
27	C9 PBB	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	

Course Competency Number	CSWE Code	Practice Behaviors and Knowledge Elements Addressed	Number of Assignment from VII
28	C9 PBC	Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and	
29	C9 PBD	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	

V. Required Textbooks and Materials

Cleveland State University Social of Social Work MSW Field Practicum Manual

VI. Student Expectations:

Framework: Students are expected to become familiar with and follow the National Association of Social Workers **Code of Ethics**. Some subject matter may be controversial and while students vary in the strength of support for a certain position, it is expected that all students will respect other viewpoints and will develop an ability to listen and understand the perspectives of others. Students are expected to develop the ability to help clients develop their own views and perspectives rather than the students' imposing their values and opinions on them. This ability and capacity begins in the classroom.

Students are expected to adhere to the CSU student code of conduct and the BSW or MSW Handbook Please refer to the CSU University policy regarding student life and conduct that covers university expectations for students: www.csuohio.edu/studentlife

Cell phone use: Students are asked to refrain from cell phone use (including text messaging) during class. If you are on call for work, or if there is a family emergency, please inform the instructor.

Laptops: Students are certainly welcome to bring laptops to class for taking notes, etc. However, students are asked not to utilize laptops during class for surfing the web, being in chat rooms, or instant messaging one another.

Class attendance: Students are expected to attend field regularly in accordance with hours stated in their learning contract. Students should keep their field instructor informed of changes in schedule, and advise their faculty liaison when there are any major changes in their schedule.

Assignments: Students are expected to turn in all assignments into Taskstream on time. All required MSW paperwork must be completed prior to the beginning of field.

Students with Disabilities: Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.

Academic Fraud & Plagiarism: Plagiarism as described in the CSU Student handbook is “stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment.” School of Social Work will follow the procedures of reporting plagiarism as described in the Student Handbook.

The instructor reserves the right to require all students to submit papers to www.turnitin.com.

The Code of Student Conduct with the academic honesty provisions is here:

<https://www.csuohio.edu/sites/default/files/StudentCodeOfConduct.pdf>

If there is any incident with a student signing his/her name to any assignment that he/she did not significantly participate in; or copying content of an assignment completed by another; or citing / writing work previously done by another, then such shall be considered to be academic fraud.

VII. Assignments and Activities Overview

In addition to meeting the stated objectives listed in the student’s learning contract and the required number of practicum hours, students must satisfactorily complete each of the items listed below in order to earn a satisfactory grade in this class.

	Assignment or Activity Brief Description	Date Due or Date of Activity
1	Weekly Logs	Weekly
2	Student Learning Contract	Week Three
3	Student Self-assessment of Learning	Week Twelve
4	Student Acknowledgement of Evaluation and Faculty Liaison Review	Week Fifteen

VIII. Grading Scale

For full information on Cleveland State University Grading Policies, including information on the grades of X and I, see: <https://www.csuohio.edu/registrar/grades>

S – Satisfactory. Equivalent to a B or better. The grade is not included in the calculation of the grade-point average.

NS - Not Satisfactory. Equivalent to a grade below a B.

Field Practicum is graded as satisfactory/not satisfactory. In addition to the requirements listed above, students need to achieve the following to earn a grade of “satisfactory” 1) completion of their field practicum hours, 2) completion of tasks outlined in the students learning contract, and 3) Students must receive an overall assessment of “meets competencies” on their field

evaluation. Field evaluations are completed by the student's field instructor and evaluated by their faculty liaison.

IX. Course Outline:

The student's field practicum schedule is individualized, and is recorded in their learning contract, in Taskstream.

X: Assignment Details

Students are required to read the CSU MSW Program Field Education Manual.

Students, in collaboration with their field instructor, are expected to develop, submit for review, and revise when necessary, a Student Learning Contract in Taskstream. This contract is to specify the learning activities for the generalist practicum. The contract is due in Taskstream during the third week of the semester. Students may have other assignments at the discretion of the field instructor in consultation, as needed, with the faculty liaison, to develop skill in the generalist social work competencies. Students are to maintain week activity/time log documenting their activities and field hours in Taskstream. Students should participate in weekly supervision with their field instructor. They are also expected to participate in the evaluation of their field work during field instruction meetings and the end-of-semester formal evaluation process in which student performance is assessed according to specific outcome measures.

At the end of each field semester, a grade of Satisfactory or Unsatisfactory is recommended by the field instructor and assigned by the faculty liaison.

Detailed description of assignments are included in Taskstream. Students should refer to their field practicum manual for additional guidelines and policies for field.

XI. Additional Bibliography.

Alter, C., & Adkins, C. (2001). Improving the writing skills of social work students. *Journal of Social Work Education*, 37(3), 493-505.

Knight, C. (2001). The process of field instruction: BSW and MSW students' views of effective field supervision. *Journal of Social Work Education* 31(2), 357-379.

Regehr, C., Regehr, G., Leeson, J., & Fusco, L. (2002). Setting priorities for learning in the field practicum: A comparative study of students and field instructors. *Journal of Social Work Education* 38(1), 55-65.

Reisch, M., & Jarman-Rohde, L. (2000). The future of social work in the United States: Implications for field education. *Journal of Social Work Education* 36(2), 201-214.

SWK 506 GENERALIST PRACTICUM II (3 CREDITS)

Prerequisites: SWK 501, SWK 502, SWK 504

Co-requisites: SWK 507 & SWK 508

I. Course Description

This is the second of two generalist practicums that students complete. Students complete 200 hours of field placement in their assigned setting, under the supervision of their field instructors in this semester. The generalist practicum provides students with the opportunity to develop competencies in generalist social work practice. Students will integrate and apply the knowledge, values, and skills developed in their course work to develop generalist social work competencies for engaging assessing, and intervening with individuals, families, and groups in generalist practice settings. The generalist field practicum is systematically designed, supervised, and coordinated. Students are evaluated on criteria by which they demonstrate the generalist social work competencies.

II. Course Overview

Students in the second generalist social work practicum develop skills to be competent in generalist practice with individuals, couples, families, groups, and organizations. Students are placed in a generalist social work placement. Students interested in completing a field practicum at their place of employment must have a Field at Place of Employment (FAPE) agreement that is signed by both their supervisor and their field instructor prior to beginning placement.

Students must maintain an active Taskstream account, and complete all assigned logs, self-assessment and their learning contract in Taskstream. These materials are reviewed by their field instructor prior to evaluation by their faculty liaison. Additional directions for completion of logs, learning contract, and evaluation are found in Taskstream.

III. Social Work Competencies of the Council on Social Work Education (CSWE)

Competency 1 - Demonstrate Ethical and Professional Behavior

Competency 2 - Engage Diversity and Difference in Practice

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

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

Competency 5 - Engage in Policy Practice

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

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

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

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

IV. Social Work Competencies Addressed in this Course

Course Competency Number	CSWE Code	Practice Behaviors and Knowledge Elements Addressed	Number of Assignment from VII
1	C1 PBA	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 content;	
2	C1 PBB	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	
3	C1 PBC	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	
4	C1 PBD	Use technology ethically and appropriately to facilitate practice outcomes	
5	C1 PBE	Use supervision and consultation to guide professional judgment and behavior.	
6	C2 PBA	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels;	
7	C2 PBB	Present themselves as learners and engage clients and constituencies as experts of their own experiences; and	
8	C2 PBC	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	
9	C3 PBA	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and	
10	C3 PBB	Engage in practices that advance social, economic, and environmental justice.	
11	C4 PBA	Use practice experience and theory to inform scientific inquiry and research;	
12	C4 PBB	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and	
13	C4 PBC	Use and translate research evidence to inform and improve practice, policy, and service delivery.	
14	C5 PBA	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;	
15	C5 PBB	Assess how social welfare and economic policies impact the delivery of and access to social services;	
16	C5 PBC	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	

Course Competency Number	CSWE Code	Practice Behaviors and Knowledge Elements Addressed	Number of Assignment from VII
17	C7 PBA	Collect and organize data and apply critical thinking to interpret information from clients and constituencies.	
18	C7 PBB	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;	
19	C7 PBC	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	
20	C7 PBD	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	
21	C8 PBA	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	
22	C8 PBB	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	
23	C8 PBC	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	
24	C8 PBD	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and	
25	C8 PBE	Facilitate effective transitions and endings that advance mutually agreed-on goals.	
26	C9 PBA	Select and use appropriate methods for evaluation of outcomes;	
27	C9 PBB	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	
28	C9 PBC	Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and	
29	C9 PBD	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	

V. Required Textbooks and Materials

Cleveland State University Social of Social Work MSW Field Practicum Manual

VI. Student Expectations:

Framework: Students are expected to become familiar with and follow the National Association of Social Workers **Code of Ethics**. Some subject matter may be controversial and while students vary in the strength of support for a certain position, it is expected that all students will respect other viewpoints and will develop an ability to listen and understand the perspectives of others. Students are expected to develop the ability to help clients develop their own views and perspectives rather than the students' imposing their values and opinions on them. This ability and capacity begins in the classroom.

Students are expected to adhere to the CSU student code of conduct and the BSW or MSW Handbook Please refer to the CSU University policy regarding student life and conduct that covers university expectations for students: www.csuohio.edu/studentlife

Cell phone use: Students are asked to refrain from cell phone use (including text messaging) during class. If you are on call for work, or if there is a family emergency, please inform the instructor.

Laptops: Students are certainly welcome to bring laptops to class for taking notes, etc. However, students are asked not to utilize laptops during class for surfing the web, being in chat rooms, or instant messaging one another.

Class attendance: Students are expected to attend field regularly in accordance with hours stated in their learning contract. Students should keep their field instructor informed of changes in schedule, and advise their faculty liaison when there are any major changes in their schedule.

Assignments: Students are expected to turn in all assignments into Taskstream on time. All required MSW paperwork must be completed prior to the beginning of field.

Students with Disabilities: Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.

Academic Fraud & Plagiarism: Plagiarism as described in the CSU Student handbook is “stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment” (CSU web: <https://www.csuohio.edu/writing-center/plagiarism>.) The School of Social Work will follow the procedures of reporting plagiarism as described in the Student Handbook (p.18).

The instructor reserves the right to require all students to submit papers to www.turnitin.com.

The Code of Student Conduct with the academic honesty provisions is here:

<https://www.csuohio.edu/sites/default/files/StudentCodeOfConduct.pdf>

If there is any incident with a student signing his / her name to any assignment that he/she did not significantly participate in; or copying content of an assignment completed by another; or

citing / writing work previously done by another, then such shall be considered to be academic fraud.

VII. Assignments and Activities Overview

In addition to meeting the stated objectives listed in the student’s learning contract and the required number of practicum hours, students must satisfactorily complete each of the items listed below in order to earn a satisfactory grade in this class.

	Assignment or Activity Brief Description	Date Due or Date of Activity
1	Weekly Logs	Weekly
2	Student Learning Contract	Week Three
3	Student Self-assessment of Learning	Week Twelve
4	Student Acknowledgement of Evaluation and Faculty Liaison Review	Week Fifteen

VIII. Grading Scale

For full information on Cleveland State University Grading Policies, including information on the grades of X and I, see: <https://www.csuohio.edu/registrar/grades>

S – Satisfactory. Equivalent to a B or better. The grade is not included in the calculation of the grade-point average.

NS - Not Satisfactory. Equivalent to a grade below a B.

Field Practicum is graded as satisfactory/not satisfactory. In addition to the requirements listed above, students need to achieve the following to earn a grade of “satisfactory” 1) completion of their field practicum hours, 2) completion of tasks outlined in the students learning contract, and 3) Students must receive an overall assessment of “meets competencies” on their field evaluation. Field evaluations are completed by the student’s field instructor and evaluated by their faculty liaison.

IX. Course Outline:

The student’s field practicum schedule is individualized, and is recorded in their learning contract, in Taskstream.

X: Assignment Details

Students are required to read the *CSU MSW Program Field Education Manual*.

Students, in collaboration with their field instructor, are expected to develop, submit for review, and revise when necessary, a Student Learning Contract in Taskstream. This contract is to specify the learning activities for the generalist practicum. The contract is due in Taskstream during the third week of the semester. Students may have other assignments at the discretion of the field instructor in consultation, as needed, with the faculty liaison, to develop skill in the generalist social work competencies. Students are to maintain week activity/time log documenting their activities and field hours in Taskstream. Students should participate in weekly supervision with their field instructor. They are also expected to participate in the evaluation of their field work during field instruction meetings and the end-of-semester formal evaluation process in which student performance is assessed according to specific outcome measures.

At the end of each field semester, a grade of Satisfactory or Unsatisfactory is recommended by the field instructor and assigned by the faculty liaison.

Detailed description of assignments are included in Taskstream. Students should refer to their field practicum manual for additional guidelines and policies for field.

XI. Additional Bibliography.

Alter, C., & Adkins, C. (2001). Improving the writing skills of social work students. *Journal of Social Work Education*, 37(3), 493-505.

Knight, C. (2001). The process of field instruction: BSW and MSW students' views of effective field supervision. *Journal of Social Work Education* 31(2), 357-379.

Regehr, C., Regehr, G., Leeson, J., & Fusco, L. (2002). Setting priorities for learning in the field practicum: A comparative study of students and field instructors. *Journal of Social Work Education* 38(1), 55-65.

Reisch, M., & Jarman-Rohde, L. (2000). The future of social work in the United States: Implications for field education. *Journal of Social Work Education* 36(2), 201-214.

CLEVELAND STATE UNIVERSITY SCHOOL OF SOCIAL WORK

SWK 612 CLINICAL PRACTICUM I (3 CREDITS)

Prerequisites: SWK 501-SWK 510 or advanced standing admission

Co-requisites: SWK 613 and [SWK 614 or 619]

I. Course Description

This is the first of two clinical practicums that students in the clinical social work specialization complete. Students complete 250 hours of field placement in their assigned setting, under the supervision of their field instructors in this semester. The clinical practicum provides students with the opportunity to develop competencies in clinical social work practice, building upon generalist practice skills. Students will integrate and apply the knowledge, values, and skills developed in their course work to develop clinical social work competencies for engaging, assessing, and intervening with individuals, families, and groups in clinical practice settings. The clinical field practicum is systematically designed, supervised, and coordinated. Students are evaluated on criteria by which they demonstrate the clinical social work competencies.

II. Course Overview

Students in the clinical social work specialization develop skills to be competent in the practice of psychotherapy, that is, to provide behavioral and mental health assessment and treatment for individuals, couples, families, and groups. Students are placed in a clinical social work placement upon successful completion of all MSW generalist coursework, and the application of the field practicum application for clinical social work. Students interested in completing a field practicum at their place of employment must have a Field at Place of Employment (FAPE) agreement that is signed by both their supervisor and their field instructor prior to beginning placement. Students must maintain an active Taskstream account, and complete all assigned logs, assessment and their learning contract in Taskstream. These materials are reviewed by their field instructor prior to evaluation by their faculty liaison. Additional directions for completion of logs, learning contract, and evaluation are found in Taskstream.

III. Social Work Competencies of the Council on Social Work Education (CSWE)

Competency 1 - Demonstrate Ethical and Professional Behavior

Competency 2 - Engage Diversity and Difference in Practice

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

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

Competency 5 - Engage in Policy Practice

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

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

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

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

IV. Social Work Competencies Addressed in this Course (Course Competencies)

Course Competency Number	CSWE Code	Practice Behaviors and Knowledge Elements Addressed	Number of Assignment from VII
1	C1 PBA	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 content;	
2	C1 PBB	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	
3	C1 PBC	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	
4	C1 PBD	Use technology ethically and appropriately to facilitate practice outcomes	
5	C1 PBE	Use supervision and consultation to guide professional judgment and behavior.	
6	C2 PBA	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels;	
7	C2 PBB	Present themselves as learners and engage clients and constituencies as experts of their own experiences; and	
8	C2 PBC	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	
9	C3 PBA	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and	
10	C3 PBB	Engage in practices that advance social, economic, and environmental justice.	
11	C4 PBA	Use practice experience and theory to inform scientific inquiry and research;	
12	C4 PBB	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and	
13	C4 PBC	Use and translate research evidence to inform and improve practice, policy, and service delivery.	
14	C5 PBA	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;	
15	C5 PBB	Assess how social welfare and economic policies impact the delivery of and access to social services;	

Course Competency Number	CSWE Code	Practice Behaviors and Knowledge Elements Addressed	Number of Assignment from VII
16	C5 PBC	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	
17	C7 PBA	Collect and organize data and apply critical thinking to interpret information from clients and constituencies.	
18	C7 PBB	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;	
19	C7 PBC	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	
20	C7 PBD	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	
21	C8 PBA	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	
22	C8 PBB	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	
23	C8 PBC	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	
24	C8 PBD	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and	
25	C8 PBE	Facilitate effective transitions and endings that advance mutually agreed-on goals.	
26	C9 PBA	Select and use appropriate methods for evaluation of outcomes;	
27	C9 PBB	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	
28	C9 PBC	Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and	
29	C9 PBD	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	

V. Required Textbooks and Materials

Cleveland State University Social of Social Work MSW Field Practicum Manual

VI. Student Expectations:

Framework: Students are expected to become familiar with and follow the National Association of Social Workers **Code of Ethics**. Some subject matter may be controversial and while students vary in the strength of support for a certain position, it is expected that all students will respect other viewpoints and will develop an ability to listen and understand the perspectives of others. Students are expected to develop the ability to help clients develop their own views and perspectives rather than the students' imposing their values and opinions on them. This ability and capacity begins in the classroom.

Students are expected to adhere to the CSU student code of conduct and the BSW or MSW Handbook Please refer to the CSU University policy regarding student life and conduct that covers university expectations for students: www.csuohio.edu/studentlife

Cell phone use: Students are asked to refrain from cell phone use (including text messaging) during class. If you are on call for work, or if there is a family emergency, please inform the instructor.

Laptops: Students are certainly welcome to bring laptops to class for taking notes, etc. However, students are asked not to utilize laptops during class for surfing the web, being in chat rooms, or instant messaging one another.

Class attendance: Students are expected to attend field regularly in accordance with hours stated in their learning contract. Students should keep their field instructor informed of changes in schedule, and advise their faculty liaison when there are any major changes in their schedule.

Assignments: Students are expected to turn in all assignments into Taskstream on time. All required MSW paperwork must be completed prior to the beginning of field.

Students with Disabilities: Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216)687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.

Academic Fraud & Plagiarism: Plagiarism as described in the CSU Student handbook is “stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment” (CSU web: <http://www.csuohio.edu/writing-center/plagiarism>.) The School of Social Work will follow the procedures of reporting plagiarism as described in the Student Handbook (p.18).

The instructor reserves the right to require all students to submit papers to www.turnitin.com. The Code of Student Conduct with the academic honesty provisions is here: <https://www.csuohio.edu/sites/default/files/StudentCodeOfConduct.pdf>

If there is any incident with a student signing his / her name to any assignment that he/she did not significantly participate in; or copying content of an assignment completed by another; or citing / writing work previously done by another, then such shall be considered to be academic fraud.

VII. Assignments and Activities Overview

In addition to meeting the stated objectives listed in the student’s learning contract and the required number of practicum hours, students must satisfactorily complete each of the items listed below in order to earn a satisfactory grade in this class.

	Assignment or Activity Brief Description	Date Due or Date of Activity
1	Weekly Logs	Weekly
2	Student Learning Contract	Week Three
3	Student Self-Assessment of Learning	Week Twelve
4	Student Acknowledgement of Evaluation and Faculty Liaison Review	Week Fifteen

VIII. Grading Scale

For full information on Cleveland State University Grading Policies, including information on the grades of X and I, see: <https://www.csuohio.edu/registrar/grades>

S – Satisfactory. Equivalent to a B or better. The grade is not included in the calculation of the grade-point average.

NS - Not Satisfactory. Equivalent to a grade below a B.

Field Practicum is graded as satisfactory/not satisfactory. In addition to the requirements listed above, students need to achieve the following to earn a grade of “satisfactory” 1) completion of their field practicum hours (250), 2) completion of tasks outlined in the students learning contract, 3) Students must receive an overall assessment of “meets competencies” on their field evaluation. Field evaluations are completed by the student’s field instructor and evaluated by their faculty liaison.

IX. Course Outline:

Student's field practicum schedule is individualized, and is recorded in their learning contract, in Taskstream.

X: Assignment Details

Students are required to read the CSU MSW Program Field Education Manual.

Students, in collaboration with their field instructor, are expected to develop, submit for review, and revise when necessary, a Student Learning Contract in Taskstream. This contract is to specify the learning activities for the clinical practicum. The contract is due in Taskstream during the third week of the semester. Students may have other assignments at the discretion of the field instructor in consultation, as needed, with the faculty liaison, to develop skill in the clinical social work competencies. Students are to maintain week activity/time log documenting their activities and field hours in Taskstream. Students should participate in weekly supervision with their field instructor. They are also expected to participate in the evaluation of their field \work during field instruction meetings and the end-of-semester formal evaluation process in which student performance is assessed according to specific outcome measures.

At the end of each field semester, a grade of Satisfactory or Unsatisfactory is recommended by the field instructor and assigned by the faculty liaison.

Detailed description of assignments are included in Taskstream. Students should refer to their field practicum manual for additional guidelines and policies for field.

XI. Additional Bibliography.

Alter, C., & Adkins, C. (2001). Improving the writing skills of social work students. *Journal of Social Work Education*, 37(3), 493-505.

Knight, C. (2001). The process of field instruction: BSW and MSW students' views of effective field supervision. *Journal of Social Work Education* 31(2), 357-379.

Regehr, C., Regehr, G., Leeson, J., & Fusco, L. (2002). Setting priorities for learning in the field practicum: A comparative study of students and field instructors. *Journal of Social Work Education* 38(1), 55-65.

Reisch, M., & Jarman-Rohde, L. (2000). The future of social work in the United States: Implications for field education. *Journal of Social Work Education* 36(2), 201-214.

CLEVELAND STATE UNIVERSITY SCHOOL OF SOCIAL WORK

SWK 618 CLINICAL PRACTICUM II (3 CREDITS)

Prerequisites: SWK 501-SWK 510 or advanced standing admission, SWK 612

Co-requisites: SWK 616 & SWK 617

I. Course Description

This is the second of two clinical practicum that students in the clinical social work specialization complete. Students complete 250 hours of field placement in their assigned setting, under the supervision of their field instructors in this semester. The clinical practicum provides students with the opportunity to develop competencies in clinical social work practice, building upon generalist practice skills. Students will integrate and apply the knowledge, values, and skills developed in their course work to develop clinical social work competencies for engaging assessing, and intervening with individuals, families, and groups in clinical practice settings. The clinical field practicum is systematically designed, supervised, and coordinated. Students are evaluated on criteria by which they demonstrate the clinical social work competencies.

II. Course Overview

Students in the clinical social work specialization develop skills to be competent in the practice of psychotherapy, that is, to provide behavioral and mental health assessment and treatment for individuals, couples, families, and groups. Students are placed in a clinical social work placement upon successful completion of all MSW generalist coursework, and the application of the field practicum application for clinical social work. Students interested in completing a field practicum at their place of employment must have a Field at Place of Employment (FAPE) agreement that is signed by both their supervisor and their field instructor prior to beginning placement. Students must maintain an active Taskstream account, and complete all assigned logs, assessment and their learning contract in Taskstream. These materials are reviewed by their field instructor prior to evaluation by their faculty liaison. Additional directions for completion of logs, learning contract, and evaluation are found in Taskstream.

III. Social Work Competencies of the Council on Social Work Education (CSWE)

Competency 1 - Demonstrate Ethical and Professional Behavior

Competency 2 - Engage Diversity and Difference in Practice

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

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

Competency 5 - Engage in Policy Practice

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

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

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

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

IV. Social Work Competencies Addressed in this Course (Course Competencies)

Course Competency Number	CSWE Code	Practice Behaviors and Knowledge Elements Addressed	Number of Assignment from VII
1	C1 PBA	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 content;	
2	C1 PBB	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	
3	C1 PBC	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	
4	C1 PBD	Use technology ethically and appropriately to facilitate practice outcomes	
5	C1 PBE	Use supervision and consultation to guide professional judgment and behavior.	
6	C2 PBA	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels;	
7	C2 PBB	Present themselves as learners and engage clients and constituencies as experts of their own experiences; and	
8	C2 PBC	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	
9	C3 PBA	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and	
10	C3 PBB	Engage in practices that advance social, economic, and environmental justice.	
11	C4 PBA	Use practice experience and theory to inform scientific inquiry and research;	
12	C4 PBB	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and	
13	C4 PBC	Use and translate research evidence to inform and improve practice, policy, and service delivery.	
14	C5 PBA	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;	
15	C5 PBB	Assess how social welfare and economic policies impact the delivery of and access to social services;	

Course Competency Number	CSWE Code	Practice Behaviors and Knowledge Elements Addressed	Number of Assignment from VII
16	C5 PBC	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	
17	C7 PBA	Collect and organize data and apply critical thinking to interpret information from clients and constituencies.	
18	C7 PBB	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;	
19	C7 PBC	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	
20	C7 PBD	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	
21	C8 PBA	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	
22	C8 PBB	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	
23	C8 PBC	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	
24	C8 PBD	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and	
25	C8 PBE	Facilitate effective transitions and endings that advance mutually agreed-on goals.	
26	C9 PBA	Select and use appropriate methods for evaluation of outcomes;	
27	C9 PBB	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	
28	C9 PBC	Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and	
29	C9 PBD	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	

V. Required Textbooks and Materials

Cleveland State University Social of Social Work MSW Field Practicum Manual

VI. Student Expectations:

Framework: Students are expected to become familiar with and follow the National Association of Social Workers **Code of Ethics**. Some subject matter may be controversial and while students vary in the strength of support for a certain position, it is expected that all students will respect other viewpoints and will develop an ability to listen and understand the perspectives of others. Students are expected to develop the ability to help clients develop their own views and perspectives rather than the students' imposing their values and opinions on them. This ability and capacity begin in the classroom.

Students are expected to adhere to the CSU student code of conduct and the BSW or MSW Handbook Please refer to the CSU University policy regarding student life and conduct that covers university expectations for students: www.csuohio.edu/studentlife

Cell phone use: Students are asked to refrain from cell phone use (including text messaging) during class. If you are on call for work, or if there is a family emergency, please inform the instructor.

Laptops: Students are certainly welcome to bring laptops to class for taking notes, etc. However, students are asked not to utilize laptops during class for surfing the web, being in chat rooms, or instant messaging one another.

Class attendance: Students are expected to attend field regularly in accordance with hours stated in their learning contract. Students should keep their field instructor informed of changes in schedule, and advise their faculty liaison when there are any major changes in their schedule.

Assignments: Students are expected to turn in all assignments into Taskstream on time. All required MSW paperwork must be completed prior to the beginning of field.

Students with Disabilities: Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.

Academic Fraud & Plagiarism: Plagiarism as described in the CSU Student handbook is “stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment” (CSU web: <https://www.csuohio.edu/writing-center/plagiarism>.) The School of Social Work will follow the procedures of reporting plagiarism as described in the Student Handbook (p.18). The instructor reserves the right to require all students to submit papers to www.turnitin.com. The Code of Student Conduct with the academic honesty provisions is here:

<https://www.csuohio.edu/sites/default/files/StudentCodeOfConduct.pdf>

If there is any incident with a student signing his / her name to any assignment that he/she did not significantly participate in; or copying content of an assignment completed by another; or citing / writing work previously done by another, then such shall be considered to be academic fraud.

VII. Assignments and Activities Overview

In addition to meeting the stated objectives listed in the student’s learning contract and the required number of practicum hours, students must satisfactorily complete each of the items listed below in order to earn a satisfactory grade in this class.

	Assignment or Activity Brief Description	Date Due or Date of Activity
1	Weekly Logs	Weekly
2	Student Learning Contract	Week Three
3	Student Self-assessment of Learning	Week Twelve
4	Student Acknowledgement of Evaluation and Faculty Liaison Review	Week Fifteen

VIII. Grading Scale

For full information on Cleveland State University Grading Policies, including information on the grades of X and I, see: <https://www.csuohio.edu/registrar/grades>

S – Satisfactory. Equivalent to a B or better. The grade is not included in the calculation of the grade-point average.

NS - Not Satisfactory. Equivalent to a grade below a B.

Field Practicum is graded as satisfactory/not satisfactory. In addition to the requirements listed above, students need to achieve the following to earn a grade of “satisfactory” 1) completion of their field practicum hours (250), 2) completion of tasks outlined in the students learning contract, 3) Students must receive an overall assessment of “meets competencies” on their field evaluation. Field evaluations are completed by the student’s field instructor and evaluated by their faculty liaison.

IX. Course Outline:

The student's field practicum schedule is individualized, and is recorded in their learning contract, in Taskstream.

X: Assignment Details

Students are required to read the CSU MSW Program Field Education Manual.

Students, in collaboration with their field instructor, are expected to develop, submit for review, and revise when necessary, a Student Learning Contract in Taskstream. This contract is to specify the learning activities for the clinical practicum. The contract is due in Taskstream during the third week of the semester. Students may have other assignments at the discretion of the field instructor in consultation, as needed, with the faculty liaison, to develop skill in the clinical social work competencies. Students are to maintain week activity/time log documenting their activities and field hours in Taskstream. Students should participate in weekly supervision with their field instructor. They are also expected to participate in the evaluation of their field work during field instruction meetings and the end-of-semester formal evaluation process in which student performance is assessed according to specific outcome measures.

At the end of each field semester, a grade of Satisfactory or not satisfactory is recommended by the field instructor and assigned by the faculty liaison.

Detailed description of assignments are included in Taskstream. Students should refer to their field practicum manual for additional guidelines and policies for field.

XI. Additional Bibliography.

Alter, C., & Adkins, C. (2001). Improving the writing skills of social work students. *Journal of Social Work Education, 37*(3), 493-505.

Knight, C. (2001). The process of field instruction: BSW and MSW students' views of effective field supervision. *Journal of Social Work Education 31*(2), 357-379.

Regehr, C., Regehr, G., Leeson, J., & Fusco, L. (2002). Setting priorities for learning in the field practicum: A comparative study of students and field instructors. *Journal of Social Work Education 38*(1), 55-65.

Reisch, M., & Jarman-Rohde, L. (2000). The future of social work in the United States: Implications for field education. *Journal of Social Work Education 36*(2), 201-214.

CLEVELAND STATE UNIVERSITY SCHOOL OF SOCIAL WORK SWK 621 ADVANCED GENERALIST PRACTICUM I (3 CREDITS)

Prerequisites: SWK 501-510

Co-requisites: SWK 624 & SWK 625

I. Course Description

This is the second of two advanced generalist practicum that students in the advanced generalist social work specialization complete. Students complete 250 hours of field placement in their assigned setting, under the supervision of their field instructors in this semester. The advanced generalist practicum provides students with the opportunity to develop competencies in advanced generalist social work practice, building upon generalist practice skills. Students will integrate and apply the knowledge, values, and skills developed in their course work to develop advanced generalist social work competencies in a complex, multidimensional view with increased complexity of the social work helping process when engaging assessing, and intervening with individuals, families, and groups in advanced generalist practice settings that may be similar to those in clinical practice, administration or families guided by the CSWE EPAS. The advanced generalist field practicum is systematically designed, supervised, and coordinated. Students are evaluated on criteria by which they demonstrate the advanced generalist social work competencies.

II. Course Overview

Students in the advanced generalist social work specialization develop competencies in direct practice at multiple levels, that is in non-clinical settings, with individuals, families, groups, communities and organizations, which includes macro-level competencies in the practice of administration, supervision, and program evaluation. Students are placed in a advanced generalist social work placement upon successful completion of all MSW generalist coursework, and the application of the field practicum application for advanced generalist social work. Students interested in completing a field practicum at their place of employment must have a Field at Place of Employment (FAPE) agreement that is signed by both their supervisor and their field instructor prior to beginning placement.

Students must maintain an active Taskstream account, and complete all assigned logs, self-assessment and their learning contract in Taskstream. These materials are reviewed by their field instructor prior to evaluation by their faculty liaison. Additional directions for completion of logs, learning contract, and evaluation are found in Taskstream.

III. Social Work Competencies of the Council on Social Work Education (CSWE)

Competency 1 - Demonstrate Ethical and Professional Behavior

Competency 2 - Engage Diversity and Difference in Practice

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

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

Competency 5 - Engage in Policy Practice

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

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

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

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

IV. Social Work Competencies Addressed in this Course (Course Competencies)

Course Competency Number	CSWE Code	Practice Behaviors and Knowledge Elements Addressed
1	C1 PBA	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 content;
2	C1 PBB	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
3	C1 PBC	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
4	C1 PBD	Use technology ethically and appropriately to facilitate practice outcomes
5	C1 PBE	Use supervision and consultation to guide professional judgment and behavior.
6	C2 PBA	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels;
7	C2 PBB	Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
8	C2 PBC	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
9	C3 PBA	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
10	C3 PBB	Engage in practices that advance social, economic, and environmental justice.
11	C4 PBA	Use practice experience and theory to inform scientific inquiry and research;
12	C4 PBB	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
13	C4 PBC	Use and translate research evidence to inform and improve practice, policy, and service delivery.

Course Competency Number	CSWE Code	Practice Behaviors and Knowledge Elements Addressed
14	C5 PBA	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
15	C5 PBB	Assess how social welfare and economic policies impact the delivery of and access to social services;
16	C5 PBC	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
17	C7 PBA	Collect and organize data and apply critical thinking to interpret information from clients and constituencies.
18	C7 PBB	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;
19	C7 PBC	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
20	C7 PBD	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
21	C8 PBA	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
22	C8 PBB	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
23	C8 PBC	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
24	C8 PBD	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
25	C8 PBE	Facilitate effective transitions and endings that advance mutually agreed-on goals.
26	C9 PBA	Select and use appropriate methods for evaluation of outcomes;
27	C9 PBB	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
28	C9 PBC	Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
29	C9 PBD	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

V. Required Textbooks and Materials

Cleveland State University Social of Social Work MSW Field Practicum Manual

VI. Student Expectations:

Framework: Students are expected to become familiar with and follow the National Association of Social Workers **Code of Ethics**. Some subject matter may be controversial and while students vary in the strength of support for a certain position, it is expected that all students will respect other viewpoints and will develop an ability to listen and understand the perspectives of others. Students are expected to develop the ability to help clients develop their own views and perspectives rather than the students' imposing their values and opinions on them. This ability and capacity begins in the classroom.

Students are expected to adhere to the CSU student code of conduct and the BSW or MSW Handbook. Please refer to the CSU University policy regarding student life and conduct that covers university expectations for students: www.csuohio.edu/studentlife

Cell phone use: Students are asked to refrain from cell phone use (including text messaging) during class. If you are on call for work, or if there is a family emergency, please inform the instructor.

Laptops: Students are certainly welcome to bring laptops to class for taking notes, etc. However, students are asked not to utilize laptops during class for surfing the web, being in chat rooms, or instant messaging one another.

Class attendance: Students are expected to attend field regularly in accordance with hours stated in their learning contract. Students should keep their field instructor informed of changes in schedule, and advise their faculty liaison when there are any major changes in their schedule.

Assignments: Students are expected to turn in all assignments into Taskstream on time. All required MSW paperwork must be completed prior to the beginning of field.

Students with Disabilities: Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216)687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.

Academic Fraud & Plagiarism: Plagiarism as described in the CSU Student handbook is “stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment” (CSU web: <http://www.csuohio.edu/writing-center/plagiarism>.) The School of Social Work will follow the procedures of reporting plagiarism as described in the Student Handbook (p.18).

The instructor reserves the right to require all students to submit papers to www.turnitin.com. The Code of Student Conduct with the academic honesty provisions is here: <https://www.csuohio.edu/sites/default/files/StudentCodeOfConduct.pdf>

If there is any incident with a student signing his / her name to any assignment that he/she did not significantly participate in; or copying content of an assignment completed by another; or citing / writing work previously done by another, then such shall be considered to be academic fraud.

VII. Assignments and Activities Overview

In addition to meeting the stated objectives listed in the student’s learning contract and the required number of practicum hours students must satisfactorily complete each of the items listed below in order to earn a satisfactory grade in this class.

Number of the Activity Mapped to IV.	Assignment or Activity Brief Description	Date Due or Date of Activity
1	Weekly Logs	Weekly
2	Student Learning Contract	Week Three
3	Student Self-assessment of Learning	Week Twelve
4	Student Acknowledgement of Evaluation and Faculty Liaison Review	Week Fifteen

VIII. Grading Scale

For full information on Cleveland State University Grading Policies, including information on the grades of X and I, see: <https://www.csuohio.edu/registrar/grades>

- S – Satisfactory. Equivalent to a B or better. The grade is not included in the calculation of the grade-point average.
- NS - Not Satisfactory. Equivalent to a grade below a B.

Field Practicum is graded as satisfactory/not satisfactory. In addition to the requirements listed above, students need to achieve the following to earn a grade of “satisfactory” 1) completion of their field practicum hours (250 hours), 2) completion of tasks outlined in the students learning contract, 3) Students must receive an overall assessment of “meets competencies” on their field

evaluation. Field evaluations are completed by the student's field instructor and evaluated by their faculty liaison.

IX. Course Outline:

The Student's field practicum schedule is individualized, and is recorded in their learning contract, in Taskstream.

X: Assignment Details

Students are required to read the CSU MSW Program Field Education Manual.

Students, in collaboration with their field instructor, are expected to develop, submit for review, and revise when necessary, a Student Learning Contract in Taskstream. This contract is to specify the learning activities for the advanced generalist practicum. The contract is due in Taskstream during the third week of the semester. Students may have other assignment at the discretion of the field instructor in consultation, as needed, with the faculty liaison, to develop skill in the advanced generalist social work competencies.

Students are to maintain week activity/time log documenting their activities and field hours in Taskstream. Students should participate in weekly supervision with their field instructor. They are also expected to participate in the evaluation of their field work during field instruction meetings and the end-of-semester formal evaluation process in which student performance is assessed according to specific outcome measures. At the end of each field semester, a grade of Satisfactory or Fail is recommended by the field instructor and assigned by the faculty liaison.

Detailed description of assignments are included in Taskstream. Students should refer to their field practicum manual for additional guidelines and policies for field.

XI. Additional Bibliography.

Alter, C., & Adkins, C. (2001). Improving the writing skills of social work students. *Journal of Social Work Education*, 37(3), 493-505.

Knight, C. (2001). The process of field instruction: BSW and MSW students' views of effective field supervision. *Journal of Social Work Education* 31(2), 357-379.

Regehr, C., Regehr, G., Leeson, J., & Fusco, L. (2002). Setting priorities for learning in the field practicum: A comparative study of students and field instructors. *Journal of Social Work Education* 38(1), 55-65.

Reisch, M., & Jarman-Rohde, L. (2000). The future of social work in the United States: Implications for field education. *Journal of Social Work Education* 36(2), 201-214.

CLEVELAND STATE UNIVERSITY SCHOOL OF SOCIAL WORK SWK 628 ADVANCED GENERALIST PRACTICUM II (3 CREDITS)

Prerequisites: SWK 501-510, SWK 621

Co-requisites: SWK 626 & SWK 627

I. Course Description

This is the second of two advanced generalist practicums that students in the advanced generalist social work specialization complete. Students complete 250 hours of field placement in their assigned setting, under the supervision of their field instructors in this semester. The advanced generalist practicum provides students with the opportunity to develop competencies in advanced generalist social work practice, building upon generalist practice skills. Students will integrate and apply the knowledge, values, and skills developed in their course work to develop advanced generalist social work competencies for engaging assessing, and intervening with individuals, families, and groups in advanced generalist practice settings. The advanced generalist field practicum is systematically designed, supervised, and coordinated. Students are evaluated on criteria by which they demonstrate the advanced generalist social work competencies.

II. Course Overview

Students in the advanced generalist social work specialization develop skills to be competent in advanced generalist practice with individuals, couples, families, groups, communities, and organizations. Students are placed in an advanced generalist social work placement upon successful completion of all MSW generalist coursework, and the application of the field practicum application for advanced generalist social work. Students interested in completing a field practicum at their place of employment must have a Field at Place of Employment (FAPE) agreement that is signed by both their supervisor and their field instructor prior to beginning placement.

Students must maintain an active Taskstream account, and complete all assigned logs, self-assessments, and their learning contract in Taskstream. These materials are reviewed by the student's field instructor prior to evaluation by the student's faculty liaison. Additional directions for completion of logs, learning contract, and evaluation are found in Taskstream.

III. Social Work Competencies of the Council on Social Work Education (CSWE)

Competency 1 - Demonstrate Ethical and Professional Behavior

Competency 2 - Engage Diversity and Difference in Practice

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

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

Competency 5 - Engage in Policy Practice

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

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

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

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

IV. Social Work Competencies Addressed in this Course (Course Competencies)

Course Competency Number	CSWE Code	Practice Behaviors and Knowledge Elements Addressed
1	C1 PBA	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 content;
2	C1 PBB	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
3	C1 PBC	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
4	C1 PBD	Use technology ethically and appropriately to facilitate practice outcomes
5	C1 PBE	Use supervision and consultation to guide professional judgment and behavior.
6	C2 PBA	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels;
7	C2 PBB	Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
8	C2 PBC	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
9	C3 PBA	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
10	C3 PBB	Engage in practices that advance social, economic, and environmental justice.
11	C4 PBA	Use practice experience and theory to inform scientific inquiry and research;
12	C4 PBB	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
13	C4 PBC	Use and translate research evidence to inform and improve practice, policy, and service delivery.
14	C5 PBA	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
15	C5 PBB	Assess how social welfare and economic policies impact the delivery of and access to social services;
16	C5 PBC	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Course Competency Number	CSWE Code	Practice Behaviors and Knowledge Elements Addressed
17	C7 PBA	Collect and organize data and apply critical thinking to interpret information from clients and constituencies.
18	C7 PBB	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;
19	C7 PBC	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
20	C7 PBD	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
21	C8 PBA	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
22	C8 PBB	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
23	C8 PBC	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
24	C8 PBD	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
25	C8 PBE	Facilitate effective transitions and endings that advance mutually agreed-on goals.
26	C9 PBA	Select and use appropriate methods for evaluation of outcomes;
27	C9 PBB	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
28	C9 PBC	Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
29	C9 PBD	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

V. Required Textbooks and Materials

Cleveland State University Social of Social Work MSW Field Practicum Manual

VI. Student Expectations:

Framework: Students are expected to become familiar with and follow the National Association of Social Workers **Code of Ethics**. Some subject matter may be controversial and while students

vary in the strength of support for a certain position, it is expected that all students will respect other viewpoints and will develop an ability to listen and understand the perspectives of others. Students are expected to develop the ability to help clients develop their own views and perspectives rather than the students' imposing their values and opinions on them. This ability and capacity begins in the classroom.

Students are expected to adhere to the CSU student code of conduct and the BSW or MSW Handbook. Please refer to the CSU University policy regarding student life and conduct that covers university expectations for students: www.csuohio.edu/studentlife

Cell phone use: Students are asked to refrain from cell phone use (including text messaging) during class. If you are on call for work, or if there is a family emergency, please inform the instructor.

Laptops: Students are certainly welcome to bring laptops to class for taking notes, etc. However, students are asked not to utilize laptops during class for surfing the web, being in chat rooms, or instant messaging one another.

Class attendance: Students are expected to attend field regularly in accordance with hours stated in their learning contract. Students should keep their field instructor informed of changes in schedule, and advise their faculty liaison when there are any major changes in their schedule.

Assignments: Students are expected to turn in all assignments into Taskstream on time. All required MSW paperwork must be completed prior to the beginning of field.

Students with Disabilities: Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216)687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.

Academic Fraud & Plagiarism: Plagiarism as described in the CSU Student handbook is “stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment.” The School of Social Work will follow the procedures of reporting plagiarism as described in the Student Handbook.

The instructor reserves the right to require all students to submit papers to www.turnitin.com. The Code of Student Conduct with the academic honesty provisions is here: <https://www.csuohio.edu/sites/default/files/StudentCodeOfConduct.pdf>

If there is any incident with a student signing his / her name to any assignment that he/she did not significantly participate in; or copying content of an assignment completed by another; or citing / writing work previously done by another, then such shall be considered to be academic fraud.

VII. Assignments and Activities Overview

In addition to meeting the stated objectives listed in the student's learning contract and the required number of practicum hours, students must satisfactorily complete each of the items listed below in order to earn a satisfactory grade in this class.

Number of the Activity Mapped to IV.	Assignment or Activity Brief Description	Date Due or Date of Activity
1	Weekly Logs	Weekly
2	Student Learning Contract	Week Three
3	Student Self-Assessment of Learning	Week Twelve
4	Student Acknowledgement of Evaluation and Faculty Liaison Review	Week Fifteen

VIII. Grading Scale

For full information on Cleveland State University Grading Policies, including information on the grades of X and I see: <https://www.csuohio.edu/registrar/grades>

- **S – Satisfactory.** Equivalent to a B or better. The grade is not included in the calculation of the grade-point average.
- **NS - Not Satisfactory.** Equivalent to a grade below a B.

Field Practicum is graded as satisfactory/not satisfactory. In addition to the requirements listed above, students need to achieve the following to earn a grade of “satisfactory” 1) completion of their field practicum hours (250 hours), 2) completion of tasks outlined in the students learning contract, 3) Students must receive an overall assessment of “meets competencies” on their field evaluation. Field evaluations are completed by the student's field instructor and evaluated by their faculty liaison.

IX. Course Outline:

Students' field practicum schedule is individualized, and is recorded in their learning contract, in Taskstream.

X: Assignment Details

Students are required to read the CSU MSW Program Field Education Manual.

Students, in collaboration with their field instructor, are expected to develop, submit for review, and revise when necessary, a Student Learning Contract in Taskstream. This contract is to specify the learning activities for the advanced generalist practicum. The contract is due in Taskstream during the third week of the semester. Students may have other assignment at the discretion of the field instructor in consultation, as needed, with the faculty liaison, to develop skill in the advanced generalist social work competencies.

Students are to maintain week activity/time log documenting their activities and field hours in Taskstream. Students should participate in weekly supervision with their field instructor. They are also expected to participate in the evaluation of their field work during field instruction meetings and the end-of-semester formal evaluation process in which student performance is assessed according to specific outcome measures.

At the end of each field semester, a grade of Satisfactory or Fail is recommended by the field instructor and assigned by the faculty liaison.

Detailed description of assignments are included in Taskstream. Students should refer to their field practicum manual for additional guidelines and policies for field.

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Education 38(1), 55-65.

Reisch, M., & Jarman-Rohde, L. (2000). The future of social work in the United States: Implications

for field education. *Journal of Social Work Education* 36(2), 201-214.

