

Carlow University, Master of Social Work Program

MSW FIELD MANUAL 2024-2025

Revised June 2024

CARLOW UNIVERSITY

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INTRODUCTION

The MSW Program at Carlow University was created in 2016 by Dr. Sheila Roth and Dr. Marsha Frank who worked together in Carlow's BSW Program. The Staunton Family Farm Foundation generously provided Carlow with a \$10,000 grant for the initial accreditation fees required to launch a new graduate social work program. The Program was originally designed as an in-person/hybrid program with a focus on trauma-informed practice when it applied for candidacy with the Council on Social Work Education's (CSWE). Carlow's MSW Program was granted initial accreditation by CSWE on June 6, 2020, and expanded to add a fully online option in 2021. Carlow's MSW Program was fully accredited by CSWE to offer two program options: in-person/hybrid and online. In May 2024 the in-person/hybrid program option was discontinued due to low enrollment.

Today the Program offers an online MSW Program and continues to promote a trauma-informed lens across its curriculum by educating students on the pervasiveness of trauma, its complex impact on wellbeing across all levels of practice and promoting professional practices that foster this awareness. The Program's curriculum is designed for all students to develop a strong generalist foundation for practice with individuals, families, groups, organizations, communities, and policy while also being immersed in a specialization area of their choice; direct practice, macro practice, or school social work. A dual degree MSW/MBA option is offered for students also interested in Business Administration. Carlow's MSW Field Education Program requires experiential learning opportunities for students to connect the knowledge, skills, and values learned in coursework to the practice setting. Field education is the signature pedagogy of social work education and as such the field placement experience is held in high regard in Carlow's MSW Program.

MISSION STATEMENTS

MISSION OF CARLOW UNIVERSITY

Carlow University's vision is to be a preeminent, innovative Catholic University renowned for providing transformational learning experiences in which students realize their full potential and become career-ready ethical leaders committed to a just and merciful world.

Rooted in its Catholic identity and embodying the heritage and values of the Sisters of Mercy, the mission of Carlow University is to make available transformational educational opportunities for a diverse community of learners, and to empower them to excel in their chosen work as compassionate, responsible leaders in the creation of a just and merciful world.

MISSION OF CARLOW UNIVERSITY MSW PROGRAM

The mission of the MSW Program at Carlow University is to educate and prepare ethical, compassionate professionals committed to a more just and merciful world. The MSW program promotes a trauma and research informed approach to professional social work practice to promote human and societal well-being and human rights. The program is committed to preparing exemplary leaders to critically engage in service to and advocacy for diverse populations and complex systems using a cultural humility lens to promote racial, social, economic, and environmental justice.

NONDISCRIMINATION

Commitment to Diversity, Equity, Inclusion, and Antiracism

The Carlow University MSW Program is committed to diversity, equity, inclusion, and antiracism. To honor diversity, we follow the non-discrimination policies detailed below, ensure all students, faculty, staff, and community partners are well informed about these policies, and engage in continuous learning about cultural humility and inclusion to improve our support for students of all backgrounds. When evaluating our programming, we specifically inquire about students experiences related to diversity within our explicit and implicit curriculum as well as within field placements. Particular attention is given to the experience of students from marginalized racial and ethnic groups, gender identities, sexual orientations, and socioeconomic backgrounds.

Carlow University Non-Discrimination Policy

One of the core values of Carlow University is the Sacredness of Creation. We revere each person and all creation and the diversity they embody. The University, as an educational institution, and as an employer, values equality of opportunity, human dignity and racial/ethnic and cultural diversity. We respect our diversity as we are called in both the University's Mission and Core Values. Our commitment to inclusivity, respect and acceptance informs every aspect of the University community.

Accordingly, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, sexual orientation, handicap or disability, sex, age, pregnancy, ancestry, national origin, place of birth, genetic information, gender identification, veteran's status, or any other category protected by federal, state or local law. This policy applies to all programs and activities, with respect to both admissions and employment.

MSW Program Non-Discrimination Policy

The Carlow University MSW Program is committed to the standard of non-discrimination and follows the University Nondiscrimination policy as detailed above. In addition, the Carlow University MSW Program is committed to a policy of non-

discrimination on the basis of race, ethnicity, national origin, color, social class, religious and spiritual beliefs, immigration status, sexual orientation, gender identity or expression, age, marital status, and physical or mental disabilities. This policy applies to all aspects of the program including admission, retention, and discontinuance. The MSW Program selected these categories because they have been identified in the [National Association of Social Workers \(NASW\) Standards and Indicators for Cultural Competence](#) Indicators which the MSW Program acknowledges and promotes.

The MSW Program is committed to providing a welcoming and inclusive learning environment as a foundation for students success. As such, we recognize that students' sex assigned at birth, or the sex by which they are legally recognized, does not necessarily align with their gender identity or the pronouns they use to express themselves. The program acknowledges that students' personal pronouns and gender identity should be respected and used wherever appropriate.

This policy is included in this *MSW Students Handbook* and referenced in the *MSW Field Manual*, both of which are posted online and available to all students, faculty, field supervisors, advisory committee members, and the public.

There is no pre-requisite for MSW students to demonstrate cultural sensitivity or competence before being accepted into the program. It is expected that MSW students agree to become more culturally competent throughout their educational journey and strive to practice with cultural humility. This means that MSW students enter this program with varying levels of understanding about diversity, cultural sensitivity, awareness, and humility. As social work educators, the MSW Faculty are charged with meeting students where they are in this process and preparing them to learn and grow in these areas so that they can be culturally responsive as future social work professionals. The MSW faculty are committed to helping all students develop a culturally responsive identity, to become more culturally competent, and be able to practice cultural humility. Students who are unwilling or unable to progress in their level of cultural responsiveness should consider alternative professions.

MSW CURRICULUM & FIELD PLACEMENT

This evidence-based Council of Social Work Education (CSWE) accredited Master of Social Work (MSW) program uses a trauma-informed lens to prepare you for future advanced-level social work practice. Our experienced faculty continually provides opportunities and individualized coaching to provide you with pathways into your preferred social work setting.

Carlow University's MSW program includes interdisciplinary teamwork and collaboration with three distinct tracks – [direct practice](#), [macro practice](#), and [school social work](#).

A dual degree MSW/MBA option is also offered for students interested in Business Administration. Field placements are required and sites are available in a number of practice areas including health, mental health, education, government and community agencies, courts and penal institutions, etc. Diversity is addressed throughout the curriculum in areas such as culture, ethnicity, age, gender, and sexual orientation.

Traditional students are required to complete 12 credits of generalist courses as a prerequisite for Generalist Field Placement I. Traditional and Advanced Standing students will complete field placement II and III in consecutive semesters in the last 2 semesters before graduation. The program's director of field education will assist students in securing agencies to complete field placements. Required foundational pre-requisites from the Social Work curriculum are to be completed BEFORE a student enrolls in Generalist Field Placement I and Seminar I for traditional students. Students entering the program with advanced standing (having a BSW undergraduate degree from an accredited university) will begin Field Placement II and Seminar II after they have completed 21 credits at Carlow. Faculty advisors are available for consultation and assistance throughout the student's educational process. An Advanced Practice Colloquium will be offered in the final semester to help prepare students to take the Social Work Licensure exam after graduation.

CORE COMPETENCIES

Carlow's MSW program currently follows the CSWE [2022 Educational Policy and Accreditation Standards \(EPAS\)](#) and builds its generalist curriculum to prepare students to demonstrate the nine core competencies for social work practice established by CSWE. Carlow's MSW Program has added a 10th competency to incorporate its specialized focus on trauma and the importance of trauma-informed social work. Furthermore, Carlow's MSW Program extends and enhances the ten competencies for each of its specializations, direct practice, macro practice, and school social work. Field Placement provides an opportunity for students to develop and demonstrate proficiency in each of the competencies during the generalist field placement and specialized field placement experiences. These competencies are:

Competency 1: Demonstrate Ethical and Professional Behavior

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

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

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

Competency 5: Engage in Policy Practice

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

Communities

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

Communities

Competency 8: Intervene with Individuals, Families, Groups,

Organizations, and Communities

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

Competency 10: Engage in Trauma Informed Social Work Practice

More details are available at [CSWE Competencies 2022 EPAS](#)

MSW PROGRAM GOALS

The goals of the Carlow University MSW program are as follows:

- To engage students in a scholar-practitioner model of learning that fosters personal, academic, and professional development that will encourage lifelong learning, self-evaluation, and empowerment
- To ensure all MSW students develop and achieve the competencies of generalist social work practice at the graduate level as described by the Council on Social Work Education (CSWE) in their Educational Policy and Accreditation Standards as well as provide competency based-education and development within students' selected area of specialization
- To prepare social workers with the knowledge, skills, values, and ethics to practice competently, compassionately, and ethically with diverse populations across systems of all sizes.
- To foster a trauma-informed approach to social work practice at the generalist level and throughout all areas of specialization.

These goals are interrelated with the mission of the MSW program and the mission of Carlow University.

PURPOSE AND OBJECTIVES OF FIELD INSTRUCTION

Field Education is a signature pedagogy of Social Work. According to the CSWE Educational Policy and Accreditation Standards 3.3:

Field education is the signature pedagogy for social work. Signature pedagogies are elements of instruction and socialization that teach future practitioners the fundamental dimensions of professional work in their discipline: to think, to perform, and to act intentionally, ethically, and with integrity. The field setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. Field education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the field setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria and measures of students acquisition and demonstration of the nine social work competencies. Responding to the changing nature of the practice world and students demographics and characteristics, field education programs articulate how they maintain or

enhance students' access to high-quality field practicum experiences. Field education programs develop field models to prepare students for contemporary and interprofessional social work practice, including the use of various forms of technology. The program's field education director serves as an essential contributor to the curricular development, administration, and governance of field education. Available on page 20 at: [Field Education-Signature Pedagogy](#)

Field education has the benefit of allowing students to gain skills and test those skills in a practical setting. The students in field placement is fortunate to have neither the confinement of the classroom nor the pressures of working in the field full-time. The students engages in field education by contracting with a social service agency. A field instructor/supervisor, who is an MSW-prepared social worker, in cooperation with the Director of Field Education or faculty liaison, supervises the students.

The typical time spent in field placement for each students will be twenty hours per week, for 15 weeks each placement semester (300 hours per semester for a total of 600 hours for advanced standing; 900 hours for traditional students). The agency hours of service may vary, as may the type of services delivered.

Field education objectives are part of the total graduate Social Work Program. As the field experience complements classroom learning, it is viewed as a partnership. The general educational objectives of field education are designed to assist the students in:

- Exercising self-directed learning, initiative and responsibility for oneself, one's work, and continuing education.
- Gaining an understanding of the role of the generalist social worker and forming an identity with the profession of social work.
- Defining role and responsibilities towards clients, agency, and co-workers.
- Acceptably performing the following social work functions:
 - engagement
 - data collection
 - interviewing and establishing appropriate relationships
 - assessment
 - contracting
 - intervention
 - recording
 - evaluation
 - termination
 - effective utilization of supervision
- Identifying and discussing professional, ethical, and values-related issues that arise from experiences in the agency.
- Articulating the meaning of confidentiality and its implications for social work practice.
- Displaying professional behavior according to the social work code of ethics.
- Verbally presenting, analyzing and discussing case material in contextually appropriate ways, with peers, supervisor(s), and co-workers.
- Acquiring a better understanding of current social issues, problems and

programs, and questioning current public and private policies and practices in social welfare.

- Demonstrating an awareness of personal prejudices, biases, and stereotypes, as well as, acquiring the ability to overcome these biases in order to work with people from life situations that differ from one's own.
- Developing linkages within systems and between systems.
- Becoming familiar with community resources and linking clients to the appropriate resources.
- Developing the ability to prepare and implement a plan of intervention, this takes into consideration possible gains and losses, the acceptable range of outcomes and the possible unintended consequences.
- Demonstrating the ability to meet professional standards and to be progressively accepted as an advanced-level social worker.

While enrolled in Field Placement, students will enroll in a co-current Field Seminar course with learning objectives based in the CSWE Competencies as well.

ADMISSION TO FIELD PLACEMENT

APPLICATION PROCESS

To qualify for admission to field placement, the students must meet the following criteria:

- Have completed an application for field placement (see appendix for example).
- Have completed 12 foundational credits to enroll in Field I for Traditional students and 21 credits to enroll in Field II for Advanced Standing.
- Have satisfactory academic standing in the Social Work Program, including no less than a GPA of 3.0.
- Have attended all mandatory meetings with the Director of Field Education.

The Director of MSW Field Education will notify students of the application due date and details via email the beginning of the semester prior to placement. The Field Director reviews the students application to determine potential field placement locations. Students may have the option of conducting a pre-placement visit to multiple sites to help determine best fit for placement. If a students is accepted into the MSW program provisionally, they must meet the criteria for full acceptance and be fully accepted to the program *prior* to the start of Field Placement.

MANDATORY MEETINGS AND GUIDELINES TO SECURE PLACEMENT

During the semester immediately preceding Field Placement I and II students who wish to enter field placement will read all policies pertaining to Field Placement in the MSW Students Manual and this Field Manual. A mandatory orientation meeting with the Director of Field Education or Field Liaison will be scheduled. A field liaison is the title given to the faculty member who is instructing field placement courses (e.g., MSW 730, MSW 732, and MSW 734). Follow-up pre-placement meetings will be scheduled as needed. Students failing to attend these meetings **will not** be permitted to enter field placement the following semesters. These orientation sessions are primarily designed to provide students with the information necessary to begin the process of identifying an agency for the field placement (See the Pre-Placement checklist in appendices).

During the pre-placement meetings with the Director or Field Liaison, students will present background information that will help to determine an appropriate placement. The students will learn about placement responsibilities, possible sites (see a list of example placement sites in appendices) and obtain permission to interview with prospective Field Instructors.

Once sites have been identified and the students is given approval to move forward, they are responsible for arranging directly with the agency staff to interview for an internship position. Throughout the process, the Director is kept apprised and engages with agency staff as necessary to secure the placement, but it is the students's responsibility to communicate professionally and in a timely manner to secure placement.

Following interviews at potential placement sites, the students will meet individually with the Director of Field Education to finalize the placement selection. The Director of Field Education makes the final decision and must be certain that the students's learning needs can be met. Considered will be factors such as the structure of agency, individual teaching/instruction styles, the students' abilities, and the environment most conducive to the students' learning style.

Generally, students will have secured their placements the semester prior to placement so that they can begin placement at the beginning of the new semester.

During the orientation meetings, the students will be reminded to review the MSW Field Manual, an example Field Placement I syllabi, and all of the deadline dates for the placement seminars, conferences, and reports (including assignments, records of hours, and evaluations). Students will register for Field Placement simultaneously with Field Seminar I. Students will register for Field Placement II simultaneously with Field Seminar II. Students will register for Field Placement III simultaneously with Field Seminar III. Fields II and Field III are to be taken in consecutive semesters. The field seminar course serves as a support and debriefing mechanism for students as well as an educational arena.

ADMISSIONS TIMELINE

Beginning of Semester Prior to Placement	Field Placement Application Due
Mid Semester prior to Placement	Students notified of status by MSW Program Director Mandatory orientation meeting(s) with the Director of Field
Prior to the End of the Semester prior to Placement	Students interviews with potential field placement site(s) Students registers for Field Placement I or II and Field Seminar I or II Placement finalized by Field Director Placement Contract completed with Field Site (can occur at the beginning of placement)
Semester of Placement	Complete 300 hours of Field Placement and concurrent Seminar.

POLICY ON FIELD PLACEMENT AT EMPLOYER

The Program is committed to providing an educational experience that builds on the students's previous experience allowing for diverse practice exposure. For that reason, field placement with current or former employers is permitted **ONLY** when it is clear that:

- 1) the proposed site provides supervision by an MSW prepared Social Worker or other qualified professional according to the MSW Program criteria for approved Field Supervisors
- 2) the students can meet all the educational goals of field placement (as described in program documents and on the Competency Integration Plan); and
- 3) the site can provide an opportunity for both growth and diverse experiences. To this end, the site **must assign duties that demonstrate that students are meeting the nine CSWE competencies at the generalist level of practice for Field I and the specialized level of practice for Fields II and III as outlined in the Competency Integration Plan.**

If the above criteria are met, students' assignments and employee tasks may qualify as field hours when directly linked to the nine social work competencies and level of practice. (CSWE EPAS 2022, p. 23)

Field education supervision may be provided by the same supervisor if field education supervision is distinct from employment supervision and the Field Supervisor holds a master's degree in social work from a Council on Social Work Education (CSWE) accredited program and has two years post-social work degree practice experience in social work. In this case, field education supervision must be distinct from employment supervision. (CSWE EPAS 2022, p. 23)

Students should understand that employer-based field placement means making a commitment to maintain their internship status at the employer until the end of the academic year. If anything changes with their employment status, this may impact their internship experience. Another consideration for students requesting an employer-based field placement is how to balance the dual role of being both an employee and an intern within the same agency. Employers may have different expectations for their employees than their interns. Navigating this dual role can sometimes create additional complexities.

Employment-based field sites are subject to approval at the discretion of the Director of Field Education. The field site agency, students, and Director of Field Education must all agree to an employment-based placement.

In a situation where the students becomes unemployed in an organization where field education has co-occurred with employment, Carlow's MSW Program policy is:

- If an intern is terminated as an employee from their place of employment with cause, Carlow would then follow our protocol for field termination (as outlined in the section on *Dismissal for Improper Conduct in Field Placement*).
- If an intern's employment position is in jeopardy due to anything other than the students's performance (for example, lay-offs, health protocols for pandemic), we will make every effort to coordinate a continuation of the internship at the same agency. If it's not possible to continue the internship (for example, agency shut down), Carlow's field program will make every effort to collaborate with the students to find an alternative field placement.

CRITERIA FOR SELECTION OF FIELD INSTRUCTORS

The Field Instructor (who can also be called the Field Supervisor) is an MSW-prepared social worker who has received a degree from a program accredited by the Council on Social Work Education and has two years post-Social Work degree practice experience.

However, in rare situations, where there is no MSW available (as in a non-traditional agency, or an agency that is highly desirable) special arrangements could include a volunteer who is MSW-trained and approved as a Field Instructor. A faculty member from the Department of Social Work Program may also assume the MSW Field Instructor role. In some cases, the students will have supervision on a daily basis from an identified Task Supervisor who will be advised by the Field Instructor. The Field Instructor will coordinate the students's learning experience and design the Learning Agreement and Evaluation Plan with the Director of Field Education and Task Supervisor (if applicable) at the field site. The success of the social work field placement depends on the supervision provided, thus, the role of the Field Instructor is vital.

The Field Instructor must be a person who can teach, interpret, and represent the profession of social work. This individual must be resourceful, knowledgeable in all aspects of the organization's functions, creative, competent and comfortable with the assigned roles within the organization. It is required that this person has a genuine commitment to social work education and adhere to the NASW Code of Ethics. The program requires the Field Instructor to complete an application that lists their credentials as well as submit a resume and reference name.

RESPONSIBILITIES

RESPONSIBILITIES OF THE FIELD INSTRUCTOR

The responsibilities of the Field Instructor include:

1. The Field Instructor is required to complete the following documents:

Document	Semester before placement	Field I Semester	Field II Semester	Field III Semester
An application with contact information, credentials, a resume,	X			
An initial contract		X	X	
A Competency Integration Plan and Evaluation form		Beginning and end of each	Beginning and end of each	Beginning and end of each
Monthly verification of students hours in a log		X	X	X
A mid-term progress report for the students		X	X	X
A final evaluation of the Carlow Field Program		X		X

2. Field instructors will receive individual orientation to the program by the Director of Field Education and will be encouraged to attend ongoing professional development opportunities offered by Carlow University.
3. Field instructors will complete an initial contract with the students and Director of Field Education that is approved by the agency. Field instructors are responsible for orienting students to the agency.
4. The Field Instructor will require the students to keep a record of field hours as part of the experience. The Field Instructor will sign off on verification of these hours on a monthly basis.
5. The Field Instructor is required to engage the students in the development of a Competency Integration Plan (CIP). This working document requires the students to highlight how they have demonstrated each of the ten competencies.
6. The Field Instructor and students will meet with the Director of Field Education during each semester of Field Placement to review the Competency Integration Plan and the Evaluation Form.
7. Field Instructors should have students engage in direct client contact. Students should engage, assess, intervene and evaluate individuals, families, groups, organizations and communities as relevant to the agency mission and focus. Field Instructors should encourage students to develop and grow as ethical professionals who are cognizant of diversity, human rights and social justice, practice-informed research and policy issues.
8. Field Instructors or Task Supervisors (where applicable) are required to spend at

least one hour per week with the students in a supervisory session. During this time students progress should be evaluated, students case load reviewed and current and future goals examined. The students should feel comfortable to provide input during this time. The students is required to have a specified time to meet with his/her Field Instructor or Task Supervisor on a weekly basis for ongoing supervision.

9. Field Instructors are expected to initiate contact with the Director of Field Education (or Faculty Liaison) when concerns arise about the students's performance. In addition, the Field Instructor should inform the Director of Field Education as soon as possible if a prospective field placement students fails to appear at the field placement site. Performance issues, poor attendance, and tardiness should be reported at the time of the incident.
10. Field Instructors complete an evaluation of the students's overall performance via the Competency Integration Plan and Evaluation Form each semester. This form includes quantitative assessments as well as a narrative section. They also complete a brief mid-term evaluation each semester as an opportunity to address concerns with the Director of Field Education so they can be addressed in a timely manner. The students is expected to take part in the evaluation process. Due dates will be provided by the Director of Field Education for these evaluations to be submitted electronically.

RESPONSIBILITIES OF THE PROGRAM TO THE AGENCY

The Director of MSW Field Education is a full-time faculty member of Carlow University. The responsibilities of the Director of Field Education (or Faculty Liaison) include:

1. The Director will meet with each Field Instructor or Task Supervisor initially to orient, help plan and coordinate the students assignment and review the Competency Integration Plan and Evaluation Form. The Director will supply the Field Instructor with the appropriate course syllabi, MSW Field Manual and pertinent information about students(s) placed at the agency.
2. The Director of Field Education will make site visits either on-site or virtually based on agency needs and students feedback. Requests for site visits can be made directly to the Director of Field Education.
3. Faculty members will be available as resources to Field Instructors throughout the semester. The point of contact is the Director of Field Education.
4. It is the responsibility of the Director of Field Education to communicate and discuss basic curriculum with Field Instructors and to assist them and their assigned students regarding placement responsibilities. The Director is available by email, phone, and if needed, in person, for support throughout the field

placement.

5. The Director of Field Education is expected to seek comments from Field Instructors for upgrading the field component of the curriculum. Such comments shall be made available to the Department faculty for consideration in planning.
6. The Director of Field Education receives and reviews the Field Instructors' evaluations of the students' performance and shares the results with the Field Placement Course Instructor to assist in determining the students' final grade.

RESPONSIBILITIES OF THE STUDENTS IN FIELD PLACEMENT

The supervised field experience is intended to help the students translate theory into practice. The skills and techniques of the profession are transferred from Field Instructor to students, creating a practical environment in which to learn. The students must look toward the field experience with a sense of responsibility.

During the field placement experience, the students is expected to:

1. Be open to learning and constructive criticism.
2. Arrive at the field placement site on time and be prepared to work. Notify the Field Instructor and Director of Field Education of any unavoidable absence or tardiness before the expected arrival time at the agency. The Field Instructor should be briefed on any client commitments that may need immediate attention.
3. Attend all sessions of the bi-weekly field seminar and complete requirements of the syllabus.
4. Adhere to the NASW Code of Ethics and to the professional expectations of the agency regarding behavior in the agency (i.e. dress code, administrative protocol, confidentiality, record keeping, etc.)
5. Adhere to and demonstrate the Standards of Professional Conduct for MSW Students and the Essential Standards for Skills, Values, and Professional Conduct as detailed on pages 5-6 of the MSW Students Handbook and found in the appendices below.
6. Participate in the design and completion of the Competency Integration Plan and Evaluation Form under his/her Field Instructor's direction. Review their Competency Integration Plan and Evaluation Form regularly as a way of self-evaluation and be prepared to discuss the final evaluation with the Field Instructor.
7. Maintain an hours log that is verified by the Field Instructor and submitted to the Director of Field Education at least bi-weekly.
8. Keep records of their work with clients and community systems in whatever format the agency designates. Any recording of agency involvement with clientele shall remain at the agency. All agency records and information of any kind will remain confidential.
9. Attend supervisory meetings prepared to discuss their work/progress. Written materials should be kept current and the students should be prepared to discuss any questions that pertains to their involvement with agency clientele as well as

broader community contacts.

10. Discuss any questions or concerns with the Field Instructor. If a breach in communication should occur between the students and the Field Instructor, the Director of Field Education should be notified. It is strongly advised that problems of any kind be addressed as they arise and not postponed until the end of the semester.
11. Complete an evaluation of the Field Placement Site and Supervisor.

LIABILITY INSURANCE

Students will be assessed a fee when they register for Field Seminar which provides liability insurance through Carlow University.

The MSW program strongly discourages students from transporting clients in their personal vehicles. If students elect to transport clients in their own vehicles it is the responsibility of the students to ensure they do so in accordance with the agency's policies and to ensure the agency provides the appropriate auto insurance coverage for client transportation.

CLEARANCES

Agencies determine if clearances including the following are required for the field placement position: state criminal record check, Child abuse history clearances and/or Federal Bureau of Investigation (FBI) fingerprint criminal background check. If required by the agency, the students is responsible for obtaining and paying for clearances.

EVALUATION

Evaluation of the field education experience will be continuous. Every student and Field Instructor should feel free to voice concerns or questions to the Director of Field Education so that issues can be discussed with the department faculty and/or Advisory Board as needed. Students collaborate with field supervisors to develop the Competency Integration Plan at the beginning of each term in relation to the CSWE competencies (see appendix for an example of the Competency Integration Plan and Evaluation Form). Field Instructors submit a mid-term evaluation of the students and final evaluation of the students via the Competency Integration Plan and Evaluation Form (examples can be found in the appendices).

Additional comprehensive final evaluation conducted at the close of the second semester includes: evaluation of agency, field instructor and director of field education by students; evaluation of Carlow field placement program by the students; and evaluation of the Carlow field placement program by the field instructor. Example questions for these forms can be found in the appendices.

Students also complete a Competency Assessment as part of Field Placement. This assessment is used by the program to determine if students are able to articulate their proficiency in each competency in the context of their field placement experience. The competency results are graded, compiled and analyzed for year-end reporting and accreditation documents.

GRADING

All grades are decided conjointly between the Field Instructor and the Director of Field

Education, or Field Liaison. (A field liaison is the title given to the faculty member who is instructing field placement courses e.g., MSW 730, MSW 732, and MSW 734). Specific grading criteria are explained in the syllabi found in the appendices. The responsibility of assigning the final grade is that of the Director of Field Education or the Field Liaison. Students who have questions regarding a final grade, should refer to the most current MSW Students Handbook available at [MSW Students Handbook](#) and the Carlow University Graduate Catalog available at: [Carlow Course Catalog](#)

DISMISSAL FOR IMPROPER CONDUCT IN FIELD PLACEMENT

A students can be removed from a field placement for improper conduct. If, for any reason, the field site agency determines that a students's conduct is inappropriate, if a students has violated the NASW Code of Ethics, or if a students fails to meet The Essential Standards for Skills, Values and Professional Conduct the Field Instructor should notify both the students and the Director of Field Education immediately by telephone and in writing. At this time, the students will be asked to discontinue field placement until a full investigation of the incident can be completed. The outcome may vary based on evaluation of the results of the investigation.

If an incident is considered minor, consultation with the Director of MSW Field Education, or Field Liaison should be made and a meeting should be held with the students and the Field Instructor to discuss the incident and to remedy the situation. The Field Liaison will notify the Director of Field Education of the incident and the remedy.

If an incident is considered to be of serious nature, the situation will be handled directly by the Director of MSW Field Education who may immediately remove the students from the field placement site. A grade of "W", "F", or "I" will be assigned as appropriate under the terms of the University Catalog. The Director of MSW Field Education should notify the MSW Program Director of the incident in writing. Students who wish to appeal a decision made under this policy should follow the appeals procedure outlined below.

APPEAL PROCESS FOR DISMISSAL FROM FIELD

If a students is removed from a field placement for non-academic reasons such as improper conduct, they will have the right to appeal and due process. The interest of both the students and the profession will be taken into account. The appeal process begins by the students communicating in writing with the MSW Program Director immediately after dismissal. If there is need for further appeal, the students will continue to follow the steps of the Carlow University grade appeals process found in the most current Carlow University Catalog at: [Carlow Course Catalog](#) and the MSW Handbook available at: [MSW Handbook](#)

ADDITIONAL POLICIES AND PROCEDURES

The MSW Program follows Carlow University's academic policies including but not limited to Academic Integrity Policy, Students Code of Conduct, Academic Grievance Procedure detailed in the current Carlow University Graduate Catalog available at: [Carlow Course Catalog](#). The MSW Program also follows the Carlow University policies detailed in the Students Handbook available at: [Carlow Students Handbook](#).

APPENDIX A: STUDENTS APPLICATION TO FIELD PLACEMENT

**Carlow University MSW Program Admission
and Field Placement Application
Academic Year 2019-2020**

This application is for admission into Field Placement of the Master of Social Work program. This application, MUST be completed in one sitting.

You are required to submit your resume, program evaluation, and a letter from your advisor that verifies that you have been advised to apply for admission into the social work program and field placement

- Traditional students are eligible for Field I after completion of at least 15 required foundation credits and are eligible for Field II after completion of 36 credits, including Field I and the adjunctive Field Seminar.
- Advanced Standing students are eligible for Field II after completion of 21 credits. Field II and III are generally completed during the students's final two semesters.

Prior to filling out this application, please ensure you have read the MSW Field Manual: **NEED NEW LINK HERE Add*

Field instruction is an integral part of the curriculum in social work education. The objective of the practicum is to produce professionally reflective, self-evaluating, knowledgeable and developing social workers. Please refer to your Field Instruction Manual for goals, objectives, and prerequisites.

PLEASE NOTE THAT YOU MUST USE YOUR @CARLOW.EDU EMAIL TO COMPLETE THIS APPLICATION. IF YOU ARE LOGGED IN UNDER A DIFFERENT EMAIL, PLEASE LOG OUT AND LOG IN USING YOUR @CARLOW.EDU EMAIL.

MSW Field Placement Application

Today's Date:

Students Name:

Preferred Gender Pronouns (e.g., She/Her, He/Him, They/Them, etc.):

Carlow E-mail:

Best Contact Phone Number:

Please list you address:

Date:

BEFORE you fill out this application, please ensure you have read the MSW Field Manual:
<https://3mfp0r29raqd1h75qu41spwh-wpengine.netdna-ssl.com/wp-content/uploads/2021/01/field-manual-msw.pdf>

Please type your first and last name below to certify you have read the MSW Field Manual in its entirety and agree to adhere to the policies and guidelines outlined in the Manual.

Students signature:

Address (while completing field):

City:

State:

Zip Code:

Emergency Contact Person Name:

Relationship to You:

Emergency Contact Person Phone:

Students Status:

- Full-time
- Part-time

Information about your program

Please check your status in the MSW program:

☐ In person

☐ Fully online

☐ Hybrid

Please check the box to confirm which Field Placement you are applying for:

- Field Placement I (Traditional students that has completed 15 foundational credits)
- Field Placement II (Traditional students that has completed Field Placement I)
- Field Placement II (Advanced standing students that has completed 21 credit hours at Carlow)

Field Placement III (Any students that has completed Field Placement II)

Which Specialization are you enrolled in?

- Direct Practice
- Macro

Please provide the semester/year for which you are applying

Semester/Year:

Academic Advisor Verification

Advisor Name:

Were you advised to apply for Field Placement next semester by your academic advisor?

- YES
- NO

Clearances and Covid-19 Protocols

A criminal record before or during placement can impact placement options as well as employment and licensure after graduation.

Field sites reserve the right to request copies of your clearances. The most common clearances requested include *a Criminal Background Check, Child Abuse Clearance, and FBI (fingerprint) Clearance*. Students are required to disclose criminal records to the Director of Field Education (Dr. Ken Smythe-Leistico) before and during placement in order for the proper support to be provided to the students.

Please type your full name in the space below if you understand the statement above and agree to notify the Director of Field Education of any charge that may impact field placement options:

Are you able to provide proof that you received both doses of the COVID-19 vaccination to your field site?

- YES
- NO

Logistics

Method of Transportation:

- Car
- Public Transportation
- Other, please describe

Current Employment

Are you interested in completing your field experience at your current place of employment?

- YES
- NO
- MAYBE

If you answered “YES” to the question above, please provide the following information:

Name of your employer:

Address of your employer:

Your job title:

Typical hours worked per week:

A brief description of your responsibilities:

Background Professional Information

Why did you choose social work as a profession?

What goals do you plan to achieve during your field experience?

Please list any relevant professional activities/achievements:

What prior professional experience do you have? What was your role?

Site Interest

After graduation, what type(s) of client population(s) are you interested in working with the most?:

USE CHECKBOX LIST

What type(s) of agency(ies) would you like to explore as potential field placement sites?

USE CHECKBOX LIST

If you have specific agencies or organizations in mind for field placement, please provide the names and addresses below:

Please explain why you are interested in these agencies:

Please indicate your site location preference: (e.g. north/south/central if you are in Pittsburgh region; or indicate the area for those that are not local to Carlow)

After graduation, what type(s) of client population(s) are you interested in working with the most?

Additional comments, questions, concerns, expectations, and/or hopes regarding field placement:

Expenses: Carlow does not reimburse students for expenses such as transportation, clothing or other items needed for professional participation. These are generally at the students's expense. Students should seek clarification from the field site as to any reimbursable expenses (e.g., transportation to clients' homes, attendance at conferences) and specify in initial field contract.

Read the following statement regarding field placement and sign below

I understand that by providing my electronic signature below that:

I must meet all departmental requirements, have completed all prerequisite coursework, have the permission of my academic advisor and the Director of Field Education, and read the Field Placement Manual in its entirety.

I will be supplied with mandatory Carlow internship liability insurance for which I will be assessed a modest fee.

I am agreeing that all statements and information provided in this application are true and correct and that the information is used to assess my suitability for field placement.

I am agreeing to permit the Department of Social Work to disclose any information contained in this application among the Social Work faculty, and with my Field Instructor and/or Field Placement Task Supervisor.

Students Electronic Signature:

☐ **PART II. ADVISOR VERIFICATION**

Please submit a printed paper copy of an email or a letter from your advisor that verifies you have been advised to apply for admission to the Social Work program and field placement.

☐ **PART III. PROGRAM EVALUATION**

Submit a copy of your program evaluation. Program Evaluations can be printed from the Isadora system or obtained by contacting the Registrar's Office.

☐ **PART IV: RESUME**

Submit a copy of your resume. We recommend making an appointment with Carlow's Office of Career Development to review your resume prior to submission.

**APPENDIX B: Carlow University MSW Program Essential Standards for Skills, Values,
and Professional Conduct**

**Carlow University MSW Program
Essential Standards
for
Skills, Values and Professional Conduct**

The Essential Standards for the Master of Social Work (MSW) Program at Carlow University include scholastic standards, values and ethical standards, self-awareness, interpersonal relationship skills, professional responsibility, critical thinking and problem-solving abilities, and communication skills. Other Council on Social Work Education (CSWE) accredited Social Work Programs use the same, or similar, Essential Standards that have been adopted by Carlow's MSW Program.¹

Essential Skills

Scholastic Standard: Includes overall GPA, GPA in required social work courses, and course grades.

Essential Students Behavior:

- Students must earn a B- (81%) or better in all courses. The MSW Program's policy is that any grade less than a B- is considered as a failing grade and students are required to repeat the course to fulfill graduation requirements.

Self-Awareness Standard: Students demonstrate professional preparation through a commitment to the process of self-reflection and self-critique, assuming full responsibility for professional growth and for protecting clients, peers, supervisors, faculty, and other relevant parties from the adverse effects of performance problems and unprofessional behavior.

Essential Students Behavior:

- *Students will demonstrate awareness of self and their impact on interpersonal and professional relationships.*
- *Students will demonstrate a willingness to accept feedback and/or supervision in a positive manner and use the feedback to enhance their professional development.*
- *Students will prepare for, and effectively utilize, supervision and other forms of professional advisement and mentorship.*
- *Students will demonstrate a realistic and accurate self-awareness of their own strengths, limitations, values, and performance.*

Interpersonal Relationship Skills Standard: Interactions with peers, clients, faculty, staff, advisors, supervisors, agency personnel, and field instructors reflect integrity, honesty, and cooperation, as well as an appropriate understanding of professional role and appropriate boundaries.

Essential Students Behavior:

- *Students will relate interpersonally in a manner that is respectful, non-disruptive, nondiscriminatory, and characterized by maturity.*
- *Students will use proper channels for conflict resolution.*
- *Students will demonstrate appropriate use of self in the professional role.*

Responsibility and Professional Preparedness Standard: *Appropriate levels of responsibility and professional preparedness are demonstrated over the program course of study.*

Essential Students Behavior:

- *Students will demonstrate responsible and self-directed behavior in accordance with the program and the sequencing of courses for program completion.*
- *Students will demonstrate adherence to agency protocols and policies, dress codes, and documentation requirements.*
- *Students will demonstrate behaviors on campus, in the classroom, online, in their field placement sites, in the community, and with peers that are in compliance with program policies, institutional policies, and professional ethical standards.*

Critical Thinking and Problem-Solving Abilities Standard: *Individual reasoning reflects a comprehensive analysis that distinguishes fact from inference, conclusions that are grounded in relevant data, information, and evidence.*

Essential Students Behavior:

- *Students will demonstrate the ability to identify ways in which biological, psychological, developmental, spiritual, socioeconomic, and environmental factors may affect an individual, family or groups of various sizes.*

Communication Skills Standard: *All verbal, nonverbal, and written communication exchanges are in accordance with professional standards.*

Essential Students Behavior:

- *Students will communicate with dignity, respect, and cultural sensitivity to peers, clients, faculty, staff, advisors, supervisors, agency personnel, and field instructors.*
 - *Students shows skill in building rapport and engaging clients, applying principles of sound communication.*
 - *They must express ideas and feelings clearly and demonstrate a willingness and ability to listen to others.*
 - *They must have sufficient skills in spoken and written English to understand the content presented in the program.*
 - *Students follow agency guidelines for recordkeeping.*

Motor and Sensory Skills: *Developing the competencies needed to become a social worker is a lengthy and complex process that requires students to participate in the full spectrum of experiences and requirements of the curriculum.*

Essential Students Behavior:

- *Social work students must have sufficient motor abilities to attend class and perform all the responsibilities expected of students in field placement, at places such as hospitals and clinics.*

- *Students must have the ability to acquire and integrate new information through the use of their senses to perform the functions that will be expected of them both as students and as professional social workers.*
- *Students who wish to request reasonable accommodations for meeting the Essential Motor and Sensory Skills requirement should contact the Disability Services Office which provides services to enrolled students who have a documented permanent or temporary physical, psychological or sensory disability that qualifies them for academic accommodations under the law.*

Essential Values

For admission to and continuance in the MSW Program at Carlow University, students must demonstrate a commitment to the core values of social justice and diversity. These essential values are critical to social work education and practice.³

Social Justice:

- *Social work students must value social justice, which includes promoting equality and human rights and recognizing the dignity of every human being.*

Diversity:

Social work students must appreciate the value of human diversity.

- *They must serve in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, religious affiliation (or lack thereof), gender, disability, sexual orientation and/or value system.*
- *Social work students must not impose their own personal, religious, sexual, and/or cultural values on their clients.*
- *Social work students must know how their values, attitudes, beliefs, emotions, and past experiences affect their thinking, behavior, and relationships.*
- *Students must be willing to examine and change their behavior when it interferes with their working with clients and other professionals.*
- *Students must be able to work effectively with others in subordinate positions as well as with those in authority.*

Essential Standards of Professional Conduct

These Essential Standards of Professional Conduct are adapted from the National Association of Social Workers (NASW) Code of Ethics and are the standards used in other CSWE accredited MSW and BSW Programs.^{2, 3}

Professional conduct means that in general social work students must behave professionally by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities and completing assignments on time. There are abilities and attributes that students must possess that provide the Social Work Department with reasonable assurance that students can complete the required course of study and participate successfully in social work education and the professional practice of social work. Social work students are expected to possess the following abilities

and attributes and to meet these standards in the classroom as well as in their community service hours and field placements.

Professional Behavior:

- *Social work students behave professionally by knowing and practicing within the scope of social work and adhering to the NASW Code of Ethics.*
- *Social work students express ideas and feelings clearly and demonstrate the ability and willingness to actively listen to others.*

Self-awareness:

- *Social work students are willing to examine and change behavior when it interferes with working effectively with clients and other professionals.*

Professional Commitment:

- *Social work students have a strong commitment to the essential values of social work (the dignity and worth of every individual and the right to a just share of society's resources).*
- *Social work students are knowledgeable about and adhere to the NASW Code of Ethics.*

Self-care:

- *Social work students recognize the signs of stress, develop appropriate means of self-care, and seek supportive resources as necessary.*

Valuing Diversity:

- *Social work students appreciate the value of human diversity. Social work students do not impose their own personal, religious, sexual, and/or cultural values on other students, faculty, staff, clients, or professionals.*
- *Social work students are willing to serve in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, religious affiliation (or lack of), gender, disability, sexual orientation, and/or value system.*

The expectation is that students will possess and develop these skills, values, and standards as they progress through all aspects of the program, including in the classroom, online, in their field placements, and in the professional practice of social work. Attention to them will be paid by those individuals responsible for evaluating students' classroom and academic performance, decision making about appropriate field placement sites, and field placement performance. Violations of these Skills, Values, and Standards of Professional Conduct can also become grounds for dismissal from the program and from the profession. Thus, it is important that they are well understood.³

CORE COMPETENCIES

Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work. The competencies are based on CSWE Educational Policy

and Accreditation Standards.⁴ Field Placement provides an opportunity for students to develop and demonstrate their proficiency in each of the competencies which is required for successful completion of the MSW Program and to earn the MSW degree.

Competency 1: Demonstrate Ethical and Professional Behavior

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

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

Communities

(CSWE 20E22 EPAS, p. 7-9)

Endnotes

¹ Department of Social Work Students Handbook University of Detroit Mercy. Retrieved May 23, 2023, from <https://www.udmercy.edu/academics/catalog/undergraduate2018-2019/colleges/clae/pdf/social-work-handbooks/social-work-students-handbook-rev-7-13-17.pdf>

² National Association of Social Workers. (2021). NASW code of ethics. Retrieved May 31, 2023, from <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

³ Essential Skills, Values and Standards of Professional Conduct. University of Washington School of Social Work. Retrieved May 31, 2023 from <https://socialwork.uw.edu/blurb/essential-skills-values-and-standards-professional-conduct>

⁴ Council on Social Work Education. (2022). Educational policy and accreditation standards for baccalaureate and master's social programs. Retrieved June 20, 2023 from <https://www.cswe.org/accreditation/standards/2022-epas/>

APPENDIX C: PRE-PLACEMENT INFORMATION CHECKLIST

**Carlow University MSW Field Placement
Pre-Placement Information Checklist**

Name of Students: First Last
Director of MSW Field Education/Faculty Liaison Name: First Last
Date:

Explanations / Discussion / Information Distributed:

- ☐ **Field Manual:** Students must read and abide by policies set out in the current MSW Handbook and the MSW Field Manual at https://www.carlow.edu/sw_accreditations.aspx
- ☐ **Personal Risk:** All placements involve personal risk; however, the students should remove her/himself from any situation that seems threatening.
- ☐ **Expenses:** Carlow does not reimburse students for expenses such as transportation, clothing or other items needed for professional participation. These are generally at the students's expense. Students should seek clarification from the field site as to any reimbursable expenses (e.g., transportation to clients' homes, attendance at conferences) and specify in initial field contract.
- ☐ **NASW Membership:** We encourage students to join NASW at the students dues rate. More information is available at: <https://www.socialworkers.org/Membership>).
- ☐ **Liability Insurance** (malpractice and personal injury): Students will be assessed a fee when they register for Field Seminar which provides liability insurance through Carlow University.
- ☐ **Clearances:** If the agency requires clearances, the students is responsible for obtaining and paying for them.
- ☐ **Code of Ethics:** The students agrees to abide by the NASW Code of Ethics (available at: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>) while in field placement. Ethical violations may be subject to discipline as described in the MSW Handbook.
- ☐ **The Essential Standards for Skills, Values and Professional Conduct:** The students agrees to follow the Carlow University MSW Program Essential Standards for Skills, Values and Professional Conduct.
- ☐ **Credit Requirement and Class Syllabus:** Field Placement Field Placement and Seminar assignments are described and guided by course syllabi (examples from prior years are available in the Field Manual but are subject to change

each year).

Initial Contract: Field Instructors and students must complete this form to be signed by Students, Field Instructor, Agency Director, and Director of Field Education before the students can enter Field Placement.

Competency Integration Plan: The students, in collaboration with the Field Instructor and Director of Field Education, must review the Competency Integration Plan in the first two weeks of Field Placement.

Hours Requirement: Students must complete 300 hours per semester for 600 total hours (advance standing) or 900 total hours (traditional students) in Field Placement. Hours must be submitted monthly and verified by Field Instructor.

Notes on Discussion

Prospective Placement Sites and/or Students's Area(s) of Interest:

1) Include here
2) Include here
3) Include here

Location Include here
Transportation Include here
Schedule Include here
Coursework Include here

Carlow MSW Field Manual

Other
Include
here

Next Steps:
Include
here

Signing here, the students indicates that all of the information above was provided to them.

Students Signature	Date
Director of MSW Field Education/Faculty Liaison	Date

APPENDIX D: INITIAL CONTRACT

Carlow University MSW Field Placement Initial Contract

Carlow Director of MSW Field Education

Name: Dr. Ken Smythe-Leistico

E-mail: kjsmythe-leistico@carlow.edu

Phone: 412.578.6369

TO BE FILLED OUT BY FIELD STUDENTS ONLY:

Students Information

Name:	
Email:	
Phone:	Additional Phone:
Address:	

TO BE COMPLETED BY THE INDIVIDUAL PROVIDING THE MOST DIRECT, DAILY SUPERVISION (either the Site Supervisor/Field Instructor OR Task Supervisor):
Field Placement Agency (Students Field Placement Site)

Agency Name:	
Phone:	Additional Phone:
Address:	

TO BE COMPLETED BY SITE SUPERVISOR/FIELD INSTRUCTOR
Supervisor/Field Instructor Information

Name:	
Email:	
Phone:	Additional Phone:
Address (if different from above):	

TO BE COMPLETED BY TASK SUPERVISOR
Task Supervisor Information (if relevant)

Name:	
Email:	
Phone:	Additional Phone:

Address (if different from above):

I. FIELD SITE RESPONSIBILITIES
The identified Field Instructor will:

1. Provide contact information, credentials, a resume, and a reference name through the online application:
2. Require the students to keep a record of field hours as part of the experience. The Field Instructor will electronically sign off on these hours bi-weekly to verify the documented hours are accurate.
3. Engage in the formulation of a mutually agreeable educational experience with the students. Carlow will provide an online Competency Integration Plan for the Field Instructor to complete in collaboration with the students to specify objectives, tasks, and evaluation in relation to specific competencies. This document must be reviewed by the Field Instructor and students early in the semester and updated as the semester progresses. The plan will be reviewed by the Director of Field Education periodically and may be amended as the Director of Field Education sees fit.
4. Provide opportunities for the field students to engage in direct client contact. The students should engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities as relevant to the agency mission and focus.
5. Encourage students to develop and grow as ethical professionals who are cognizant of diversity, human rights and social justice, practice-informed research, and policy issues.
6. Initiate contact with the Director of Field Education (or Carlow Faculty Liaison) when concerns arise about the students's performance. In addition, the Field Instructor should inform the Director of Field Education as soon as possible if a prospective field placement students fails to appear at the field placement site. Performance issues, poor attendance and tardiness should be reported before they become patterns.
7. Complete an evaluation of the students's over-all performance (drawing from the Competency Integration Plan) each semester. This form includes quantitative assessment as well as a narrative section.
8. Complete a mid-term and final evaluation online of the field students's performance.

9. Complete a final evaluation of the Carlow University Field Placement Program.
10. Establish a consistent day and time each week to provide one hour of formal supervision to the students. During the supervisory sessions, students progress should be evaluated, students case load reviewed, and current and future goals examined. The students should feel comfortable to provide input during this time. The students is required to have a specified time to meet with their Field Instructor on a weekly basis for ongoing supervision.

**IF A FIELD INSTRUCTOR FROM THE FIELD SITE IS UNABLE TO BE IDENTIFIED, THE SITE WILL PROVIDE THE STUDENTS WITH A TASK SUPERVISOR WHO WILL ASSUME RESPONSIBILITY FOR OVERSEEING THE FIELD STUDENTS'S DAY-TO-DAY TASKS. IN THIS CASE, A FIELD INSTRUCTOR (FACULTY MEMBER WHO HOLDS A MSW) FROM CARLOW UNIVERSITY WILL BE ASSIGNED TO THE FIELD STUDENTS.*

II. CARLOW UNIVERSITY RESPONSIBILITIES:

The Carlow University Director MSW Field Education (or Faculty Liaison) will:

1. Meet with each Field Instructor and/or Task Supervisor initially to orient, help plan and coordinate the students assignment and review the Competency Integration Plan document. The Director will supply the Field Instructor with the appropriate course syllabi, MSW Field Manual and pertinent information about students(s) placed at the agency.
2. Visit the field site one or two times per semester. The initial visit will be to review the initial contract and review the Competency Integration Plan. The second visit will be made to review the students' progress. Additional visits will be made upon request by the Field Instructor or students(s).
3. Provide Faculty Member support to Field Instructors throughout the semester. The point of contact is the Director of Field Education.
4. Communicate and discuss basic curriculum with Field Instructors and to assist them and their assigned students regarding placement responsibilities. The Director is available by email, phone and if needed, in person, for support throughout the field placement.
5. Solicit comments from Field Instructors for upgrading the field component of the curriculum. Such comments shall be made available to the Department faculty for consideration in planning.
6. Receive and review Field Instructors evaluations of the students' performance, the Competency Integration Plan, and other field assignments. These will be used to establish the students' final grade.

The Carlow University Field Students will:

1. Remain open to learning and receptive to constructive criticism.
2. Arrive at the field placement site on time and prepared to work. In the event of unavoidable absence or tardiness, the field students must immediately notify the Field Instructor and Director of Field Education before their expected arrival time at the agency. The Field Instructor should be briefed by the Field Students on any client commitments that may need immediate attention.
3. Attend all sessions of the bi-weekly field seminar and complete requirements of the syllabus.
4. Adhere to the NASW Code of Ethics and to the professional expectations of the agency regarding behavior in the agency (i.e. dress code, administrative protocol, confidentiality, record keeping, etc.)
5. Collaborate with their Field instructor to design and complete a Competency Integration Plan. Regular review of the Plan with their Field Instructor is required. Field Students should be prepared to discuss their final Plan with their Field Instructor and Director of Field Education.
6. Maintain electronic bi-weekly time logs that are submitted to and verified by the Field Instructor and submitted to the Director of Field Education.
7. Keep records of their work with clients and community systems in whatever format the agency designates. Any recording of agency involvement with clientele shall remain at the agency. All agency records and information of any kind will remain confidential.
8. Attend weekly supervisory meetings prepared to discuss their work/progress. Written materials should be kept current, and the students should be prepared to discuss any questions that pertain to their involvement with agency clientele as well as broader community contacts.
9. Discuss any questions or concerns with their Field Instructor. If a breach in communication should occur between the students and their Field Instructor, the Director of Field Education should be notified. It is strongly advised that problems of any kind be addressed as they arise and not postponed until the end of the semester.
10. Complete an evaluation of the Field Placement Site and Supervisor at the end of the semester.

**III. TERMS, CONDITIONS, AND LOGISTICS –
Logistics and Expectations of Field Placement**

****Responsibilities of Field Instructor, students and Carlow Director of Field Education/Faculty Liaison are outlined in the MSW Field Manual.***

TO BE FILLED OUT BY DIRECTOR OF FIELD PLACEMENT:

Total Hours: 300 per semester
Academic Credits: 6 per semester
Director of Field Education from Carlow will visit the site and meet with Field Instructor and Students 1-2 times per semester.

TO BE FILLED OUT BY STUDENTS:

**COMPLETE FOR YOUR CURRENT SEMESTER, PLEASE PUT “N/A” WHERE APPLICABLE,
DO NOT LEAVE ANYTHING BLANK**

<p>Beginning and End Dates of Fall Semester:</p> <p>Fall Break:</p> <p>Thanksgiving Break:</p>
<p>Beginning and End Dates of Spring Semester:</p> <p>Spring Break:</p> <p>Easter Break:</p>
<p>Beginning and End Dates of Summer Semester:</p> <p>Independence Day Break:</p>
<p>Learning Agreement and Evaluation Form due date:</p> <p>Semester 1 mid-term evaluation of students due date:</p> <p>Semester 1 final evaluation of students and final hours due date:</p> <p><i>If in a two-term placement:</i></p> <p>Updates to Learning Agreement and Evaluation Form due: Spring mid-term evaluation</p>

<p>of students due date:</p> <p>Spring final evaluation of students due date:</p>

TO BE COMPLETED BY THE INDIVIDUAL PROVIDING THE MOST DIRECT, DAILY SUPERVISION (either the Site Supervisor/Field Instructor OR Task Supervisor):

<p>Agency Resources made available to the students: <i>Please check all that apply.</i></p> <table> <tr> <td>Office space with desk</td> <td>Computer access</td> <td>Phone access</td> </tr> <tr> <td>Other support staff</td> <td>ID badge</td> <td>Administrative assistant</td> </tr> <tr> <td colspan="3">Other (please describe)</td> </tr> </table>	Office space with desk	Computer access	Phone access	Other support staff	ID badge	Administrative assistant	Other (please describe)		
Office space with desk	Computer access	Phone access							
Other support staff	ID badge	Administrative assistant							
Other (please describe)									
<p>Name of person who will submit evaluations:</p>									
<p>Weekly schedule (Three 8-hour days per week recommended): List specific days and times</p>									
<p><i>Note: Verified hours must be submitted at the end of every month.</i></p>									
<p>Day and time for weekly supervision meetings (one hour per week is required):</p>									
<p>Address of students placement location:</p>									
<p>Please explain any regular travel/transportation requirements:</p>									
<p>If travel is required, is reimbursement provided for parking and mileage?</p>									

How and when will orientation be provided? Please address how agency policies will be shared with students, when a tour will take place and how the students will be introduced at the agency.
Proposed number of clients and/or cases with which the students will be involved (describe both semesters, if a two-term placement: Semester 1: Semester 2:
List any knowledge and skills required by the students to fulfill practicum design in alignment with agency intent:

IV. LIABILITY INSURANCE

Students will be assessed a fee when they register for Field Seminar, which provides them with liability insurance through Carlow University.

V. TERMINATION

Termination of this Initial Contract will be handled on a case-by-case basis. The party wishing to terminate the agreement must provide written notice to each signatory. The written notice must include justification for termination.

1. The field site, Director of MSW Field Education, and field students each reserve the right to terminate the placement if the obligations outlined in this contract are not being met.
2. The field site, Director of MSW Field Education, and field students each reserve the right to terminate this agreement within thirty (30) days of the execution of this contract if the reason for termination is deemed reasonable and appropriate.

Those signing below agree to the terms listed in this document including responsibilities outlined from the MSW Field Manual, start and end dates of placement, total hours, weekly schedule, regular communication (including meetings with the Carlow Director of MSW Field Education each term) and submission of

required documents including evaluations.

Details about the tasks/activities and assignments the students will complete relevant to Social Work competencies will be described in the Learning Agreement and Evaluation form (separate document) and submitted within the first two weeks of placement. The agency confirms that the agency has policies and procedures in place to ensure students safety.

All parties signing this contract agree with the practicum proposal and agree to abide by the National Association of Social Workers' Code of Ethics. Any change in this agreement must be made in writing and submitted to the Director of MSW Field Education.

Field Instructor Signature	Date
Task Supervisor Signature (if relevant)	Date
Students Signature	Date
Carlow Director of Field Education	Date

**APPENDIX E:
ORIENTATION ACTIVITIES**

**Carlow University MSW Field Placement
Orientation Activities**

Students Name: First Last
Field Placement Agency: Agency Name
Field Instructor: First Last
Date Completed:

Carlow requires students in field placement to have an orientation to the agency provided by the field instructor. The checklist included here are areas the program recommends are covered.

Objective: To develop knowledge of the placement agency and the role of the agency in meeting human needs in the community. To understand agency policies and procedures governing practice experiences.

Checklist of orientation activities designed to build students' knowledge:

- ☐ Field Instructor/Supervisor orientation activities:
 - ☐ Schedule supervision sessions to orient the students to agency,
 - ☐ Review practice standards, policies, and customs such as dress code, lunch patterns, etc.
 - ☐ Send out memo/email to staff introducing the students;
 - ☐ Provide tour of agency;
 - ☐ Introduce students to clerical staff and provide orientation to making copies, printing, telephone, email/internet systems.
- ☐ Students review of agency policy manuals; brochures, program materials
- ☐ Students meeting(s) with administrative and program staff (Specify):
- ☐ Students visit(s) to community programs and resources, tour of neighborhood (Specify):
- ☐ Field instructor/supervisor review of agency protocols; instructions for how students should respond to:
 - ☐ transportation of clients;
 - ☐ mandatory reporting, child abuse, elder abuse
 - ☐ suicide/homicide threats
 - ☐ drugs/alcohol,
 - ☐ weapons,
 - ☐ safety issues
- ☐ Other (Specify):

APPENDIX F: COMPETENCY INTEGRATION PLAN AND EVALUATION FORM

MSW Field Placement

Competency Integration Plan-FINAL

Generalist

Instructions:

The Competency Integration Plan is developed in relation to the core competencies of social work education as identified by the Council on Social Work Education (CSWE). This plan is reviewed at the beginning of the semester and activities are filled out by the students and the field instructor as the semester continues. It is the goal of this process to complete activities within all ten competencies and discuss the demonstration of this process at the end of the semester.

At the conclusion of the semester use the scale below to assess the students's achievement of each of the competencies and practice behaviors identified in the competency integration plans.

5	The students demonstrates a superior understanding of the competency and has provided numerous concrete examples of how they have met it.
4	The students demonstrates a strong understanding of the competency and has provided more than one concrete example of how they have met it.
3	The students demonstrates an understanding of the competency and has provided at least one concrete example of how they have met it.
2	The students demonstrates a basic understanding of the competency but has not provided concrete examples of how they have met it.
1	The students has not demonstrated understanding or having met the competency

Please fill in the table below

STUDENTS NAME	
SEMESTER	
YEAR	
AGENCY	
FIELD INSTRUCTOR	
PHONE	
EMAIL	
TASK SUPERVISOR	

Carlow Faculty Liaison:	Ken Smythe-Leistico, EdD, LSW
Phone:	412.578.6369
Email:	kjsmythe-leistico@carlow.edu

Competency #1: Demonstrate Ethical and Professional Behavior

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

Example Activities to Develop and Demonstrate Competency #1:

- Intern prepares and delivers a professional presentation to clients and/or colleagues
- Intern completes professional writing assignments such as grant applications, assessments, letters, memos, process recordings and reports
- Intern gains competency in using agency computer systems for managing information, searching for resources, research and communication
- Intern maintains documentation of practice in accordance with agency expectations
- Intern researches and applies NASW Code of Ethics for ethical dilemmas
- Intern discusses challenges to personal values with supervisor and practices self-regulation
- Intern uses supervision and evaluation to plan for ongoing professional learning and growth
- Intern develops a plan for self-care
- Intern sets career development goals

Instructions:

- Intern: *In the box on the next page, please list **specific** and **concrete** ways that you have met this competency.*
For example, "I prepared and presented on trauma-informed care to the staff at my placement" or "I applied the NASW code of ethics with client X, when determining whether or not to report abuse"
- Field Instructor: *Please rate the interns mastery of this competency on a 1-5 scale, per the instructions on page one of this document*

Demonstrations of Competency #1: *(to be filled in by the students)*

--

Scoring of Competency #1: *To be filled in by the field instructor*

Please rate the intern on a scale of 1-5, with 1 being “has not demonstrated understanding” and 5 being “has demonstrated superior understanding”				
<i>Place an 'X' in the box below the corresponding score</i>				
5	4	3	2	1

Competency #2: 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.

Example Activities to Develop and Demonstrate Competency #2:

- Intern researches how human rights and social justice issues relate to agency mission, populations served and goals
- Intern discusses with field instructor how justice-informed approaches are relevant to specific client cases or overall populations served
- Intern participates in or develops a campaign related to social justice that furthers agency mission

Instructions:

- Intern: *In the box on the next page, please list **specific** and **concrete** ways that you have met this competency.*
For example, "I researched the impact of intervention X on the latino population" or "I created a day of service to bring awareness to domestic violence at my organization"
- Field Instructor: *Please rate the interns mastery of this competency on a 1-5 scale, per the instructions on page one of this document*

Demonstrations of Competency #2: *(to be filled in by the students)*

Scoring of Competency #2: *To be filled in by the field instructor*

Please rate the intern on a scale of 1-5, with 1 being “has not demonstrated understanding” and 5 being “has demonstrated superior understanding”

Place an ‘X’ in the box below the corresponding score

5	4	3	2	1

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

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and 10 2022 Educational Policy and Accreditation Standards values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Example Activities to Develop and Demonstrate Competency #3:

- Intern discusses with field instructor self-awareness regarding empathy, cultural humility, internalized oppression, microaggressions and systematic oppression and how these might shape practice experience
- Intern researches information about diverse populations served by the agency in order to develop cross-cultural knowledge
- Intern identifies cross-cultural skills they would like to develop and a plan for how to enact them
- Intern reviews policies related to diversity and difference at the agency and discusses with field instructor

Instructions:

- Intern: In the box on the next page, please list **specific** and **concrete** ways that you have met this competency.
For example, "I utilized supervision to reflect on implicit biases I may engage in" or "I reviewed agency policies related to X and made recommendations to my field instructor for changes"
- Field Instructor: Please rate the interns mastery of this competency on a 1-5 scale, per the instructions on page one of this document

Demonstrations of Competency #3: *(to be filled in by the students)*

Scoring of Competency #3: *To be filled in by the field instructor*

Please rate the intern on a scale of 1-5, with 1 being “has not demonstrated understanding” and 5 being “has demonstrated superior understanding”				
<i>Place an ‘X’ in the box below the corresponding score</i>				
5	4	3	2	1

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Example Activities to Develop and Demonstrate Competency #4:

- Intern maintains client logs, behavioral observations and other documentation on clients that facilitates monitoring practice and program outcomes
- Intern reviews and critiques literature on best practices for the context or populations served
- Intern presents findings on best practices to the agency supervisor, and/or agency staff
- Intern applies empirically sound evidence to the selection of intervention methods
- Intern utilizes rating scales, goal attainment scales and other standardized measures to support practice decisions
- Intern conducts needs assessments and strengths inventories of individuals, groups, families and/or communities and organizations
- Intern participates in organizational planning and evaluation such as grant-writing, development of logic models and SMART goals
- Intern conducts literature reviews and other research to support agency's mission or address specific case questions

Instructions:

- Intern: *In the box on the next page, please list **specific and concrete** ways that you have met this competency.*
For example, "I created a treatment plan that reflects goals identified in the assessment for client X" or "I conducted a needs assessment for X client/departments with X results"
- Field Instructor: *Please rate the interns mastery of this competency on a 1-5 scale, per the instructions on page one of this document*

Demonstrations of Competency #4: *(to be filled in by the students)*

Scoring of Competency #4: *To be filled in by the field instructor*

Please rate the intern on a scale of 1-5, with 1 being “has not demonstrated understanding” and 5 being “has demonstrated superior understanding”				
<i>Place an ‘X’ in the box below the corresponding score</i>				
5	4	3	2	1

Competency #5: Engage in Policy Practice

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

Example Activities to Develop and Demonstrate Competency #5:

- Intern reviews agency policies and procedures and reflects with field instructor on how they impact clients
- Intern researches policies that have impacted agency population(s) on the micro, mezzo and/or macro levels
- Intern participates in political action/advocacy related to policy change to support agency's mission at the local, state, or national level
- Intern identifies legislators involved in issues relevant to agency mission and contacts them regarding impacts of policy for clients
- Intern engages in and advocates for anti-racist and anti-oppressive policies at the agency/local, state, or federal level
- Intern reviews and critiques alternative policy solutions to client problems, including those of other nations and those recommended by international bodies

Instructions:

- Intern: In the box on the next page, please list **specific** and **concrete** ways that you have met this competency.
For example, "I reviewed policies related to X and discussed this in supervision" or "I researched state wide policies in X states for X issue"
- Field Instructor: Please rate the interns mastery of this competency on a 1-5 scale, per the instructions on page one of this document

Demonstrations of Competency #5: *(to be filled in by the students)*

Scoring of Competency #5: *To be filled in by the field instructor*

Please rate the intern on a scale of 1-5, with 1 being “has not demonstrated understanding” and 5 being “has demonstrated superior understanding” <i>Place an ‘X’ in the box below the corresponding score</i>				
5	4	3	2	1

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.

Example Activities to Develop and Demonstrate Competency #6:

- Micro level (Individuals): Intern builds relationships with clients through regular communication; reflects with field instructor on individual cases
- Mezzo level (Families and Groups): Intern creates a welcoming atmosphere for group sessions by updating bulletin boards and designing engaging activities
- Macro level (Organizations and Communities): Intern reaches out to organizational stakeholders and/or community members to build rapport and facilitates networking event

Instructions:

- Intern: In the box on the next page, please list **specific and concrete** ways that you have met this competency.
For example, "I built a relationship with client X by..." or "I created X event with X organization to..."
- Field Instructor: Please rate the interns mastery of this competency on a 1-5 scale, per the instructions on page one of this document

Demonstrations of Competency #6: *(to be filled in by the students)*

Scoring of Competency #6: *To be filled in by the field instructor*

Please rate the intern on a scale of 1-5, with 1 being “has not demonstrated understanding” and 5 being “has demonstrated superior understanding”				
<i>Place an 'X' in the box below the corresponding score</i>				
5	4	3	2	1

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

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

Example Activities to Develop and Demonstrate Competency #7:

- Micro level (Individuals): Intern conducts in-take assessments to determine client strengths/needs, values and systems that impact them (using tools such as ecomaps and genograms)
- Mezzo level (Families and Groups): Intern assesses group functioning to focus on achievement of purpose, structure, life-cycle stage, culture and alliances
- Macro level (Organizations and Communities): Intern conducts organizational and/or community asset map and needs assessment; collects data via a survey/focus group/interview tool and/or analyzes agency or publicly available data

Instructions:

- Intern: *In the box on the next page, please list **specific and concrete** ways that you have met this competency.*
For example, “I completed initial assessments with x number of clients” or “I created a community map for X organization”
- Field Instructor: *Please rate the interns mastery of this competency on a 1-5 scale, per the instructions on page one of this document*

Demonstrations of Competency #7: *(to be filled in by the students)*

Scoring of Competency #7: *To be filled in by the field instructor*

Please rate the intern on a scale of 1-5, with 1 being “has not demonstrated understanding” and 5 being “has demonstrated superior understanding”				
<i>Place an ‘X’ in the box below the corresponding score</i>				
5	4	3	2	1

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

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

Example Activities to Develop and Demonstrate Competency #8:

- Micro level (Individuals): Intern maintains caseload of 3-5 clients; develops goals and intervention plans with clients; provides case management, service linkage or resource mobilization
- Mezzo level (Families and Groups): Intern supports task and/or treatment group goals
- Macro level (Organizations and Communities): Intern participates in strategic planning for organization and/or community by contributing to grant-writing; Intern represents organization at coalition meeting; Intern develops training for constituencies

Instructions:

- Intern: In the box on the next page, please list **specific** and **concrete** ways that you have met this competency.
For example, "I had a caseload of x clients and spent x hours in direct client contact" or "I observed x group and assisted with this by x..."
- Field Instructor: Please rate the interns mastery of this competency on a 1-5 scale, per the instructions on page one of this document

Demonstrations of Competency #8: *(to be filled in by the students)*

Scoring of Competency #8: *To be filled in by the field instructor*

Please rate the intern on a scale of 1-5, with 1 being “has not demonstrated understanding” and 5 being “has demonstrated superior understanding”				
<i>Place an ‘X’ in the box below the corresponding score</i>				
5	4	3	2	1

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.

Example Activities to Develop and Demonstrate Competency #9:

- Micro level (Individuals): Intern evaluates progress of individual clients and contributes to case notes and reports; intern uses goal attainment scaling to monitor client progress or uses other methods to evaluate practice outcomes
- Mezzo level (Families and Groups): Intern conducts survey of group, compiles results and evaluates mezzo interventions
- Macro level (Organizations and Communities): Intern collects feedback from organizational stakeholders and/or community members and presents to agency; intern uses existing data to monitor agency or community change in relation to macro interventions

Instructions:

- Intern: *In the box on the next page, please list **specific** and **concrete** ways that you have met this competency.*
For example, "I used x scale to monitor x client's progress in treatment" or "I created x survey with x clients"
- Field Instructor: *Please rate the interns mastery of this competency on a 1-5 scale, per the instructions on page one of this document*

Demonstrations of Competency #9: *(to be filled in by the students)*

Scoring of Competency #9: *To be filled in by the field instructor*

Please rate the intern on a scale of 1-5, with 1 being “has not demonstrated understanding” and 5 being “has demonstrated superior understanding”				
<i>Place an ‘X’ in the box below the corresponding score</i>				
5	4	3	2	1

Competency 10: Engage in Trauma Informed Social Work Practice

Social workers understand the complexity and pervasiveness of trauma and the complex impact it has on individuals, families, groups, organizations, and communities. Social workers understand that the likelihood of encountering trauma survivors is high in every practice setting and across all systems. Social workers understand that although trauma creates unique and complicated challenges, recovery from trauma is possible. Social workers understand professional development and self-care are vital to efficient trauma-informed practices.

Example Activities to Develop and Demonstrate Competency #10:

- Micro level (Individuals): Intern utilizes trauma-informed practice with direct client care
- Mezzo level (Families and Groups): Intern evaluates group interventions for trauma-informed best practices
- Macro level (Organizations and Communities): Intern conducts research on trauma informed best practices and shares this with their placement site

Instructions:

- Intern: In the box on the next page, please list **specific** and **concrete** ways that you have met this competency.
For example, "I prepared and presented on trauma-informed care to the staff at my placement" or "I applied the NASW code of ethics with client X, when determining whether or not to report abuse"
- Field Instructor: Please rate the interns mastery of this competency on a 1-5 scale, per the instructions on page one of this document

Demonstrations of Competency #10: *(to be filled in by the students)*

Scoring of Competency #10: *To be filled in by the field instructor*

Please rate the intern on a scale of 1-5, with 1 being “has not demonstrated understanding” and 5 being “has demonstrated superior understanding” Place an ‘X’ in the box below the corresponding score				
5	4	3	2	1

MSW Field Placement

Competency Integration Plan -FINAL
Generalist

Competency Integration Plan (End of term: The electronic signatures below certify that the students has listed demonstrations of competencies and has shared them with their Field Instructor)

Evaluation Signatures:

<u>Field Instructor</u>		<u>Date</u>	
<u>Students</u>		<u>Date</u>	
<u>Faculty Liaison</u>		<u>Date</u>	

MSW Field Placement

Competency Integration Plan-FINAL

Direct Practice

Instructions:

The Competency Integration Plan is developed in relation to the core competencies of social work education as identified by the Council on Social Work Education (CSWE). This plan is reviewed at the beginning of the semester and activities are filled out by the students and the field instructor as the semester continues. It is the goal of this process to complete activities within all ten competencies and discuss the demonstration of this process at the end of the semester.

At the conclusion of the semester use the scale below to assess the students's achievement of each of the competencies and practice behaviors identified in the competency integration plans.

5	The students demonstrates a superior understanding of the competency and has provided numerous concrete examples of how they have met it.
4	The students demonstrates a strong understanding of the competency and has provided more than one concrete example of how they have met it.
3	The students demonstrates an understanding of the competency and has provided at least one concrete example of how they have met it.
2	The students demonstrates a basic understanding of the competency but has not provided concrete examples of how they have met it.
1	The students has not demonstrated understanding or having met the competency

Please fill in the table below

STUDENTS NAME	
SEMESTER	
YEAR	
AGENCY	
FIELD INSTRUCTOR	
PHONE	
EMAIL	
TASK SUPERVISOR	

Carlow Faculty Liaison:	Ken Smythe-Leistico, EdD, LSW
Phone:	412.578.6369
Email:	kjsmythe-leistico@carlow.edu

Competency #1: Demonstrate Ethical and Professional Behavior

Direct practice social workers demonstrate ethical and professional behavior while using a trauma-informed approach to practice. Direct practice social workers are trauma-informed as they recognize the pervasiveness and impact of trauma across systems, and they demonstrate the key characteristics of trauma-informed practice. With this knowledge, direct practice social workers comprehend and critically engage with the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Direct practice social workers use a trauma-informed lens, to apply frameworks of ethical decision making and apply critical thinking in practice, research, and policy arenas. Direct practice social workers recognize and manage personal values and the distinction between personal and professional values. Direct practice social workers understand how their evolving worldview, personal experiences, trauma history, and affective reactions influence their professional judgment and behavior, and they consistently incorporate cultural humility into practice. Direct practice social workers have high regard for the importance of human rights, and the impacts of trauma while working toward social, racial, economic, and environmental justice in their practice. Direct practice social workers recognize the impact of collective trauma, vicarious trauma, and traumatic stress and take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Direct practice social workers adhere to the ethical responsibility to represent themselves as competent only within the boundaries of their education, training, supervised experience, or other relevant professional experience. Direct practice social workers understand the role of other professionals and engage in interprofessional practice. Direct practice social workers demonstrate lifelong learning through a commitment to ongoing skill development to ensure relevant and effective practice. Direct practice social workers maintain ethical standards when using digital technology in practice.

Example Activities to Develop and Demonstrate Competency #1:

- Intern demonstrates a trauma-informed lens through direct client contact or reflections
- Intern engages in self-care (i.e. implements boundaries, maintaining consistency, taking time off as needed)
- Intern prepares and delivers a trauma and/or ethics-based presentation to clients or colleagues
- Intern researches and applies NASW Code of Ethics for ethical dilemmas
- Intern discusses challenges to personal values with supervisor and practices self-regulation
- Intern uses supervision and evaluation to plan for ongoing professional learning and growth

Instructions:

- Intern: *In the box on the next page, please list **specific** and **concrete** ways that you have met this competency.*

For example, "I implemented boundaries with X client by..." or "I utilized the code of ethics to solve X with X client"

- Field Instructor: *Please rate the interns mastery of this competency on a 1-5 scale, per the instructions on page one of this document*

Demonstrations of Competency #1: *(to be filled in by the students)*

--

Scoring of Competency #1: *To be filled in by the field instructor*

Please rate the intern on a scale of 1-5, with 1 being “has not demonstrated understanding” and 5 being “has demonstrated superior understanding”				
<i>Place an 'X' in the box below the corresponding score</i>				
5	4	3	2	1

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

Direct practice social workers apply knowledge of trauma and trauma-informed practices to advance human rights and social, racial, economic, and environmental justice. Direct practice social workers convey an understanding that every person regardless of their position in society has fundamental human rights. Direct practice social workers recognize that trauma adaptation and growth are most attainable when the fundamental rights of individuals, families, communities, and populations are upheld and restored. Direct practice social workers are knowledgeable about how traumatic events do not occur evenly across societal groups and understand that the contextual realities of trauma survivors often affect their ability to recover and thrive in ongoing post traumatic circumstances. Direct practice social workers exhibit awareness about the many ways in which trauma can impact clients and constituents. They use critical reflection to engage multilevel and interpersonal response strategies while maintaining self-awareness of their own biases, trauma responses and need for self-care. Direct practice social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected.

Example Activities to Develop and Demonstrate Competency #2:

- Intern advocates for clients that have been impacted by trauma
- Intern engages in critical reflection with supervisor or with peers/co-workers
- Intern applies knowledge of human rights and justice when interacting with clients
- Intern educates peers and co-workers in utilizing a trauma-informed lens
- Intern participates in or develops a campaign related to social justice that furthers agency mission

Instructions:

- Intern: *In the box on the next page, please list **specific** and **concrete** ways that you have met this competency.*

For example, “I advocated for X client by...” or “I educated co-workers on trauma-informed care by...”

- Field Instructor: *Please rate the interns mastery of this competency on a 1-5 scale, per the instructions on page one of this document*

Demonstrations of Competency #2: *(to be filled in by the students)*

Scoring of Competency #2: *To be filled in by the field instructor*

Please rate the intern on a scale of 1-5, with 1 being “has not demonstrated understanding” and 5 being “has demonstrated superior understanding”				
<i>Place an ‘X’ in the box below the corresponding score</i>				
5	4	3	2	1

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

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Example Activities to Develop and Demonstrate Competency #3:

- Intern researches and applies knowledge of ADEI in practice
- Intern engages in anti-racist practice with clients and colleagues
- Intern reviews policies related to ADEI, anti-racism, and white supremacy and makes suggestions or discusses with field supervisor
- Intern seeks peer and professional supervision regarding privilege, power and oppression in clinical cases
- Intern utilizes critical self-reflection to understand their own biases, privilege and power

Instructions:

- Intern: *In the box on the next page, please list **specific** and **concrete** ways that you have met this competency.*

For example, "I completed X training related to X" or "I implemented anti-racist practices with X by X..."

- Field Instructor: *Please rate the interns mastery of this competency on a 1-5 scale, per the instructions on page one of this document*

Demonstrations of Competency #3: *(to be filled in by the students)*

Scoring of Competency #3: *To be filled in by the field instructor*

Please rate the intern on a scale of 1-5, with 1 being “has not demonstrated understanding” and 5 being “has demonstrated superior understanding”				
<i>Place an 'X' in the box below the corresponding score</i>				
5	4	3	2	1

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

Direct practice social workers incorporate knowledge of trauma and trauma-informed practices when engaging with practice-informed research and research-informed practice. Direct practice social workers understand the role of trauma and its relationship to evidence-based interventions. Direct practice social workers can apply neurobiological and other relevant research to understand the impact of trauma experiences and to explain biopsychosocial and cultural factors related to trauma. Direct practice social workers apply the profession's values in their practice-informed research and research-informed practice. They use trauma-informed, ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Direct practice social workers document challenging trauma cases to inform ongoing research, conduct trauma-informed research, and collaborate with trauma researchers to ensure clinically relevant interventions. Direct practice social workers use trauma informed strategies to regulate their own cognitive and affective processes to avoid compassion fatigue and vicarious trauma.

Example Activities to Develop and Demonstrate Competency #4:

- Intern maintains client logs, behavioral observations and other documentation on clients
- Intern conducts needs assessments and strengths inventories of individuals, groups, families and/or communities and organizations
- Intern implements trauma research when engaging in clinical interventions
- Intern engages in research regarding trauma informed best practices

Instructions:

- Intern: *In the box on the next page, please list **specific** and **concrete** ways that you have met this competency.*

For example, "I used X when engaging with clients who have experienced trauma" or "I conducted a needs assessment for X client/department with X results"

- Field Instructor: *Please rate the interns mastery of this competency on a 1-5 scale, per the instructions on page one of this document*

Demonstrations of Competency #4: *(to be filled in by the students)*

Scoring of Competency #4: *To be filled in by the field instructor*

Please rate the intern on a scale of 1-5, with 1 being “has not demonstrated understanding” and 5 being “has demonstrated superior understanding”				
<i>Place an ‘X’ in the box below the corresponding score</i>				
5	4	3	2	1

Competency #5: Engage in Policy Practice

Direct practice social workers engage in policy practice using frameworks grounded in trauma-informed principles: safety, trustworthiness and transparency, peer support, collaboration and mutuality, empowerment voice and choice, and the relevance of cultural, historical, and gender issues. Direct practice social workers recognize how these principles impact social policy at the local, state, federal, and global levels and as such impact well-being, human rights and justice, service delivery, and access to social services. Direct practice social workers use a trauma-informed lens and critical thinking to approach policy practice at all levels and across all fields of practice to prevent retraumatization by systems and within systems. Direct practice social workers seek to advance policy that recognizes and builds on the resilience of trauma-affected systems through policy analysis and advocacy.

Example Activities to Develop and Demonstrate Competency #5:

- Intern reviews agency policies and procedures and reflects with field instructor on how they impact clients
- Intern researches policies that have impacted agency population(s)
- Intern participates in political action/advocacy related to policy change to support agencies mission at the local or national level
- Intern helps to enforce safety, health and other policies to protect patients and employees

Instructions:

- Intern: *In the box on the next page, please list **specific** and **concrete** ways that you have met this competency.*

For example, "I completed a Literature Review on policies related to X" or "I ensured X policy was followed by X"

- Field Instructor: *Please rate the interns mastery of this competency on a 1-5 scale, per the instructions on page one of this document*

Demonstrations of Competency #5: *(to be filled in by the students)*

Scoring of Competency #5: *To be filled in by the field instructor*

Please rate the intern on a scale of 1-5, with 1 being “has not demonstrated understanding” and 5 being “has demonstrated superior understanding”				
<i>Place an ‘X’ in the box below the corresponding score</i>				
5	4	3	2	1

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

Direct practice social workers use a trauma-informed lens to engage with individuals, families, groups, organizations, and communities. Direct practice social workers recognize that clients and constituencies affected by trauma may have experienced a variety of emotional and psychological disturbances and therefore the process of engagement must use strategies that are restorative and build trust. Direct practice social workers understand a collaborative alliance with clients and constituents formed during the engagement process provides safety for the client and acknowledges that disclosure occurs at the client's own pace. Direct practice social workers critically consider the impacts trauma may have on human relationships. Direct practice social workers incorporate trauma theories with other theories of human behavior and person-in-environment to critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Direct practice social workers are self-reflective and understand how trauma, bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies.

Example Activities to Develop and Demonstrate Competency #6:

- Intern builds and maintains therapeutic relationships with clients
- Intern builds and maintains trust with traumatized clients
- Intern observes and/or leads group session(s)
- Intern engages with community members, organizational stakeholders, and University personnel to leverage connections

Instructions:

- Intern: *In the box on the next page, please list **specific** and **concrete** ways that you have met this competency.*

For example, "I created/implemented X group" or "I utilized relationship with X organization to accomplish X"

- Field Instructor: *Please rate the interns mastery of this competency on a 1-5 scale, per the instructions on page one of this document*

Demonstrations of Competency #6: *(to be filled in by the students)*

Scoring of Competency #6: *To be filled in by the field instructor*

Please rate the intern on a scale of 1-5, with 1 being “has not demonstrated understanding” and 5 being “has demonstrated superior understanding”				
<i>Place an ‘X’ in the box below the corresponding score</i>				
5	4	3	2	1

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

Direct practice social workers employ knowledge of trauma and trauma-informed practices to assess individuals, families, groups, organizations, and communities. Direct practice social workers assess the impact of trauma using a range of behavioral, cognitive, affective, spiritual, and neurological indicators and a review of risk factors, protective factors, strengths, and resiliency. Direct practice social workers collect and apply assessment data to inform the development of interprofessional, interorganizational, and collaborative systems for trauma-informed practices and use the data to assess the impact of compassion fatigue and vicarious trauma. Direct practice social workers respect each clients' willingness to disclose trauma at their own pace, and they encourage the disclosure of historical events and explore with clients the meanings and the impacts attached to those experiences. Direct practice social workers use a trauma-informed lens to assess presenting problems and understand that adaptive skills can be cultivated to increase healthy functioning. Direct practice social workers use developmental and ecological theories to ensure assessment is ongoing and trauma-informed at the micro, mezzo, and macros levels. Direct practice social workers value theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they demonstrate these theories in practice in culturally responsive assessment with all clients and constituencies. Direct practice social workers construct a collaborative assessment process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Direct practice social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Direct practice social workers are self-reflective and understand how trauma, bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Example Activities to Develop and Demonstrate Competency #7:

- Intern conducts in-take assessments to determine client strengths/needs, values and systems that impact them (using tools such as ecomaps and genograms)
- Intern conducts organizational and/or community asset map and needs assessment; collects data via a survey/focus group/interview tool
- Intern utilizes a strategy on on-going assessment throughout their clinical interventions

Instructions:

- Intern: In the box on the next page, please list **specific** and **concrete** ways that you have met this competency.

For example, "I completed X assessment with X client" or "I utilized X tool to collect data on interventions"

- Field Instructor: Please rate the interns mastery of this competency on a 1-5 scale, per the instructions on page one of this document

Demonstrations of Competency #7: *(to be filled in by the students)*

Scoring of Competency #7: *To be filled in by the field instructor*

Please rate the intern on a scale of 1-5, with 1 being “has not demonstrated understanding” and 5 being “has demonstrated superior understanding”				
<i>Place an ‘X’ in the box below the corresponding score</i>				
5	4	3	2	1

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

Direct practice social workers employ knowledge of trauma and trauma-informed practices when intervening with individuals, families, groups, organizations, and communities. Direct practice social workers strive to create trauma-informed systems of care that recognize and respond effectively to signs of traumatic distress in human beings across their lifespan and throughout the various service settings. Direct practice social workers display a nonjudgmental attitude in their work and build relationships with clients based upon safety, support, respect, and trust. Direct practice social workers design interventions that increase psychological, emotional, physical, and spiritual safety in micro, mezzo, and macro settings. Direct practice social workers have a heightened awareness of the effect they can have on their clients as well as of the effect their client's histories can have on them. Direct practice social workers facilitate healing and resiliency with clients and systems by processing trauma experiences in a phase-based approach that attends to trauma-informed principles.

Example Activities to Develop and Demonstrate Competency #8:

- Intern maintains caseload of 3-5 clients; develops goals and intervention plans with clients; provides case management, service linkage or resource mobilization
- Intern supports task and/or treatment group goals
- Intern seeks supervision to critically reflect on their personal values and experiences
- Intern maintains a non-judgmental and strengths-based approach when working with clients

Instructions:

- Intern: In the box on the next page, please list **specific** and **concrete** ways that you have met this competency.

For example, "I maintained X size caseload in which I implemented X interventions" or "I reflected on X in supervision"

- Field Instructor: Please rate the interns mastery of this competency on a 1-5 scale, per the instructions on page one of this document

Demonstrations of Competency #8: *(to be filled in by the students)*

Scoring of Competency #8: *To be filled in by the field instructor*

Please rate the intern on a scale of 1-5, with 1 being “has not demonstrated understanding” and 5 being “has demonstrated superior understanding”				
<i>Place an ‘X’ in the box below the corresponding score</i>				
5	4	3	2	1

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

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

Example Activities to Develop and Demonstrate Competency #9:

- Intern evaluates progress of individual clients using clinical methods
- Intern contributes to case notes and reports
- Intern conducts survey of group, compiles results and evaluates
- Intern seeks out and is receptive to evaluation of their work with clients

Instructions:

- Intern: *In the box on the next page, please list **specific** and **concrete** ways that you have met this competency.*

For example, "I used x to collect and analyze interventions" or "I created conducted X survey to evaluate X group"

- Field Instructor: *Please rate the interns mastery of this competency on a 1-5 scale, per the instructions on page one of this document*

Demonstrations of Competency #9: *(to be filled in by the students)*

Scoring of Competency #9: *To be filled in by the field instructor*

Please rate the intern on a scale of 1-5, with 1 being “has not demonstrated understanding” and 5 being “has demonstrated superior understanding”				
<i>Place an ‘X’ in the box below the corresponding score</i>				
5	4	3	2	1

Competency 10: Engage in Trauma Informed Social Work Practice

Direct practice social workers clearly articulate the complexity and pervasiveness of trauma and its multifaceted impact on individuals, families, groups, organizations, and communities. Direct practice social workers demonstrate trauma-informed principles: safety, trustworthiness and transparency, peer support, collaboration and mutuality, empowerment voice and choice, and the relevance of cultural, historical, and gender issues when working with all clients and constituents, in every practice setting, and across all systems. Direct practice social workers promote strength and resiliency among all clients and help clients to understand that although trauma creates unique and complex challenges, recovery from trauma is possible. Direct practice social workers participate in ongoing professional development and practice regular self-care to prevent compassion fatigue, burnout, and vicarious trauma and to lessen their impacts when prevention is not possible.

Example Activities to Develop and Demonstrate Competency #10:

- Intern builds trust with a challenging client or colleague
- Intern researches trauma-informed practices for their agency
- Intern promotes resiliency with their clients
- Intern engages in trauma-based trainings
- Intern engages in supervision and self-care to minimize the impact of burnout and vicarious trauma

Instructions:

- Intern: In the box on the next page, please list **specific** and **concrete** ways that you have met this competency.

For example, “I worked with X clients that have been impacted by X type of trauma” or “I completed X trainings related to X”

- Field Instructor: Please rate the interns mastery of this competency on a 1-5 scale, per the instructions on page one of this document

Demonstrations of Competency #10: *(to be filled in by the students)*

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Scoring of Competency #10: *To be filled in by the field instructor*

Please rate the intern on a scale of 1-5, with 1 being “has not demonstrated understanding” and 5 being “has demonstrated superior understanding”				
<i>Place an 'X' in the box below the corresponding score</i>				
5	4	3	2	1

MSW Field Placement

Competency Integration Plan-FINAL

Direct Practice

Competency Integration Plan (End of term: The electronic signatures below certify that the students has listed demonstrations of competencies and has shared them with their Field Instructor)

Evaluation Signatures:

<u>Field Instructor</u>		<u>Date</u>	
<u>Students</u>		<u>Date</u>	
<u>Faculty Liaison</u>		<u>Date</u>	

MSW Field Placement

Competency Integration Plan-FINAL

Macro

Instructions:

The Competency Integration Plan is developed in relation to the core competencies of social work education as identified by the Council on Social Work Education (CSWE). This plan is reviewed at the beginning of the semester and activities are filled out by the students and the field instructor as the semester continues. It is the goal of this process to complete activities within all ten competencies and discuss the demonstration of this process at the end of the semester.

At the conclusion of the semester use the scale below to assess the students's achievement of each of the competencies and practice behaviors identified in the competency integration plans.

5	The students demonstrates a superior understanding of the competency and has provided numerous concrete examples of how they have met it.
4	The students demonstrates a strong understanding of the competency and has provided more than one concrete example of how they have met it.
3	The students demonstrates an understanding of the competency and has provided at least one concrete example of how they have met it.
2	The students demonstrates a basic understanding of the competency but has not provided concrete examples of how they have met it.
1	The students has not demonstrated understanding or having met the competency

Please fill in the table below

STUDENTS NAME	
SEMESTER	
YEAR	
AGENCY	
FIELD INSTRUCTOR	
PHONE	
EMAIL	
TASK SUPERVISOR	

Carlow Faculty Liaison:	Ken Smythe-Leistico, EdD, LSW
Phone:	412.578.6369
Email:	kjsmythe-leistico@carlow.edu

Competency #1: Demonstrate Ethical and Professional Behavior

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

Example Activities to Develop and Demonstrate Competency #1:

- Intern promotes inclusive participation in meetings at the organizational and/or community level
- Intern promotes inclusive, anti-racist, anti-oppressive processes in decision-making
- Intern prepares and delivers a professional presentation to the client system and/or colleagues
- Intern completes professional writing assignments such as grant applications, assessments, letters, memos, process recordings and reports
- Intern researches and applies NASW Code of Ethics, IFSW Code of Ethics, and other relevant ethical frameworks for ethical dilemmas
- Intern works to enhance the integrity and reputation of host agencies/organizations
- Intern promotes an organizational culture that values professionalism, service, and ethical behavior
- Intern discusses challenges to personal values with supervisor and practices self-regulation
- Intern develops a plan for continued professional growth and development

Instructions:

- Intern: *In the box on the next page, please list **specific** and **concrete** ways that you have met this competency.*

For example, "I prepared a grant proposal related to x" or "I promoted inclusivity at the organization by implementing x"

- Field Instructor: *Please rate the interns mastery of this competency on a 1-5 scale, per the instructions on page one of this document*

Demonstrations of Competency #1: *(to be filled in by the students)*

Scoring of Competency #1: *To be filled in by the field instructor*

Please rate the intern on a scale of 1-5, with 1 being “has not demonstrated understanding” and 5 being “has demonstrated superior understanding”
Place an ‘X’ in the box below the corresponding score

5	4	3	2	1

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

Macro practice social workers advance human rights and social, racial, economic, and environmental justice with, and on behalf of, individuals, families, organizations, communities, and larger social structures. Human rights and social justice are fundamental to social work and necessary for every human being to live in freedom and with dignity, security, and equality. Informed by theories of justice, human rights, power dynamics, intersectionality, and other frameworks, macro practice social workers advance human rights and social, racial, economic, and environmental justice locally and globally. Macro social workers recognize historical legacies of racism, oppression, and discrimination. They critically analyze and challenge social policies and practices that tolerate or promote racism, sexism, heterosexism, and other discriminatory treatments of people based on identities including age, disability, religion, and national origin. They understand that the realization of human rights is mediated and influenced by local, state, federal, and international policies. Macro social workers design and advance public policies using the Universal Declaration of Human Rights, which guarantees all people the right to work, housing, healthcare, education, leisure, privacy, economic security, and a clean, safe, and sustainable environment. They promote the right to vote, the right to protest, and other forms of civic participation to fully and freely engage in democratic processes.

Example Activities to Develop and Demonstrate Competency #2:

- Intern researches how human rights and social justice issues relate to agency mission, populations served and goals
- Intern participates in or develops a campaign related to social justice that furthers agency mission
- Intern engages in critical reflection with supervisor or peers
- Intern applies knowledge of human rights and justice when interacting with clients, colleagues or stakeholders
- Intern engages with peers and co-workers regarding systemic inequities

Instructions:

- Intern: In the box on the next page, please list **specific** and **concrete** ways that you have met this competency.

For example, “I utilized knowledge of social justice in creating x” or “I created a day of service to bring awareness to domestic violence at my organization”

- Field Instructor: Please rate the interns mastery of this competency on a 1-5 scale, per the instructions on page one of this document

Demonstrations of Competency #2: *(to be filled in by the students)*

Scoring of Competency #2: *To be filled in by the field instructor*

Please rate the intern on a scale of 1-5, with 1 being “has not demonstrated understanding” and 5 being “has demonstrated superior understanding”				
<i>Place an 'X' in the box below the corresponding score</i>				
5	4	3	2	1

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

Macro practitioners engage with a variety of individuals, families, organizations, communities, and other stakeholder groups to dismantle White supremacy and other systems of oppression. Macro practitioners build on the strength of diversity and the history of people, organizations, and communities to inform collaborative engagement processes. They use an intersectional lens and anti-racist and anti-oppressive approaches to develop strategies for engaging and collaborating with people and communities who are marginalized on the basis of dimensions of diversity, which are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers in macro practice use communication skills and tools in complex contexts, working with those holding different perspectives and worldviews, recognizing the complexities and contradictions that can arise when addressing multiple oppressions and disparities. They educate diverse stakeholders about how organizational, community, and policy decisions affect vulnerable communities to craft interventions designed to create equity and inclusion. Macro social workers apply research-informed knowledge and the lived experience of affected groups when working with diverse populations to address organizational, community, and societal issues. Macro practitioners are committed to critically and reflectively examining how power, implicit and explicit bias, privilege, and oppression are manifested in the social work profession and in their own practice.

Example Activities to Develop and Demonstrate Competency #3:

- Intern researches and applies knowledge of ADEI in practice
- Intern engages in anti-racist practice with clients and colleagues
- Intern reviews policies related to ADEI, anti-racism, and white supremacy and makes suggestions or discusses with field supervisor
- Intern researches information about diverse populations served by the agency in order to develop cross-cultural knowledge and culturally competent practices
- Intern utilizes critical self-reflection to understand their own biases, privilege and power
- Intern completes trainings related to ADEI

Instructions:

- Intern: *In the box on the next page, please list **specific** and **concrete** ways that you have met this competency.*

For example, "I completed X training related to X" or "I implemented anti-racist practices with X by X..."

- Field Instructor: *Please rate the interns mastery of this competency on a 1-5 scale, per the instructions on page one of this document*

Demonstrations of Competency #3: *(to be filled in by the students)*

Scoring of Competency #3: *To be filled in by the field instructor*

Please rate the intern on a scale of 1-5, with 1 being “has not demonstrated understanding” and 5 being “has demonstrated superior understanding”				
<i>Place an 'X' in the box below the corresponding score</i>				
5	4	3	2	1

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

Macro practitioners recognize environmental, sociocultural, and historical factors that affect the inclusion of underrepresented populations in research. They understand how this research enhances service delivery and contributes to broader knowledge building within social work practice. In collaboration with key program stakeholders and those directly affected by social problems, macro practitioners build culturally informed knowledge to promote human rights and social, racial, and economic justice for vulnerable and oppressed populations. Macro social workers understand that many types of evidence, from personal narrative to analysis of large data sets, inform the development, analysis, and critique of social policies and interventions. They use a wide range of research methods, including logic, scientific inquiry, and culturally informed and ethical approaches, to develop effective responses to social, economic, political, and environmental challenges and to shape policies and programs. They recognize that research is not value free and that biases can skew programs and policies. They critically assess research methods and findings for the influence of values and biases, whether their own or others. They communicate research-based arguments to inform policies and programs and translate research findings into actionable planned change efforts and policies. Macro social workers understand that defining, conducting, and presenting research findings and their implications includes political and resource considerations.

Example Activities to Develop and Demonstrate Competency #4:

- Intern maintains and protects documentation related to agency, community, or policy-related work
- Intern conducts research and reviews organization or community resources to ensure positive outcomes
- Intern uses appropriate measures to inform or monitor agency, community, or policy practice
- Intern conducts needs assessments and strengths inventories at the organizational or community level to inform agency, community, or policy practice
- Intern participates in organizational planning and evaluation activities such as grant-writing, development of logic models and SMART goals
- Intern conducts literature reviews and other research to support the host organization or community group's mission or to address specific questions
- Intern engages in research regarding trauma informed best practices at the organizational or community level

Instructions:

- Intern: *In the box on the next page, please list **specific** and **concrete** ways that you have met this competency.*

For example, "I ensured all documentation was secure by X" or "I conducted a needs assessment for X client/department with X results"

- Field Instructor: *Please rate the interns mastery of this competency on a 1-5 scale, per the instructions on page one of this document*

Demonstrations of Competency #4: *(to be filled in by the students)*

Scoring of Competency #4: *To be filled in by the field instructor*

Please rate the intern on a scale of 1-5, with 1 being “has not demonstrated understanding” and 5 being “has demonstrated superior understanding”				
<i>Place an 'X' in the box below the corresponding score</i>				
5	4	3	2	1

Competency #5: Engage in Policy Practice

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

Example Activities to Develop and Demonstrate Competency #5:

- Intern reviews relevant policies and procedures at the local, state, federal or international level and reflects with field instructor on how they impact clients
- Intern researches policies that have impacted relevant population(s)
- Intern participates in political action/advocacy related to policy change to support the host organization or community group's mission at the local, state, national, or international level
- Intern identifies legislators involved in issues relevant to the host organization or community group's mission and contacts them regarding impacts of policy for client systems
- Intern participates in professional organizations and groups that advocate for social justice issues.

Instructions:

- Intern: *In the box on the next page, please list **specific** and **concrete** ways that you have met this competency.*

For example, "I completed a Literature Review on policies related to X" or "I contacted X local legislators related to X"

- Field Instructor: *Please rate the interns mastery of this competency on a 1-5 scale, per the instructions on page one of this document*

Demonstrations of Competency #5: *(to be filled in by the students)*

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Scoring of Competency #5: *To be filled in by the field instructor*

Please rate the intern on a scale of 1-5, with 1 being “has not demonstrated understanding” and 5 being “has demonstrated superior understanding”				
<i>Place an 'X' in the box below the corresponding score</i>				
5	4	3	2	1

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

Effective macro practice with individuals, families, groups, organizations, and communities begins with engaging key stakeholders to better understand social problems, identify resources and assets, and develop strategies to address stakeholder concerns. It is an ongoing, iterative, and dynamic process that starts with initial engagement and continues through assessment, intervention, and evaluation. Macro social workers must recognize interconnections and interdependencies between micro, mezzo, and macro systems. Macro social workers must be adept at moving across these systems to engage community members, organizations, policymakers, and other community leaders. They create, nurture, and deepen authentic and strategic relationships and consider power dynamics in selecting, implementing, and modifying engagement strategies. They manage conflict and disagreement with respect, seek common ground, and interact effectively with both allies and opponents while maintaining a commitment to social justice and the needs of vulnerable populations. Macro social workers build collaborative relationships that bring together stakeholders at the grassroots and interorganizational levels for a common purpose to improve social, economic, and environmental well-being. Using an ecological systems perspective, macro social workers understand and apply a range of theories (e.g., critical race theory, feminist theory) that examine the structural and institutional forces and power dynamics that shape the context of the social problem. Macro practitioners understand that their personal experiences and affective reactions may affect how they engage with diverse stakeholders and audiences and how clients, constituencies, and stakeholders may engage with them based on their identities and background.

Example Activities to Develop and Demonstrate Competency #6:

- Intern builds and maintains positive relationships with internal and external organizational or community stakeholders
- Interns observe and/or lead group session(s)
- Intern contacts volunteers to show host organization or community group's appreciation
- Intern reaches out to organizational stakeholders and/or community members to build rapport and facilitates networking event
- Intern engages with community members, organizational stakeholders, and University personnel to leverage connections
- Intern examines the impact(s) of personal background and identities on engagement with diverse populations

Instructions:

- Intern: *In the box on the next page, please list **specific** and **concrete** ways that you have met this competency.*

For example, "I created/implemented X group" or "I utilized relationship with X organization to accomplish X"

- Field Instructor: *Please rate the interns mastery of this competency on a 1-5 scale, per the instructions on page one of this document*

Demonstrations of Competency #6: *(to be filled in by the students)*

Scoring of Competency #6: *To be filled in by the field instructor*

Please rate the intern on a scale of 1-5, with 1 being “has not demonstrated understanding” and 5 being “has demonstrated superior understanding”
Place an ‘X’ in the box below the corresponding score

5	4	3	2	1

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

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

Example Activities to Develop and Demonstrate Competency #7:

- Intern works within an organization or community to develop a needs-assessment tool that respects local cultures and diverse community groups
- Intern assesses group functioning to focus on achievement of purpose, structure, life-cycle stage, culture and alliances
- Intern conducts organizational and/or community asset map and needs assessment; collects data via a survey/focus group/interview tool
- Intern utilizes a strategy on on-going assessment throughout their engagement with client systems
- Intern collects relevant data to assess organizational or community trends

Instructions:

- Intern: In the box on the next page, please list **specific** and **concrete** ways that you have met this competency.

For example, “I created X tool in order to X” or “I created a community map for X organization and implemented X survey to constituents”

- Field Instructor: Please rate the interns mastery of this competency on a 1-5 scale, per the instructions on page one of this document

Demonstrations of Competency #7: *(to be filled in by the students)*

Scoring of Competency #7: *To be filled in by the field instructor*

Please rate the intern on a scale of 1-5, with 1 being “has not demonstrated understanding” and 5 being “has demonstrated superior understanding”				
<i>Place an ‘X’ in the box below the corresponding score</i>				
5	4	3	2	1

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

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

Example Activities to Develop and Demonstrate Competency #8:

- Intern participates in strategic planning for organization and/or community by contributing to grant-writing
- Intern represents organization at coalition meeting
- Intern develops training for constituencies
- Intern contributes to grant-writing, research and implementation
- Intern selects research-informed organizational or community innovations
- Intern supports implementing innovative practices to improve organizational efficiencies

Instructions:

- Intern: *In the box on the next page, please list **specific** and **concrete** ways that you have met this competency.*

For example, "I worked on X grant by X..." or "I made X recommendation by demonstrating X research"

- Field Instructor: *Please rate the interns mastery of this competency on a 1-5 scale, per the instructions on page one of this document*

Demonstrations of Competency #8: *(to be filled in by the students)*

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Scoring of Competency #8: *To be filled in by the field instructor*

Please rate the intern on a scale of 1-5, with 1 being “has not demonstrated understanding” and 5 being “has demonstrated superior understanding”

Place an ‘X’ in the box below the corresponding score

5	4	3	2	1

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

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

Example Activities to Develop and Demonstrate Competency #9:

- Intern collects feedback on organizational or community interventions from relevant stakeholders and/or community members to inform practice decisions
- Intern contributes to agency, community, or policy relevant reports on practice monitoring or evaluation efforts
- Intern seeks out and is receptive to evaluation of their work with client systems
- Intern creates an advisory group to promote broad participation of diverse stakeholders in evaluation work

Instructions:

- Intern: In the box on the next page, please list **specific** and **concrete** ways that you have met this competency.

For example, "I used x to collect and analyze interventions" or "I created x group to inform best practices by X"

- Field Instructor: Please rate the interns mastery of this competency on a 1-5 scale, per the instructions on page one of this document

Demonstrations of Competency #9: *(to be filled in by the students)*

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Scoring of Competency #9: *To be filled in by the field instructor*

Please rate the intern on a scale of 1-5, with 1 being “has not demonstrated understanding” and 5 being “has demonstrated superior understanding”				
<i>Place an 'X' in the box below the corresponding score</i>				
5	4	3	2	1

Competency 10: Engage in Trauma Informed Social Work Practice

Trauma-informed macro social workers understand the complexity and pervasiveness of trauma and its multifaceted impact on individuals, families, groups, organizations, and communities. Informed by international and national studies related to historic trauma within groups and communities, as well as the impacts of natural and unnatural disasters, communal and societal violence and war, and the slow violence of climate change, macro social workers apply a trauma-informed lens to their work. Working in complex environments that require multi-level interventions, trauma-informed macro social workers support and facilitate safety, trustworthiness and transparency, peer support, collaboration and mutuality, and the empowerment of voice and choice, attending to relevant cultural, historical, and gender issues. Macro social workers promote strength and resiliency among all clients and help clients to understand that although trauma creates unique and complex challenges at the community, organization, and societal levels, macro-level recovery from trauma is possible. Informed by international and national developments in work with communities, organizations and policy-stakeholders, macro social workers design and implement trauma-informed interventions at the community, organizational, and societal levels. Macro social workers participate in ongoing professional development and practice regular self-care to prevent compassion fatigue, burnout, and vicarious trauma and to lessen their impacts when prevention is not possible.

Example Activities to Develop and Demonstrate Competency #10:

- Intern builds trust with client systems affected by historic or contemporary trauma
- Intern researches trauma-informed practices for work at the agency, community, or policy level
- Intern promotes resiliency within their client systems
- Intern engages in trauma-based trainings to inform work with agencies, communities, or within the policy arena
- Intern engages in supervision and self-care to minimize the impact of burnout and vicarious trauma

Instructions:

- Intern: *In the box on the next page, please list **specific** and **concrete** ways that you have met this competency.*

For example, “I worked with X clients that have been impacted by X type of trauma” or “I completed X trainings related to X”

- Field Instructor: *Please rate the interns mastery of this competency on a 1-5 scale, per the instructions on page one of this document*

Demonstrations of Competency #10: *(to be filled in by the students)*

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Scoring of Competency #10: *To be filled in by the field instructor*

Please rate the intern on a scale of 1-5, with 1 being “has not demonstrated understanding” and 5 being “has demonstrated superior understanding”				
<i>Place an 'X' in the box below the corresponding score</i>				
5	4	3	2	1

MSW Field Placement

Competency Integration Plan -FINAL Macro

Competency Integration Plan (End of term: The electronic signatures below certify that the students has listed demonstrations of competencies and has shared them with their Field Instructor)

Evaluation Signatures:

<u>Field Instructor</u>		<u>Date</u>	
<u>Students</u>		<u>Date</u>	
<u>Faculty Liaison</u>		<u>Date</u>	

MSW Field Placement

Competency Integration Plan-FINAL

School Social Work

Instructions:

The Competency Integration Plan is developed in relation to the core competencies of social work education as identified by the Council on Social Work Education (CSWE). This plan is reviewed at the beginning of the semester and activities are filled out by the students and the field instructor as the semester continues. It is the goal of this process to complete activities within both the ten Social Work and eight School Social Work competencies and discuss the demonstration of this process at the end of the semester.

At the conclusion of the semester use the scale below to assess the students's achievement of each of the competencies and practice behaviors identified in the competency integration plans.

5	The students demonstrates a superior understanding of the competency and has provided numerous concrete examples of how they have met it.
4	The students demonstrates a strong understanding of the competency and has provided more than one concrete example of how they have met it.
3	The students demonstrates an understanding of the competency and has provided at least one concrete example of how they have met it.
2	The students demonstrates a basic understanding of the competency but has not provided concrete examples of how they have met it.
1	The students has not demonstrated understanding or having met the competency

Please fill in the table below

STUDENTS NAME	
SEMESTER	
YEAR	
AGENCY	
FIELD INSTRUCTOR	
PHONE	
EMAIL	
TASK SUPERVISOR	

Carlow Faculty Liaison:	Ken Smythe-Leistico, EdD, LSW
Phone:	412.578.6369
Email:	kjsmythe-leistico@carlow.edu

**Competency #1: Demonstrate Ethical and Professional Behavior
(PA School SW Competency 1: Social Work Ethics)**

School social workers demonstrate a commitment to the values and ethics of the social work profession and use of NASW's professional school social work standards and Code of Ethics as a guide to ethical decision-making. School social workers demonstrate ethical and professional behavior while using a trauma-informed approach to practice. School social workers are trauma-informed as they recognize the pervasiveness and impact of trauma across systems, and they demonstrate the key characteristics of trauma-informed practice. With this knowledge, school social workers comprehend and critically engage with the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with students, families, groups, organizations, and communities. School social workers use a trauma-informed lens, to apply frameworks of ethical decision making and apply critical thinking in practice, research, and policy arenas. School social workers recognize and manage personal values and the distinction between personal and professional values. School social workers understand how their evolving worldview, personal experiences, trauma history, and affective reactions influence their professional judgment and behavior, and they consistently incorporate cultural humility into practice. School social workers have high regard for the importance of human rights, and the impacts of trauma while working toward social, racial, economic, and environmental justice in their practice. School social workers recognize the impact of collective trauma, vicarious trauma, and traumatic stress and take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. School social workers adhere to the ethical responsibility to represent themselves as competent only within the boundaries of their education, training, supervised experience, or other relevant professional experience. School social workers understand the role of other professionals and engage in interprofessional practice. School social workers demonstrate lifelong learning through a commitment to ongoing skill development to ensure relevant and effective practice. School social workers maintain ethical standards when using digital technology in practice.

Example Activities to Develop and Demonstrate Competency #1:/School SW Competency #1

- Intern demonstrates a trauma-informed lens through direct client contact or reflections
- Intern engages in self-care (creating boundaries, taking breaks)
- Intern utilizes the least restrictive method when working with students
- Intern prepares and delivers a trauma and/or ethics-based presentation to clients or colleagues
- Intern researches and applies NASW Code of Ethics for ethical dilemmas
- Intern discusses challenges to personal values with supervisor and practices self-regulation
- Intern uses supervision and evaluation to plan for ongoing professional learning and growth

Instructions:

- Intern: In the box on the next page, please list **specific** and **concrete** ways that you have met this competency.

For example, "I prepared a trauma presentation for X" or "I utilized X method when working with students for X"

- Field Instructor: Please rate the interns mastery of this competency on a 1-5 scale, per the instructions on page one of this document

Demonstrations of Competency #1/School SW Competency #1: **(to be filled in by the students)**

Scoring of Competency #1/School SW Competency #1: **To be filled in by the field instructor**

Please rate the intern on a scale of 1-5, with 1 being “has not demonstrated understanding” and 5 being “has demonstrated superior understanding”				
Place an 'X' in the box below the corresponding score				
5	4	3	2	1

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

School social workers apply knowledge of trauma and trauma-informed practices to advance human rights and social, racial, economic, and environmental justice. School social workers convey an understanding that every child regardless of their position in society has fundamental human rights. School social workers recognize that trauma adaptation and growth are most attainable when the fundamental rights of students, families, communities, and populations are upheld and restored. School social workers are knowledgeable about how traumatic events do not occur evenly across societal groups and understand that the contextual realities of trauma survivors often affect their ability to recover and thrive in ongoing post traumatic circumstances. School social workers exhibit awareness about the many ways in which trauma can impact clients and constituents. They use critical reflection to engage multilevel and interpersonal response strategies while maintaining self-awareness of their own biases, trauma responses and need for self-care. School social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected.

Example Activities to Develop and Demonstrate Competency #2:

- Intern advocates for students that have been impacted by trauma
- Intern engages in critical reflection with supervisor or peers
- Intern applies knowledge of human rights and justice when interacting with students, school staff, colleagues, parents, and community members
- Intern demonstrates a trauma-informed lens when working with clients and/or colleagues
- Intern supports underserved students to succeed in the classroom/program
- Intern participates in or develops a campaign related to social justice that furthers school mission

Instructions:

- Intern: In the box on the next page, please list **specific** and **concrete** ways that you have met this competency.

For example, “I utilized X intervention with students X due to...” or “I created a volunteer day with students in order to...”

- Field Instructor: Please rate the interns mastery of this competency on a 1-5 scale, per the instructions on page one of this document

Demonstrations of Competency #2: *(to be filled in by the students)*

Scoring of Competency #2: *To be filled in by the field instructor*

Please rate the intern on a scale of 1-5, with 1 being “has not demonstrated understanding” and 5 being “has demonstrated superior understanding”				
<i>Place an 'X' in the box below the corresponding score</i>				
5	4	3	2	1

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

(PA School SW Competency 5: Characteristics of Students Populations)

School social workers demonstrate knowledge of and sensitivity to cultural, racial, gender, and ethnic diversity. School social workers understand the needs of at-risk children, gifted children, and children with disabilities. School social workers demonstrate knowledge of biological and societal stressors that affect children's ability to function effectively in school. School social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. School social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. School social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. School social workers understand that this intersectionality means that a child's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. School social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. School social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Example Activities to Develop and Demonstrate Competency #3/SSW Competency #5:

- Intern researches and applies knowledge of ADEI in practice
- Intern engages in anti-racist practice with students, school staff, colleagues, parents, and community members
- Intern researches information about diverse populations served by the school in order to develop cross-cultural knowledge
- Intern utilizes critical self-reflection to understand their own biases, privilege and power

Instructions:

- Intern: In the box on the next page, please list **specific** and **concrete** ways that you have met this competency.

For example, "I engaged in anti-racism with students X by..." or "I researched X culture to use with X students"

- Field Instructor: Please rate the interns mastery of this competency on a 1-5 scale, per the instructions on page one of this document

Demonstrations of Competency #3/School SW Competency #5: (*to be filled in by the students*)

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Scoring of Competency #3/School SW Competency #5: *To be filled in by the field instructor*

Please rate the intern on a scale of 1-5, with 1 being “has not demonstrated understanding” and 5 being “has demonstrated superior understanding”				
<i>Place an ‘X’ in the box below the corresponding score</i>				
5	4	3	2	1

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

School social workers incorporate knowledge of trauma and trauma-informed practices when engaging with practice-informed research and research-informed practice. School social workers understand the role of trauma and its relationship to evidence-based interventions. School social workers can apply neurobiological and other relevant research to understand the impact of trauma experiences and to explain biopsychosocial and cultural factors related to trauma. School social workers apply the profession's values in their practice-informed research and research-informed practice. They use trauma-informed, ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. School social workers document challenging trauma cases to inform ongoing research, conduct trauma-informed research, and collaborate with trauma researchers to ensure clinically relevant interventions. School social workers use trauma informed strategies to regulate their own cognitive and affective processes to avoid compassion fatigue and vicarious trauma.

Example Activities to Develop and Demonstrate Competency #4:

- Intern maintains client logs, behavioral observations and other documentation on clients
- Intern conducts needs assessments and strengths inventories of individuals, groups, families and/or communities and organizations
- Intern implements trauma research when engaging in clinical interventions
- Intern seeks out evidence-based trainings to support their students
- Intern engages in research regarding trauma informed best practices

Instructions:

- Intern: *In the box on the next page, please list **specific** and **concrete** ways that you have met this competency. For example, "I research X evidence-based trainings wo incorporate with X students" or "I conducted a needs assessment for X client/department with X results"*
- Field Instructor: *Please rate the interns mastery of this competency on a 1-5 scale, per the instructions on page one of this document*

Demonstrations of Competency #4: *(to be filled in by the students)*

Scoring of Competency #4: *To be filled in by the field instructor*

Please rate the intern on a scale of 1-5, with 1 being “has not demonstrated understanding” and 5 being “has demonstrated superior understanding”				
<i>Place an ‘X’ in the box below the corresponding score</i>				
5	4	3	2	1

Competency #5: Engage in Policy Practice

School social workers incorporate knowledge of and compliance with federal, state, and local legislations, regulations and policies. School social workers engage in policy practice using frameworks grounded in trauma-informed principles: safety, trustworthiness and transparency, peer support, collaboration and mutuality, empowerment voice and choice, and the relevance of cultural, historical, and gender issues. School social workers recognize how these principles impact social policy at the local, state, federal, and global levels and as such impact well-being, human rights and justice, service delivery, and access to social services. School social workers use a trauma-informed lens and critical thinking to approach policy practice at all levels and across all fields of practice to prevent re-traumatization by systems and within systems. School social workers seek to advance policy that recognizes and builds on the resilience of trauma-affected systems through policy analysis and advocacy.

Example Activities to Develop and Demonstrate Competency #5:

- Intern reviews agency policies and procedures and reflects with field instructor on how they impact clients
- Intern researches policies that have impacted students and the education system(s)
- Intern participates in political action/advocacy related to policy change to support students at the local or national level
- Intern identifies legislators involved in issues relevant to the school mission and contacts them regarding impacts of policy for students and their families

Instructions:

- Intern: *In the box on the next page, please list **specific** and **concrete** ways that you have met this competency.*

For example, “I reviewed school policies related to X and made X recommendation” or “I contacted X local legislators related to X”

- Field Instructor: *Please rate the interns mastery of this competency on a 1-5 scale, per the instructions on page one of this document*

Demonstrations of Competency #5: *(to be filled in by the students)*

Scoring of Competency #5: *To be filled in by the field instructor*

Please rate the intern on a scale of 1-5, with 1 being “has not demonstrated understanding” and 5 being “has demonstrated superior understanding”				
<i>Place an ‘X’ in the box below the corresponding score</i>				
5	4	3	2	1

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

(PA School SW Competency 4: Theories of Human Behavior and Development)

School social workers utilize knowledge and understanding basic to the social work profession, specialization knowledge and understanding, and theories of human development. School social workers use a trauma-informed lens to engage with students, families, groups, organizations, and communities. School social workers recognize that clients and constituencies affected by trauma may have experienced a variety of emotional and psychological disturbances and therefore the process of engagement must use strategies that are restorative and build trust. School social workers understand a collaborative alliance with clients and constituents formed during the engagement process provides safety for the client and acknowledges that disclosure occurs at the client's own pace. School social workers critically consider the impacts trauma may have on human relationships. School social workers incorporate trauma theories with other theories of human behavior and the person-in-environment perspective to critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including students, families, groups, organizations, and communities. School social workers are self-reflective and understand how trauma, bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies.

Example Activities to Develop and Demonstrate Competency #6/School SW Competency #4:

- Intern builds and maintains relationships with students and their families
- Intern builds and maintains trust with traumatized students
- Intern observes and/or leads group session(s)
- Intern engages with students, staff, families, community members, organizational stakeholders, and University personnel to leverage connections
- Intern individualizes their approach to the needs of the students

Instructions:

- Intern: In the box on the next page, please list **specific** and **concrete** ways that you have met this competency.

For example, "I participated in X group by..." or "I utilized relationship with X organization to accomplish X"

- Field Instructor: Please rate the interns mastery of this competency on a 1-5 scale, per the instructions on page one of this document

Demonstrations of Competency #6/School SW Competency #4: **(to be filled in by the students)**

Scoring of Competency #6/School SW Competency #4: **To be filled in by the field instructor**

Please rate the intern on a scale of 1-5, with 1 being “has not demonstrated understanding” and 5 being “has demonstrated superior understanding”				
Place an ‘X’ in the box below the corresponding score				
5	4	3	2	1

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

(PA School SW Competency 6: Methods of School Social Work Practice)

School social workers utilize diagnostic assessment for effective service to children, families, and personnel of local education agencies and the community. School social workers use developmental, ecological, strength-based and preventative models of assessment and treatment. School social workers employ knowledge of trauma and trauma-informed practices to assess students, families, groups, organizations, and communities. School social workers assess the impact of trauma using a range of behavioral, cognitive, affective, spiritual, and neurological indicators and a review of risk factors, protective factors, strengths, and resiliency. School social workers collect and apply assessment data to inform the development of interprofessional, interorganizational, and collaborative systems for trauma-informed practices and use the data to assess the impact of compassion fatigue and vicarious trauma. School social workers respect each clients' willingness to disclose trauma at their own pace, and they encourage the disclosure of historical events and explore with clients the meanings and the impacts attached to those experiences. School social workers use a trauma-informed lens to assess presenting problems and understand that adaptive skills can be cultivated to increase healthy functioning. School social workers use developmental and ecological theories to ensure assessment is ongoing and trauma-informed at the micro, mezzo, and macros levels. School social workers value theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they demonstrate these theories in practice in culturally responsive assessment with all clients and constituencies. School social workers construct a collaborative assessment process of defining presenting challenges and identifying strengths with students, families, groups, organizations, and communities to develop a mutually agreed-upon plan. School social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. School social workers are self-reflective and understand how trauma, bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Example Activities to Develop and Demonstrate Competency #7/School SW Competency #6:

- Intern conducts in-take assessments to determine students strengths/needs, values and systems that impact them
- Intern conducts organizational and/or community asset map and needs assessment; collects data via a survey/focus group/interview tool
- Intern utilizes a strategy on on-going assessment throughout their interventions
- Intern utilizes a dynamic assessment method and is responsive to shifts in students dynamics

Instructions:

- Intern: In the box on the next page, please list **specific** and **concrete** ways that you have met this competency.

For example, "I utilized X assessment with students X due to..." or "I created a community map for X organization and implemented X survey to constituents"

- Field Instructor: Please rate the interns mastery of this competency on a 1-5 scale, per the instructions on page one of this document

Demonstrations of Competency #7/School SW Competency #6: **(to be filled in by the students)**

Scoring of Competency #7/School SW Competency #6: **To be filled in by the field instructor**

Please rate the intern on a scale of 1-5, with 1 being “has not demonstrated understanding” and 5 being “has demonstrated superior understanding”				
Place an ‘X’ in the box below the corresponding score				
5	4	3	2	1

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

(PA School SW Competency 3: Social Work Modalities and Procedures)

School social workers demonstrate knowledge of the following social work modalities: individual, group, and family therapy, casework/case management, conflict mediation and resolution, crisis intervention, group work, community organization, advocacy, consultation, effective educational strategies, and system record keeping. School social workers employ knowledge of trauma and trauma-informed practices when intervening with students, families, groups, organizations, and communities. School social workers strive to create trauma-informed systems of care that recognize and respond effectively to signs of traumatic distress in human beings across their lifespan and throughout the various service settings. School social workers display a nonjudgmental attitude in their work and build relationships with clients based upon safety, support, respect, and trust. School social workers design interventions that increase psychological, emotional, physical, and spiritual safety in micro, mezzo, and macro settings. School social workers have a heightened awareness of the effect they can have on their clients as well as of the effect their client's histories can have on them. School social workers facilitate healing and resiliency with clients and systems by processing trauma experiences in a phase-based approach that attends to trauma-informed principles.

Example Activities to Develop and Demonstrate Competency #8/School SW Competency #3:

- Intern maintains caseload of 3-5 students; develops goals and intervention plans with clients; provides case management, service linkage or resource mobilization
- Intern supports task and/or treatment group goals
- Intern maintains a non-judgmental and strengths-based approach when working with students
- Intern utilizes age-appropriate, evidence-based and research-driven approaches to intervention

Instructions:

- Intern: *In the box on the next page, please list **specific** and **concrete** ways that you have met this competency.*

For example, "I had a caseload of X students in which I utilized X interventions" or "I utilized X interventions with X students"

- Field Instructor: *Please rate the interns mastery of this competency on a 1-5 scale, per the instructions on page one of this document*

Demonstrations of Competency #8/School SW Competency #3: *(to be filled in by the students)*

Scoring of Competency #8/School SW Competency #3: *To be filled in by the field instructor*

Please rate the intern on a scale of 1-5, with 1 being “has not demonstrated understanding” and 5 being “has demonstrated superior understanding”				
<i>Place an ‘X’ in the box below the corresponding score</i>				
5	4	3	2	1

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

School 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 students, families, groups, organizations, and communities. School social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. School social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. School social workers understand theories of human behavior and child-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. School social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Example Activities to Develop and Demonstrate Competency #9:

- Intern evaluates progress of individual students using clinical methods
- Intern contributes to case notes and reports
- Intern conducts survey of group, compiles results and evaluates
- Intern seeks out and is receptive to evaluation of their work with clients

Instructions:

- Intern: *In the box on the next page, please list **specific** and **concrete** ways that you have met this competency.*

For example, “I used x to collect and analyze interventions” or “I worked with field instructor for feedback on X”

- Field Instructor: *Please rate the interns mastery of this competency on a 1-5 scale, per the instructions on page one of this document*

Demonstrations of Competency #9: *(to be filled in by the students)*

Scoring of Competency #9: *To be filled in by the field instructor*

Please rate the intern on a scale of 1-5, with 1 being “has not demonstrated understanding” and 5 being “has demonstrated superior understanding”				
<i>Place an 'X' in the box below the corresponding score</i>				
5	4	3	2	1

Competency 10: Engage in Trauma Informed Social Work Practice

School social workers clearly articulate the complexity and pervasiveness of trauma and its multifaceted impact on students, families, groups, organizations, and communities. School social workers demonstrate trauma-informed principles, including: safety, trustworthiness and transparency, peer support, collaboration and mutuality, empowerment voice and choice, and the relevance of cultural, historical, and gender issues when working with all clients and constituents, in every practice setting, and across all systems. School social workers promote strength and resiliency among all clients and help clients to understand that although trauma creates unique and complex challenges, recovery from trauma is possible. School social workers participate in ongoing professional development and practice regular self-care to prevent compassion fatigue, burnout, and vicarious trauma and to lessen their impacts when prevention is not possible.

Example Activities to Develop and Demonstrate Competency #10:

- Intern builds trust with a challenging students or colleague
- Intern researches trauma-informed practices for their agency
- Intern promotes resiliency with their students
- Intern engages in trauma-based trainings
- Intern engages in supervision and self-care to minimize the impact of burnout and vicarious trauma

Instructions:

- Intern: *In the box on the next page, please list **specific** and **concrete** ways that you have met this competency.*

For example, "I developed a relationship with X students that has been impacted by X type of trauma" or "I completed X trainings related to X"

- Field Instructor: *Please rate the interns mastery of this competency on a 1-5 scale, per the instructions on page one of this document*

Demonstrations of Competency #10: *(to be filled in by the students)*

Scoring of Competency #10: *To be filled in by the field instructor*

Please rate the intern on a scale of 1-5, with 1 being “has not demonstrated understanding” and 5 being “has demonstrated superior understanding”				
<i>Place an 'X' in the box below the corresponding score</i>				
5	4	3	2	1

Additional PA D.O.E. School Social Work Competencies

School Social Work Competency 2: Professional Development and Management Skills

School social workers manage appropriate priorities for service delivery. School social workers develop systematic needs in accordance with the expectations of the system, the demands of the program, time limits, and professional skills.

Example Activities to Develop and Demonstrate School SW Competency #2:

- Intern builds a system to prioritize service delivery
- Intern manages time efficiently and effectively
- Intern develops plans that reflect the needs of the students and the school

Instructions:

- Intern: *In the box on the next page, please list **specific** and **concrete** ways that you have met this competency.*

For example, "I implemented X to ensure all students were seen daily" or "I developed X plan"

- Field Instructor: *Please rate the interns mastery of this competency on a 1-5 scale, per the instructions on page one of this document*

Demonstrations of School SW Competency #2: *(to be filled in by the students)*

Scoring of School SW Competency #2: *To be filled in by the field instructor*

Please rate the intern on a scale of 1-5, with 1 being “has not demonstrated understanding” and 5 being “has demonstrated superior understanding”				
<i>Place an ‘X’ in the box below the corresponding score</i>				
5	4	3	2	1

School Social Work Competency 7: Multidisciplinary and Interdisciplinary Activities

School social workers work collaboratively to mobilize resources of local education agencies and the community to meet the needs of children and families. School social workers initiate and support activities to overcome institutional barriers, to promote school safety, and to identify and remediate gaps in services. School social workers demonstrate trust, open communication, mutual respect, ongoing collaboration, and effective coordination that facilitate the achievement of the objectives of the interdisciplinary team.

Example Activities to Develop and Demonstrate School SW Competency #7:

- Intern collaborates with colleagues, administrators and community members
- Intern initiates and supports activities to overcome institutional barriers
- Intern builds trust and engagement with students, school staff, colleagues, parents, and community members

Instructions:

- Intern: *In the box on the next page, please list **specific** and **concrete** ways that you have met this competency.*

For example, “I utilized X to build relationships with X parents” or “I collaborated with X teacher to complete X”

- Field Instructor: *Please rate the interns mastery of this competency on a 1-5 scale, per the instructions on page one of this document*

Demonstrations of School SW Competency #7: *(to be filled in by the students)*

Scoring of School SW Competency #7: *To be filled in by the field instructor*

Please rate the intern on a scale of 1-5, with 1 being “has not demonstrated understanding” and 5 being “has demonstrated superior understanding”

Place an 'X' in the box below the corresponding score

5	4	3	2	1

MSW Field Placement

Competency Integration Plan-FINAL School Social Work

Competency Integration Plan (End of term: The electronic signatures below certify that the students has listed demonstrations of competencies and has shared them with their Field Instructor)

Evaluation Signatures:

<u>Field Instructor</u>		<u>Date</u>	
<u>Students</u>		<u>Date</u>	
<u>Faculty Liaison</u>		<u>Date</u>	

APPENDIX G: FIELD SEMINAR EXAMPLE SYLLABUS

**Carlow University (Oakland Campus) – College of Arts and Sciences
Department of Social Work
Master of Social Work (MSW) Program**

MSW 730-G1: MSW Generalist Field Placement

Semester: Spring

Year: 2024

Start Date: 1/08/24

End Date: 5/03/24

Credits: 3

Format: Online/Synchronous. This class will meet every other Tuesday on Microsoft Teams from 6:00pm-7:30pm (EST).

Instructor Dr. Ken Smythe-Leistico

Email: kjsmythe-leistico@carlow.edu

Office: Antonian Hall 501A

Phone: 412.578.6369

Office Hours: Email to schedule.

Course Description

MSW 730-Generalist Field Placement Seminar I is a supervised field placement in a selected human service agency that allows the student to apply theory, methods, and values in micro, mezzo, and macro practice in pursuit of mastery of knowledge, skills, and values of professional social work.

Course Prerequisites and Co-requisites

12 Foundation Courses

MSW 730 and MSW 731 must be taken in the same semester.

Course Format

This course will meet synchronously using TEAMS and Brightspace as its learning management system. Students are expected to be able to access both Teams and Brightspace-CelticOnline. If assistance is needed, please contact Carlow's Help! Services at 412 578-8700 or help@carlow.edu.

Required Texts

Poulin, J., Matis, S., & Witt, H. (2019). *The social work field placement, A competency-based approach*, 2nd Ed. NYC: Springer Publishing Company. ISBN: 978-0-8261-3752-4

This text will be used for additional semesters of Field Placement.

Familiarity with the ([MSW Program Field Manual](#)), the ([NASW Code of Ethics](#)), and specific agency materials is expected. The Field Instructor and the Field Director may assign individual readings.

All other required reading and video materials will be made available on BrightSpace-CelticOnline.

Recommended Texts:

N/A

Learning Outcomes and Council on Social Work Education (CSWE) Competencies

Carlow's MSW program currently follows the [2022 Educational Policy and Accreditation Standards \(EPAS\)](#) and recognizes the nine core competencies for generalist social work practice established by CSWE. Carlow's MSW Program has added a 10th competency to incorporate its specialized focus on trauma and the importance of trauma informed social work.

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

This course recognizes and supports all ten competencies. Tables 4-6, attached at the end of this document, explain the select competencies highlighted in the course, the related student learning outcomes/objectives, and the methods of assessment specific to each of the MSW Program's Specializations. To successfully complete this course all learners will be able to demonstrate skill development related to these competencies specific to the specialization in which they are enrolled.

Course Goals, Evaluation, and Grading Scale: MSW 730 Generalist Field Placement I

You will be evaluated based on the following learning assessments (aka-assignments):

Learning Assessments/Course Requirements	Points each	Total Points
Weekly Journals (10 total)	10 Points	100
Field Instructor Mid-Term	25 Points	25
Field Instructor Final Evaluation	450 Points	450
Course total	n/a	575 Points

Table 1: course learning assessments and point values.

Grading Scale

	A 94-100%	A- 91-93%
B+ 88-90%	B 84-87%	B- 81-83%
C+ 78-80%	C 74-77%	C- 71-73%
D+ 68-70%	D 64-67%	D- 61-63%
F 60% and below		

Table 2: grading scale

*As per MSW Program requirements, you must earn at least a B- in all courses, anyone with a final grade lower than a B- will need to repeat the course.

Learning Assessments and Assignments

The required learning assessment and assignment due dates are detailed in CelticOnline and on the course planner (attached at the end of this document). You are encouraged to utilize Carlow's Center for Academic Achievement (CAA) to improve upon your writing and presentation skills prior to assignment due dates. Assignments will be submitted through CelticOnline. Please review late work policy for details about point deductions for late submissions.

Practicum Hours (Submitted in Brightspace): Placement begins from the first day of classes of the semester and continues until the final day of classes of the same semester or until the completion of 300 hours, whichever comes first. A Monthly record of the student's hours must be electronically signed by the Field Instructor and submitted to Dr. Ken in Brightspace. You will see four timesheet assignments listed in Brightspace, but you may not need to use all of them.

It is the student's responsibility to complete 300 documented clock hours per semester as a minimum requirement in order to earn a passing grade. Students should develop a form to track their hours that complies with the Agency's requirements, and the form must include daily hours, weekly totals, monthly totals, and **a running total** (total hours completed, e.g., September hours plus October hours, etc.). ***Both the student and the field instructor must sign the monthly record of hours.***

Field Placement Assignments:

Weekly Journal

MUST BE COMPLETED FOR 10 of 12 WEEKS

The Weekly Journal is a brief reflection (1-2 pages) by the student on daily activities at the agency. Weekly Journals should be written the week they occur and submitted the Monday of the following week (for example, the journal for week 1/15 is turned in on 1/22) to enhance student learning and reflection. Note: you do not need to include items for each bullet each week but can pick one or two categories to cover.

- ***Competency Integration:*** provide how you have demonstrated one (or more) of the ten social work competencies as found in your Competency Integration Plans assignments.

- **Assigned duties/tasks:** e.g., observed in-take, co-facilitated group, wrote progress notes, reviewed case files, shadowed home visits, etc. (a sentence or two).
- **Client System:** Individual, family, group, organization, community (protect anonymity); identify cultural, racial, religious, gender, age, and other diversity characteristics of the client system.
- **Issues/Problem/topic addressed:** (state briefly, protect anonymity) – choose **one issue or problem** from your day's work.
- **Your Role (and/or the role of your field instructor if you observed):** Analyst, mediator, facilitator, broker, advocate, negotiator, etc.
- **Methods Employed:** Assessment, planning, goal setting, empathic, listening, redirecting, community organizing, meeting planning, program development, counseling, resource development, etc.
- **Ethical Considerations, Personal Reflection, and Problems/Issues for Further Development** (a brief paragraph). Apply an ethical principle (use NASW Code of Ethics, available on-line) by citing the standard (e.g., 1.07, Privacy and Confidentiality), briefly stating purpose of the standard, and showing how it applies (or failed to apply) to the issue you discussed. Also, discuss your personal views, and describe aspects of your work that you can continue to explore and develop.

Note: Even if you have not started your actual field placement or have absences, you are still responsible for journal entries. You may review your site's website to research the programs, services, and activities of the organization and utilize that research in your Weekly Journals. You may consider how theories might be applied to those aspects of the organization. In short, you are responsible for turning in the required journal no matter when you start field placement. ***You will be allowed to miss 2 entries per semester.***

Each journal must be typed (Times New Roman, 12 point, and double spaced) and submitted through CelticOnline on the following dates:

January Journals	1/16, 1/22, 1/29
February Journals	2/5, 2/12, 2/19, 2/26
March Journals	3/11, 3/18, 3/25
April Journal	4/8, 4/15

MID-TERM PROGRESS REPORT): This is available in BrightSpace for you to share with your Field Instructor. It is the student's responsibility to remind their Field Instructor the week of February 26th to complete the Mid-Term Progress Report. You can then download the report in Brightspace by **March 15th**.

FINAL EVALUATION OF STUDENT FIELD PERFORMANCE: This is available to Field Instructors by Microsoft Forms (link in BrightSpace). The Competency Integration Plan should be used as

the basis for evaluation. It is the **student's responsibility** to ensure the Field Director (Dr. Ken) receives the link to Forms well before the due date. Field Instructors should complete the evaluation by **May 1st** (or at the completion of 300 hours if the placement is extended). Results automatically go to Dr. Ken.

STUDENT EVALUATION OF FIELD EXPERIENCE AND FIELD EDUCATION PROGRAM: Students will be provided with the opportunity to evaluate their field placement experience, including supervision received and the Carlow University Field Education Program, in Microsoft Forms (link on BrightSpace). This evaluation must be submitted by the student by no later than 12:00 noon, **Friday, May 3rd** (or at the completion of 300 hours if the placement is extended).

FIELD SITE VISIT: A Carlow University Social Work faculty member will make an appointment with the student and the field instructor for a virtual site visit 1-2 times during the semester. The progress of the student will be discussed according to the guidelines set forth in the Competency Integration Plan.

TEACHING/LEARNING METHODOLOGY: Actual practice under supervision with client systems, weekly journals, field seminar discussion, readings and written assignments, student presentations.

E-Mail

You are expected to read email sent to your **Carlow email account**. As instructed by the Carlow University administration, the instructor WILL NOT send email to alternate email accounts. If you would like to forward your email from your Carlow account to another email account, please use the following documentation: <http://www.it.carlow.edu/quicktips/forward.html>. Please use e-mail to ask questions and/or express concerns. Assignments should be submitted as hard copies as specified in the syllabus.

Miscellaneous

- a) Any problems or situations that have the potential for negatively affecting the student's successful completion of the field placement should immediately be brought to the attention of Dr. Ken. The student, together with the field instructor and the Field Director will work to resolve the problem in a constructive manner.
- b) ***The student is reminded that the final grade evaluation is the exclusive responsibility of the Field Director.*** The final evaluation is based on *input via the field evaluation* from the MSW field instructor **and** the criteria as designated in this syllabus.
- c) Students are provided liability insurance through registration for the course.
- d) Students can contact instructors regarding extra credit. Typically credit in the form of field hours is provided for events and activities that are considered professional development.

Course, Program and University Policies

Carlow's Mission Statement:

Carlow University, rooted in its Catholic identity and embodying the heritage and values of the Sisters of Mercy, offers transformational educational opportunities for a diverse community of learners and empowers them to excel in their chosen work as compassionate, responsible leaders in the creation of a just and merciful world.

Respect for Diversity

Carlow University faculty are committed to creating a safe academic environment that fosters growth and humility. We hold a deep appreciation for diversity and seek to honor the dignity of every person. It is our intent that students from all backgrounds and perspectives be well served by our courses, that students' learning needs be addressed both in and out of the classroom, and that the diversity that each student brings to our classes be viewed as a resource, strength and benefit. We acknowledge the history of exclusion of people with diverse identities and it is our highest priority to create a more inclusive and equitable campus. It is our intent that materials presented in our courses through discourse, activities or assignments be respectful and inclusive of diversity by: age, ability, culture, ethnicity, gender identity, nationality, race, religion, sexual orientation, and socioeconomic status and uphold the Carlow University standard that is reflected through our Mercy heritage and mission.

The MSW Program recognizes and upholds the policies and procedures as detailed in the University's Graduate Student Handbook. This handbook and other student resources are available on [My Carlow](#).

It is expected that students in the MSW Program be familiar with Carlow's MSW Program Handbook which contains a more detailed list and explanation of program specific policies and procedures. This handbook is available on the [MSW webpage](#).

Attendance Policy

In an online course, attendance is insufficient by simply logging into the online class. Students demonstrate academic attendance by participating in class or otherwise engaging in an academically related activity, such as by contributing to an online discussion or initiating contact with the faculty member to ask a course-related question in order to constitute attendance.

Late Work Course Policy

It is expected that assignments are turned in by the due date and time stated in the syllabus and in Celtic Online. Students with extenuating circumstances should contact the course instructor in advance of the due date to request an extension. It is at the discretion of the instructor to grant an extension. Points will be deducted for late work according to the following criteria; 0.05% points will be deducted for assignments turned in 24 hours or less after the due date, an additional .02% points per day will be deducted each day thereafter. Students with circumstances requiring on-going extensions should contact your instructor.

If you have circumstances requiring on-going extensions or accommodations please contact Carlow's [Disabilities Services Office](#) as soon as possible. (see *Student's with Disabilities Policy* and *Carlow University Temporary Disability Policy*).

Communication and Feedback

Carlow adheres to the Family Education Records Privacy Act (FERPA). This means that, to protect your privacy, our communications must be sent through Carlow email. You are thus expected to read email sent to your Carlow email account in a timely manner, at least once per day.

Prior to the start of the semester, the course shell will be placed on CelticOnline. This shell will include all course assignments, due dates, supportive materials, and required documents. Grading will be done through CelticOnline so that students can access their current grade at any time. Any changes or updates to the course will be sent via the CelticOnline "updates" tab. Please ensure that your notifications are set up for your preferred method of delivery (email, texts, etc.). Changes will further be shared during the "face-to-face" synchronous Teams sessions.

Your questions and concerns are important to me. If you have any questions, please email me at kjsmythe-leistico@carlow.edu. I will be sure to respond within 24 hours. If your need is urgent, please call or text my cell phone at 412-860-8425.

Feedback:

I believe that ongoing feedback is important to your growth and development. For this reason, I will provide weekly feedback on CelticOnline in response to your weekly journal posts. These journal posts can include any challenges you experience during Field Placement. As stated above, students can access their current grade at any time using the Gradebook portal on BrightSpace/CelticOnline. Feedback will further be provided through Midterm and End of Term Field Instructor Assessments. You will have the chance to provide feedback as well through the end-of-term student assessment of the course and the internship experience.

Academic Integrity Policy

Carlow University aims to educate and challenge students to reach their highest potential by guiding students along a path of honesty and integrity throughout their intellectual pursuits. Students are thus expected to uphold the highest standards of academic integrity. Forms of academic misconduct include (but are not limited to):

- *Cheating*—providing or receiving inappropriate assistance on any coursework.
- *Plagiarism*—submitting another's work as one's own; not properly citing sources, using exact wording without quotations or proper attribution, paraphrasing without proper citation, or improper paraphrasing; attributing citations to inaccurate or misleading sources.
- *Self-plagiarism*—unauthorized use of one's own work or part of a work, either from the same course or from another course, in more than one assignment.
- *Academic deceit*—use of false or altered information or withholding information critical to the processes of the University; providing false information or documentation with the intent to obtain an exemption, extension or exception to one's coursework; signing other students into classes or on group reports.

- *Fabrication of data*—using falsified or fabricated data, forgery, or unsanctioned documents for research or other coursework.
- *Interference with other students' learning or achievement*—sabotaging (including failing to contribute to) group projects or laboratory work, disrupting in-class work, altering computer files or online posts, or making educational materials unavailable to others.
- *Unauthorized acquisition or exchange of coursework*—purchasing, borrowing, stealing, or otherwise obtaining material with the intent to use as one's own coursework; selling, lending, or otherwise offering one's own coursework to others with the intent of allowing the recipient to use the work as one's own; obtaining a copy of one's own completed tests and exams (either a physical copy, an electronic image, or a screenshot) without explicit permission from the course instructor.
- *Copyright violation*—distributing copyrighted material, including course material provided by the instructor or obtained from the textbook, without explicit permission from the copyright holder.

All violations of Carlow's academic integrity policy will be kept on permanent record. Serious or multiple violations will be forwarded to the Academic Integrity Committee for a judicial hearing.

It is the student's responsibility to become familiarized with Carlow's Academic Integrity Policy. The full policy can be found in the Course Catalog.

Online Learning at Carlow University:

Online courses are a great way for individuals to receive a university education. The online courses designed at Carlow University will offer the same content and rigor as the face-to-face offerings on campus.

If you are new to online learning, don't worry! For some in your class, it will be their first online course too. Carlow has resources to help you thrive in the online learning environment. [Technology support](#) (412 578-8700) is available 24 hours a day, 7 days a week.

The following minimum specifications are recommended for Carlow students. For better performance, we strongly suggest exceeding these specifications.

- Internet access: high-speed (at least 10 Mbps) connection like cable or fiber optic.
- Technology: Personal computer (Windows 10 or latest Mac OS, 16GB memory, Intel core i5, 256 GB hard drive, anti-virus software), headset or headphones with microphone, webcam.
- iPads (Mac iPad OS) cannot accommodate the online test-taking browser requirements. If you elect to utilize this device type and need to take proctored exams online, you will need to utilize a campus computer lab or other Windows or MacOS based device to take the exam.
- Software and applications: Microsoft Office 365 (provided by Carlow), [Google Chrome](#), [Adobe Reader](#)
- Security requirements: Virus scanning software (McAfee, Norton), [malware scanning tool](#), latest security patches

Center for Academic Achievement (CAA) and Graduate Courses:

[Carlow's Center for Academic Achievement \(CAA\)](#) offers free online tutoring and guides for writing and research. You can work with a writing consultant in a live online session or via email. Appointments must be made at least 48 hours in advance. For writing appointments, allow a **one-hour appointment per ten pages**. Papers are not edited; tutors make helpful suggestions to help you become a better writer.

Students with Disabilities Policy:

Carlow University makes every effort to provide reasonable accommodations for students with documented disabilities. This includes individuals with physical disabilities, learning disabilities, and mental health disorders who meet the definition of disability under the Americans with Disabilities Act (ADA). Students who plan to request accommodations should contact the Disabilities Services Office at the beginning of each semester since accommodations cannot be granted retroactively. Confidential requests for accommodations may be made via [the Accommodate system](#).

Questions about services and procedures for students with disabilities can be directed to:

Jacqueline M. Smith

Director Disabilities Services Office

Phone - 412.578.6257 (Office line)

Fax - 412 578.2027

dso@carlow.edu

NOTE: Students with disabilities have the same responsibility as other students to meet the University's academic, technical, and behavioral standards and to follow the University's general policies and guidelines regarding standards of conduct with or without accommodations.

Temporary Disability Policy:

Carlow University values each student and is invested in encouraging his or her academic success in line with the Mercy mission “to respond reverently to God and others; and to embrace an ethic of service for a just and merciful world.” In keeping with the mission, the University has chosen to offer assistance to those with temporary conditions such as short-term illnesses, injuries, or other temporary medical conditions. While the University is not required to provide such support under the ADA, some assistance may be arranged via the Disability Services Office (DSO). Each situation will be reviewed; however, the office cannot guarantee that services will be provided. Students should complete a confidential request for accommodations form at via [the Accommodate system](#), in order to determine if they may receive some assistance.

Counseling Support:

[Carlow's Counseling Services](#) offers excellent resources for students who find personal challenges are impacting their academic experience.

Policy on Sharing of Course Material:

All course material, including but not limited to presentation slides, lecture notes, handouts, audio or video recordings, syllabi, assignments, quizzes, tests, and exams, are

the legal property of the instructor who developed them, the University that commissioned the work, or the textbook publisher. Students may use this material for their own learning and for discussion with other students in the class, but may not redistribute it in any way, including uploading it online for others to access. Doing so violates the copyright law and Carlow's policy on sharing of course material. In addition, sharing or accessing course material for the purpose of gaining an unfair advantage in the course or allowing others to gain an unfair advantage in the course violates Carlow's academic integrity policy.

Course Planner and Class Schedule: MSW 730 Generalist Placement Spring 2024

Week	Topic and Class Format	Required Readings/Learning Activities, Learning Assessments & Due Date Please review late work policy! All times reflect EST time zone.
Week 1	The Social Work Field Placement Personal introductions; review syllabus; review of field placement sites; overview of Seminars. Virtual Seminar 1/9 6:00-7:30 TEAMS	Order Textbook Read Chapter 1 Reminder: Weekly journals will be due on Mondays (11:59 PM EST)
Week 2	Understanding Your Agency and Community	Read Chapter 2 Weekly Journal Reminder: Assignment 1: Org Overview Due 1/30
Week 3	Student Organizational Overview Presentations Virtual Seminar 1/23 6:00-7:30 TEAMS	Assignment 1: Org Overview Slide Deck Due 1/30 Weekly Journal Reminder: Competency Integration Plan initial signature Due 1/26
Week 4	Maximizing Your Learning Opportunities	Read/Review Chapter 3 Weekly Journal
Week 5	Using Supervision to Guide Professional... Virtual Seminar 2/6 6:00-7:30 TEAMS Agency Overview Presentations	Read Chapter 4 Weekly Journal
Week 6	Using Reflection and Self-Regulation	Read Chapter 5 Weekly Journal
Week 7	Supervision Agenda Virtual Seminar 2/20 6:00-7:30 TEAMS Agency Overview Presentations	Reminder: Field Instructor must complete Mid-term by 3/15 Reminder: Assignment #2 Due Supervision Agenda 3/19 Weekly Journal

Carlow MSW Field Manual

Week 8	Demonstrating Ethical and Professional Behavior Virtual Seminar 10/24 6:00-7:30 TEAMS	Read Chapter 6 Weekly Journal
Week 9	Spring Break 10/16-10/17 Enjoy! No Class	
Week 10	Advancing Human Rights	Read Chapter 7 Field Instructor Mid-term Due 3/15 Weekly Journal
Week 11	Catch up Week Virtual Seminar 3/19 6:00-7:30 TEAMS	Weekly Journal Assignment #2 Due Supervision Agenda 3/19 Comp Integration Plan 2nd Draft Due 3/22
Week 12	Communication Strategies	Weekly Journal
Week 13	Work on Comp Integration Plan April 2nd: No Class	Weekly Journal Reminder: Assignment #3 Communication Due 4/16
Week 14	Competency Integration Plan	Weekly Journal Reminder: Competency Integration Plan - Final Due 4/26
Week 15 +	Semester Wrap-up and Reflection Virtual Seminar 4/16 6:00-7:30 TEAMS	Assignment #3 Communication Due 4/16 Competency Integration Plan - Final Due 4/26 Field Instructor Evaluation Due 5/1 Final Timesheet Due 5/1 (or when 300 hours are completed) Student Evaluation of Field Placement Due 5/3

Table 3: Weekly course schedule including weekly reading assignments and learning assessments.

Table 4: Learning Outcomes and Council on Social Work Education (CSWE) Competencies

CSWE Core Social Work Competency: (Includes knowledge, values, skills, & cognitive/affective)	Outcomes/Objectives: Observable behaviors	Curriculum: How it will be learned	Assessment: How learning will be demonstrated

processes)			
<p>1: Demonstrate Ethical and Professional Behavior</p> <p>Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social</p>	<p>Social work students will:</p> <ul style="list-style-type: none"> • make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context. • demonstrate professional 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. 	<p>Field Placement Activities Textbook Reading</p>	<p>Weekly Journal Reflections Assignment 1: Agency Overview Mid-Term Assessment Field Instructor Evaluation</p>

<p>workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.</p>			
<p>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice Social workers understand how racism and oppression shape</p>	<p>Social work students will:</p> <ul style="list-style-type: none"> demonstrate anti-racist and anti-oppressive social work practice at the individual, family, 	<p>Field Placement Activities Textbook Reading</p>	<p>Weekly Journal Reflections Assignment 2: Supervision Agenda Mid-Term Assessment</p>

<p>human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression,</p>	<p>group, organizational, community, research, and policy levels.</p> <ul style="list-style-type: none"> • demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences. 		<p>Field Instructor Evaluation</p>
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<p>poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.</p>			
<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-</p>	<p>Social work students will:</p> <ul style="list-style-type: none"> • apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies. • use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies. 	<p>Field Placement Activities Textbook Reading</p>	<p>Weekly Journal Reflections Assignment 2: Supervision Agenda Mid-Term Assessment Field Instructor Evaluation</p>

<p>environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</p>			
<p>Competency 10: Engage in Trauma Informed Social Work Practice Social workers understand the complexity and pervasiveness of trauma and the complex impact it has on individuals, families, groups, organizations, and communities. Social workers understand that the likelihood of encountering trauma survivors is high in every practice setting and</p>	<p>Social work students will:</p> <ul style="list-style-type: none"> • use a trauma informed lens to assess how trauma affects the delivery of and access to social services. • incorporate practices that promote trauma-informed practices with all clients and constituencies. 	<p>Field Placement Activities Textbook Reading</p>	<p>Weekly Journal Reflections Mid-Term Assessment Field Instructor Evaluation</p>

across all systems. Social workers understand that although trauma creates unique and complicated challenges, recovery from trauma is possible. Social workers understand professional development and self-care are vital to efficient trauma-informed practices.			
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**Carlow University (Oakland Campus) – College of Arts and Sciences
Department of Social Work
Master of Social Work (MSW) Program**

MSW 731-G1- MSW Generalist Field Seminar

Semester: Spring

Year: 2024

Start Date: 1/08/24

End Date: 5/03/24

Credits: 3

Format: Online/Synchronous. This class will meet every other Tuesday on Microsoft Teams from 6:00pm-7:30pm (EST).

Instructor Dr. Ken Smythe-Leistico

Email: kjsmythe-leistico@carlow.edu

Office: Antonian Hall 501A

Phone: 412.578.6369

Office Hours: Email to schedule.

Course Description

MSW 731- Generalist Field Seminar I is a seminar designed to bring students together in a group setting to help integrate the field experience with practice skills and theories. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Emphasis is placed on promoting competence through strength-based, culturally competent, ethically grounded, trauma-informed generalist practice.

Course Prerequisites and Co-requisites

12 Foundation Courses

MSW 730 and MSW 731 must be taken in the same semester.

Course Format

This course will meet synchronously using TEAMS and Brightspace as its learning management system. Students are expected to be able to access both Teams and Brightspace-CelticOnline. If assistance is needed, please contact Carlow's Help! Services at 412 578-8700 or help@carlow.edu.

Required Texts

Poulin, J., Matis, S., & Witt, H. (2019). *The social work field placement, A competency-based approach*, 2nd Ed. NYC: Springer Publishing Company. ISBN: 978-0-8261-3752-4

This text will be used for additional semesters of Field Placement.

Familiarity with the ([MSW Program Field Manual](#)), the ([NASW Code of Ethics](#)), and specific agency materials is expected. The Field Instructor and the Field Director may assign individual readings.

All other required reading and video materials will be made available on BrightSpace-CelticOnline.

Recommended Texts:

N/A

Learning Outcomes and Council on Social Work Education (CSWE) Competencies

Carlow's MSW program currently follows the [2022 Educational Policy and Accreditation Standards \(EPAS\)](#) and recognizes the nine core competencies for generalist social work practice established by CSWE. Carlow's MSW Program has added a 10th competency to incorporate its specialized focus on trauma and the importance of trauma informed social work.

11. Demonstrate Ethical and Professional Behavior
12. Advance Human Rights and Social Justice, Racial, Economic, and Environmental Justice
13. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
14. Engage in Practice-Informed Research and Research-Informed Practice
15. Engage in Policy Practice
16. Engage with Individuals, Families, Groups, Organizations, and Communities
17. Assess Individuals, Families, Groups, Organizations, and Communities
18. Intervene with Individuals, Families, Groups, Organizations, and Communities
19. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
20. Engage in Trauma Informed Social Work Practice

This course recognizes and supports all ten competencies. Tables 4-6, attached at the end of this document, explain the select competencies highlighted in the course, the related student learning outcomes/objectives, and the methods of assessment specific to each of the MSW Program's Specializations. To successfully complete this course all learners will be able to demonstrate skill development related to these competencies specific to the specialization in which they are enrolled.

Course Goals, Evaluation, and Grading Scale: MSW 731 Generalist Field Seminar I

You will be evaluated based on the following learning assessments (aka-assignments):

Learning Assessments/Course Requirements	Points each	Total Points
Participation in Seminars (6)	10 Points	60
Competency Integration Plan-Initial Signature	10 Points	10
Competency Integration Plan-Midterm	50 Points	50
Competency Integration Plan-Final	50 Points	100
Assignment I: Organization Overview	50 Points	50
Assignment II: Supervision Agenda	50 Points	50
Assignment III: Communication Example	50 Points	50

Course total	n/a	370 Points
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Table 1: course learning assessments and point values.

Grading Scale

	A 94-100%	A- 91-93%
B+ 88-90%	B 84-87%	B- 81-83%
C+ 78-80%	C 74-77%	C- 71-73%
D+ 68-70%	D 64-67%	D- 61-63%
F 60% and below		

Table 5: grading scale

*As per MSW Program requirements, you must earn at least a B- in all courses, anyone with a final grade lower than a B- will need to repeat the course.

Learning Assessments and Assignments

The required learning assessment and assignment due dates are detailed in CelticOnline and on the course planner (attached at the end of this document). You are encouraged to utilize Carlow's Center for Academic Achievement (CAA) to improve upon your writing and presentation skills prior to assignment due dates. Assignments will be submitted through CelticOnline. Please review late work policy for details about point deductions for late submissions.

Integrating Seminars: Participation in the Online Integrating Seminars is crucial and is worth a maximum of sixty (60) points of the final grade. *Active participation in discussions is required and will be evaluated (10 points per Week).* Modification of time and dates of this meeting schedule may occur at the discretion of the Field Director/Course Instructor and will be discussed with the participants prior to changes. Seminar dates are on following:

Field Placement Integrating Seminar Schedule: Fall Semester

Required virtual sessions will be from 6:00-7:30 PM (EST) during the following dates:

Seminar 1 – January 9
 Seminar 2 – January 23
 Seminar 3 – February 6
 Seminar 4 – February 20
 Seminar 5 – March 5 NO CLASS – SPRING BREAK
 Seminar 6 – March 19
 Seminar 7 – April 2 NO CLASS – See CelticOnline
 Seminar 8 – April 16

A TEAMS calendar invite with link will be sent to your Carlow email with a link to the meeting. The sessions will be recorded and posted to CelticOnline "updates."

COMPETENCY INTEGRATION PLAN: It is the student's responsibility to update the Competency Integration Plan, which can be found in Brightspace, with help from their Field Instructor and Field Director. The plan is a three-step process:

1. The first step is to simply share the non-completed plan template with your Field Instructor to orient them to the 10 social work competencies and sample activities. You and your field instructor will electronically sign the blank document and upload into Brightspace to verify you have gone over the document. **DUE: January 26th.**
2. Throughout the rest of the semester, you will add examples of how you demonstrated all 10 competencies to this document. Dr. Ken and instructors will highlight examples that you provide in your journals so that you can add them to the document. The goal is to provide multiple examples, if possible. A second draft is **due March 22nd.**
3. You will share the final revised document with your Field Instructor showcasing how you demonstrated each competency. Both you and your Field Instructor must electronically sign the document and upload to BrightSpace after reviewing it together. **DUE: April 26th.**

*Late Plans will result in lowered final grades if not communicated to the professor.

MID-TERM PROGRESS REPORT): This is available in BrightSpace for you to share with your Field

TEACHING/LEARNING METHODOLOGY: Actual practice under supervision with client systems, weekly journals, field seminar discussion, readings and written assignments, student presentations.

SEMINAR ASSIGNMENTS:

Assignment I: Organization Overview

For January 30th, each student will prepare an oral presentation providing an overview (see below) of their internship agency and upload the presentation to BrightSpace. Presentations are to be "professional," that is, formal and concise as if being delivered to agency staff or a governing body. Students are expected to use PowerPoint, Prezi, or some means of visual representation of the materials. Each student will be given "presentation mode" access to **present** their slides and oral description during the Seminar Teams call on **February 6th and 20th**. Students may use notes; however, this will essentially be an oral presentation and will be evaluated as such. The presentation should be 8-10 minutes long and must include the following:

1. A history of the agency and/or program;
2. The mission, goals, and types of services provided by the agency/program;

3. A description of the clientele of the agency/program (demographic and geographic description of populations served: who are the clients and where do they live?);
4. The primary problems presented by the clients or community that the agency/program serves;
5. How the agency/program is funded;
6. The organizational, administrative and/or supervisory structures of the agency/program;
7. The relationship that the agency/program has within the Human Services system in its area and within the broader Social Welfare System.

Assignment II: Supervision Agenda
For March 19th:

Review the textbook chapter 3 on supervision prior to beginning this assignment. Each student will reflect on an issue that has come up in field and draft an agenda that they would use to facilitate an effective meeting with their field instructor/supervisor related to this topic. Reflect on how your supervision experience is going so far by taking the Supervisory Relationship Inventory quiz in the textbook.

Identify an event, incident, or case that you would like to discuss with your supervisor. Look through your journal and select an example related to developing your competencies, an ethical dilemma or an incident that relates to diversity. Note how this case has helped you to develop awareness of yourself, your clients, the community, or the social work profession. Describe the situation briefly in a one paragraph narrative and what you hope to gain in discussing this with your supervisor.

On a separate paper, create an agenda for your supervision meeting. You can find example supervision agendas on the course Celtic Online site. The case and agenda will both be submitted to the instructor at the end of seminar session.

Assignment III: Communication Example
For April 16th:

Review the textbook chapter 6 on communication prior to beginning this assignment. Each student will bring an example of a communication that occurred in Field Placement (or is relevant to field) that they feel demonstrates excellence or is problematic. Examples of where to draw cases from include professional oral, written or electronic communication; casual/information communication that occurred within the context of field; case notes; process recordings; assessments; emails; technology; social media and/or marketing materials.

The case example should be typed on paper (as it will be shared with peers) and should present the facts using direct quotes when possible. Students should ensure that confidentiality of those involved is maintained by using pseudonyms if necessary. On a

separate paper, the student will write a one-two paragraph reflection exploring what was excellent or problematic about this communication and posing questions for their peers to gain insight, ideas for moving forward or otherwise develop competency in oral, written and electronic communication. Refer to the textbook chapter for reflective questions that may be helpful for this part of the assignment. The case and reflection will both be submitted to the instructor at the end of seminar session.

To guide your paper, please use the following questions to formulate response:

1. Describe a situation relating to field where you observed excellent or problematic communication.
2. Explain why you believe the communication exhibited was excellent or problematic. Draw from the class lecture and readings to provide evidence for your perspective.
3. How has the communication situation you described impacted the way in which you plan to further develop your oral, written, and electronic communication competencies?

E-Mail

You are expected to read email sent to your **Carlow email account**. As instructed by the Carlow University administration, the instructor WILL NOT send email to alternate email accounts. If you would like to forward your email from your Carlow account to another email account, please use the following documentation: <http://www.it.carlow.edu/quicktips/forward.html>. Please use e-mail to ask questions and/or express concerns. Assignments should be submitted as hard copies as specified in the syllabus.

Miscellaneous

a) Any problems or situations that have the potential for negatively affecting the student's successful completion of the field placement should immediately be brought to the attention of Dr. Ken. The student, together with the field instructor and the Field Director will work to resolve the problem in a constructive manner.

b) ***The student is reminded that the final grade evaluation is the exclusive responsibility of the Field Director.*** The final evaluation is based on *input via the field evaluation* from the MSW field instructor **and** the criteria as designated in this syllabus.

c) Students are provided liability insurance through registration for the course.

d) Students can contact instructors regarding extra credit. Typically credit in the form of field hours is provided for events and activities that are considered professional development.

Course, Program and University Policies

Carlow's Mission Statement:

Carlow University, rooted in its Catholic identity and embodying the heritage and values of the Sisters of Mercy, offers transformational educational opportunities for a diverse

community of learners and empowers them to excel in their chosen work as compassionate, responsible leaders in the creation of a just and merciful world.

Respect for Diversity

Carlow University faculty are committed to creating a safe academic environment that fosters growth and humility. We hold a deep appreciation for diversity and seek to honor the dignity of every person. It is our intent that students from all backgrounds and perspectives be well served by our courses, that students' learning needs be addressed both in and out of the classroom, and that the diversity that each student brings to our classes be viewed as a resource, strength and benefit. We acknowledge the history of exclusion of people with diverse identities and it is our highest priority to create a more inclusive and equitable campus. It is our intent that materials presented in our courses through discourse, activities or assignments be respectful and inclusive of diversity by: age, ability, culture, ethnicity, gender identity, nationality, race, religion, sexual orientation, and socioeconomic status and uphold the Carlow University standard that is reflected through our Mercy heritage and mission.

The MSW Program recognizes and upholds the policies and procedures as detailed in the University's Graduate Student Handbook. This handbook and other student resources are available on [My Carlow](#).

It is expected that students in the MSW Program be familiar with Carlow's MSW Program Handbook which contains a more detailed list and explanation of program specific policies and procedures. This handbook is available on the [MSW webpage](#).

Attendance Policy

In an online course, attendance is insufficient by simply logging into the online class. Students demonstrate academic attendance by participating in class or otherwise engaging in an academically related activity, such as by contributing to an online discussion or initiating contact with the faculty member to ask a course-related question in order to constitute attendance.

Late Work Course Policy

It is expected that assignments are turned in by the due date and time stated in the syllabus and in Celtic Online. Students with extenuating circumstances should contact the course instructor in advance of the due date to request an extension. It is at the discretion of the instructor to grant an extension. Points will be deducted for late work according to the following criteria; 0.05% points will be deducted for assignments turned in 24 hours or less after the due date, an additional .02% points per day will be deducted each day thereafter. Students with circumstances requiring on-going extensions should contact your instructor.

If you have circumstances requiring on-going extensions or accommodations please contact Carlow's [Disabilities Services Office](#) as soon as possible. (see *Student's with Disabilities Policy* and *Carlow University Temporary Disability Policy*).

Communication and Feedback

Carlow adheres to the Family Education Records Privacy Act (FERPA). This means that, to protect your privacy, our communications must be sent through Carlow email. You are thus expected to read email sent to your Carlow email account in a timely manner, at least once per day.

Prior to the start of the semester, the course shell will be placed on CelticOnline. This shell will include all course assignments, due dates, supportive materials, and required documents. Grading will be done through CelticOnline so that students can access their current grade at any time. Any changes or updates to the course will be sent via the CelticOnline “updates” tab. Please ensure that your notifications are set up for your preferred method of delivery (email, texts, etc.). Changes will further be shared during the “face-to-face” synchronous Teams sessions.

Your questions and concerns are important to me. If you have any questions, please email me at kjsmythe-leistico@carlow.edu. I will be sure to respond within 24 hours. If your need is urgent, please call or text my cell phone at 412-860-8425.

Feedback:

I believe that ongoing feedback is important to your growth and development. For this reason, I will provide weekly feedback on CelticOnline in response to your weekly journal posts. These journal posts can include any challenges you experience during Field Placement. As stated above, students can access their current grade at any time using the Gradebook portal on BrightSpace/CelticOnline. Feedback will further be provided through Midterm and End of Term Field Instructor Assessments. You will have the chance to provide feedback as well through the end-of-term student assessment of the course and the internship experience.

Academic Integrity Policy

Carlow University aims to educate and challenge students to reach their highest potential by guiding students along a path of honesty and integrity throughout their intellectual pursuits. Students are thus expected to uphold the highest standards of academic integrity. Forms of academic misconduct include (but are not limited to):

- *Cheating*—providing or receiving inappropriate assistance on any coursework.
- *Plagiarism*—submitting another’s work as one’s own; not properly citing sources, using exact wording without quotations or proper attribution, paraphrasing without proper citation, or improper paraphrasing; attributing citations to inaccurate or misleading sources.
- *Self-plagiarism*—unauthorized use of one’s own work or part of a work, either from the same course or from another course, in more than one assignment.
- *Academic deceit*—use of false or altered information or withholding information critical to the processes of the University; providing false information or documentation with the intent to obtain an exemption, extension or exception to one’s coursework; signing other students into classes or on group reports.
- *Fabrication of data*—using falsified or fabricated data, forgery, or unsanctioned documents for research or other coursework.
- *Interference with other students’ learning or achievement*—sabotaging (including failing to contribute to) group projects or laboratory work, disrupting in-class work,

altering computer files or online posts, or making educational materials unavailable to others.

- *Unauthorized acquisition or exchange of coursework*—purchasing, borrowing, stealing, or otherwise obtaining material with the intent to use as one's own coursework; selling, lending, or otherwise offering one's own coursework to others with the intent of allowing the recipient to use the work as one's own; obtaining a copy of one's own completed tests and exams (either a physical copy, an electronic image, or a screenshot) without explicit permission from the course instructor.
- *Copyright violation*—distributing copyrighted material, including course material provided by the instructor or obtained from the textbook, without explicit permission from the copyright holder.

All violations of Carlow's academic integrity policy will be kept on permanent record. Serious or multiple violations will be forwarded to the Academic Integrity Committee for a judicial hearing.

It is the student's responsibility to become familiarized with Carlow's Academic Integrity Policy. The full policy can be found in the Course Catalog.

Online Learning at Carlow University:

Online courses are a great way for individuals to receive a university education. The online courses designed at Carlow University will offer the same content and rigor as the face-to-face offerings on campus.

If you are new to online learning, don't worry! For some in your class, it will be their first online course too. Carlow has resources to help you thrive in the online learning environment. [Technology support](#) (412 578-8700) is available 24 hours a day, 7 days a week.

The following minimum specifications are recommended for Carlow students. For better performance, we strongly suggest exceeding these specifications.

- Internet access: high-speed (at least 10 Mbps) connection like cable or fiber optic.
- Technology: Personal computer (Windows 10 or latest Mac OS, 16GB memory, Intel core i5, 256 GB hard drive, anti-virus software), headset or headphones with microphone, webcam.
- iPads (Mac iPad OS) cannot accommodate the online test-taking browser requirements. If you elect to utilize this device type and need to take proctored exams online, you will need to utilize a campus computer lab or other Windows or MacOS based device to take the exam.
- Software and applications: Microsoft Office 365 (provided by Carlow), [Google Chrome](#), [Adobe Reader](#)
- Security requirements: Virus scanning software (McAfee, Norton), [malware scanning tool](#), latest security patches

Center for Academic Achievement (CAA) and Graduate Courses:

[Carlow's Center for Academic Achievement \(CAA\)](#) offers free online tutoring and guides for writing and research. You can work with a writing consultant in a live online session or

via email. Appointments must be made at least 48 hours in advance. For writing appointments, allow a **one-hour appointment per ten pages**. Papers are not edited; tutors make helpful suggestions to help you become a better writer.

Students with Disabilities Policy:

Carlow University makes every effort to provide reasonable accommodations for students with documented disabilities. This includes individuals with physical disabilities, learning disabilities, and mental health disorders who meet the definition of disability under the Americans with Disabilities Act (ADA). Students who plan to request accommodations should contact the Disabilities Services Office at the beginning of each semester since accommodations cannot be granted retroactively. Confidential requests for accommodations may be made via [the Accommodate system](#).

Questions about services and procedures for students with disabilities can be directed to:

Jacqueline M. Smith

Director Disabilities Services Office

Phone - 412.578.6257 (Office line)

Fax - 412 578.2027

dso@carlow.edu

NOTE: Students with disabilities have the same responsibility as other students to meet the University's academic, technical, and behavioral standards and to follow the University's general policies and guidelines regarding standards of conduct with or without accommodations.

Temporary Disability Policy:

Carlow University values each student and is invested in encouraging his or her academic success in line with the Mercy mission “to respond reverently to God and others; and to embrace an ethic of service for a just and merciful world.” In keeping with the mission, the University has chosen to offer assistance to those with temporary conditions such as short-term illnesses, injuries, or other temporary medical conditions. While the University is not required to provide such support under the ADA, some assistance may be arranged via the Disability Services Office (DSO). Each situation will be reviewed; however, the office cannot guarantee that services will be provided. Students should complete a confidential request for accommodations form at via [the Accommodate system](#) in order to determine if they may receive some assistance.

Counseling Support:

[Carlow's Counseling Services](#) offers excellent resources for students who find personal challenges are impacting their academic experience.

Policy on Sharing of Course Material:

All course material, including but not limited to presentation slides, lecture notes, handouts, audio or video recordings, syllabi, assignments, quizzes, tests, and exams, are the legal property of the instructor who developed them, the University that commissioned the work, or the textbook publisher. Students may use this material for their own learning and for discussion with other students in the class, but may not redistribute it in any way, including uploading it online for others to access. Doing so

violates the copyright law and Carlow's policy on sharing of course material. In addition, sharing or accessing course material for the purpose of gaining an unfair advantage in the course or allowing others to gain an unfair advantage in the course violates Carlow's academic integrity policy.

Course Planner and Class Schedule: MSW 731 Generalist Seminar Spring 2024

Week	Topic and Class Format	Required Readings/Learning Activities, Learning Assessments & Due Date Please review late work policy! All times reflect EST time zone.
Week 1	The Social Work Field Placement Personal introductions; review syllabus; review of field placement sites; overview of Seminars. Virtual Seminar 1/9 6:00-7:30 TEAMS	Order Textbook Read Chapter 1 Reminder: Weekly journals will be due on Mondays (11:59 PM EST)
Week 2	Understanding Your Agency and Community	Read Chapter 2 Weekly Journal Reminder: Assignment 1: Org Overview Due 1/30
Week 3	Student Organizational Overview Presentations Virtual Seminar 1/23 6:00-7:30 TEAMS	Assignment 1: Org Overview Slide Deck Due 1/30 Weekly Journal Reminder: Competency Integration Plan initial signature Due 1/26
Week 4	Maximizing Your Learning Opportunities	Read/Review Chapter 3 Weekly Journal
Week 5	Using Supervision to Guide Professional... Virtual Seminar 2/6 6:00-7:30 TEAMS Agency Overview Presentations	Read Chapter 4 Weekly Journal
Week 6	Using Reflection and Self-Regulation	Read Chapter 5 Weekly Journal
Week 7	Supervision Agenda Virtual Seminar 2/20 6:00-7:30 TEAMS Agency Overview Presentations	Reminder: Field Instructor must complete Mid-term by 3/15 Reminder: Assignment #2 Due Supervision Agenda 3/19 Weekly Journal
Week 8	Demonstrating Ethical and Professional Behavior	Read Chapter 6

	Virtual Seminar 10/24 6:00-7:30 TEAMS	Weekly Journal
Week 9	Spring Break 10/16-10/17 Enjoy! No Class	
Week 10	Advancing Human Rights	Read Chapter 7 Field Instructor Mid-term Due 3/15 Weekly Journal
Week 11	Catch up Week Virtual Seminar 3/19 6:00-7:30 TEAMS	Weekly Journal Assignment #2 Due Supervision Agenda 3/19 Comp Integration Plan 2nd Draft Due 3/22
Week 12	Communication Strategies	Weekly Journal
Week 13	Work on Comp Integration Plan April 2nd: No Class	Weekly Journal Reminder: Assignment #3 Communication Due 4/16
Week 14	Competency Integration Plan	Weekly Journal Reminder: Competency Integration Plan - Final Due 4/26
Week 15 +	Semester Wrap-up and Reflection Virtual Seminar 4/16 6:00-7:30 TEAMS	Assignment #3 Communication Due 4/16 Competency Integration Plan - Final Due 4/26 Field Instructor Evaluation Due 5/1 Final Timesheet Due 5/1 (or when 300 hours are completed) Student Evaluation of Field Placement Due 5/3

Table 6: Weekly course schedule including weekly reading assignments and learning assessments.

Table 7: Learning Outcomes and Council on Social Work Education (CSWE) Competencies

CSWE Core Social Work Competency: (Includes knowledge, values, skills, & cognitive/affective processes)	Outcomes/Objectives: Observable behaviors	Curriculum: How it will be learned	Assessment: How learning will be demonstrated
1: Demonstrate Ethical and Professional Behavior Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their	Social work students will: <ul style="list-style-type: none"> • make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context. • demonstrate professional behavior; appearance; and oral, written, and electronic communication. • use technology ethically and appropriately to facilitate practice outcomes. • use supervision and consultation to 	Field Placement Activity Integration Textbook Reading Seminar Discussion	Assignment 1: Agency Overview Competency Integration Plan

<p>evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.</p>	<p>guide professional judgment and behavior.</p>		
Competency 3: Engage	Social work students	Field Placement	Assignment 2:

<p>Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</p> <p>Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal</p>	<p>will:</p> <ul style="list-style-type: none"> • demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels. • demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences. 	<p>Activity Integration Textbook Reading Seminar Discussion</p>	<p>Supervision Agenda Competency Integration Plan</p>
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<p>sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.</p>			
<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.</p>	<p>Social work students will:</p> <ul style="list-style-type: none"> • apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies. • use empathy, reflection, and interpersonal skills 	<p>Field Placement Activity Integration Textbook Reading Seminar Discussion</p>	<p>Assignment 2: Supervision Agenda Mid-Term Assessment Competency Integration Plan</p>

<p>Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</p>	<p>to engage in culturally responsive practice with clients and constituencies.</p>		
<p>Competency 10: Engage in Trauma Informed Social Work Practice Social workers understand the complexity and pervasiveness of trauma and the complex impact it has on individuals, families, groups, organizations, and</p>	<p>Social work students will:</p> <ul style="list-style-type: none"> • use a trauma informed lens to assess how trauma affects the delivery of and access to social services. • incorporate practices that 	<p>Field Placement Activity Integration Textbook Reading Seminar Discussion</p>	<p>Mid-Term Assessment Competency Integration Plan</p>

<p>communities. Social workers understand that the likelihood of encountering trauma survivors is high in every practice setting and across all systems. Social workers understand that although trauma creates unique and complicated challenges, recovery from trauma is possible. Social workers understand professional development and self-care are vital to efficient trauma-informed practices.</p>	<p>promote trauma-informed practices with all clients and constituencies.</p>		
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**Carlow University (Oakland Campus) – College of Arts and Sciences
Department of Social Work
Master of Social Work (MSW) Program**

MSW 732-G1: MSW Field Placement II

Semester: Spring

Year: 2024

Start Date: 1/08/24

End Date: 5/03/24

Credits: MSW 732-3 credits.

Format: Online/Synchronous.

Instructor: Dr. Ken Smythe-Leistico

Email: kjsmythe-leistico@carlow.edu

Office: Antonian Hall 501A

Phone: 412.578.6369

Office Hours: Email to schedule.

Course Description

MSW 732- MSW Field Placement II requires a supervised field placement in a selected human service agency that allows the student to apply theory, methods, and values in micro, mezzo, and macro practice.

Course Prerequisites and Co-requisites

Advanced Standing or MSW 730, MSW 731.

MSW 732 and MSW 733 must be taken in the same semester.

Course Format

This course will meet synchronously using TEAMS and Brightspace as its learning management system. Students are expected to be able to access both Teams and Brightspace-CelticOnline. If assistance is needed, please contact Carlow's Help! Services at 412 578-8700 or help@carlow.edu.

Required Texts

Poulin, J., Matis, S., & Witt, H. (2019). *The social work field placement, A competency-based approach*, 2nd Ed. NYC: Springer Publishing Company. ISBN: 978-0-8261-3752-4

This text will be used for additional semesters of Field Placement.

Familiarity with the ([MSW Program Field Manual](#)), the ([NASW Code of Ethics](#)), and specific agency materials is expected. The Field Instructor and the Field Director may assign individual readings.

All other required reading and video materials will be made available on BrightSpace-CelticOnline.

Recommended Texts:

N/A

Learning Outcomes and Council on Social Work Education (CSWE) Competencies

Carlow's MSW program currently follows the [2022 Educational Policy and Accreditation Standards \(EPAS\)](#) and recognizes the nine core competencies for generalist social work practice established by CSWE. Carlow's MSW Program has added a 10th competency to incorporate its specialized focus on trauma and the importance of trauma informed social work.

21. Demonstrate Ethical and Professional Behavior
22. Advance Human Rights and Social Justice, Racial, Economic, and Environmental Justice
23. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
24. Engage in Practice-Informed Research and Research-Informed Practice
25. Engage in Policy Practice
26. Engage with Individuals, Families, Groups, Organizations, and Communities
27. Assess Individuals, Families, Groups, Organizations, and Communities
28. Intervene with Individuals, Families, Groups, Organizations, and Communities
29. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
30. Engage in Trauma Informed Social Work Practice

This course recognizes and supports all ten competencies. Tables 4-6, attached at the end of this document, explain the select competencies highlighted in the course, the related student learning outcomes/objectives, and the methods of assessment specific to each of the MSW Program's Specializations. To successfully complete this course all learners will be able to demonstrate skill development related to these competencies specific to the specialization in which they are enrolled.

Course Goals, Evaluation, and Grading Scale: MSW 732 Field Placement II

You will be evaluated based on the following learning assessments (aka-assignments):

Learning Assessments/Course Requirements	Points each	Total Points
Weekly Journals (10 total)	10 Points	100
Field Instructor Mid-Term	25 Points	25
Field Instructor Final Evaluation	450 Points	450
Course total	n/a	575 Points

Table 8: course learning assessments and point values.

Grading Scale

	A 94-100%	A- 91-93%
B+ 88-90%	B 84-87%	B- 81-83%
C+ 78-80%	C 74-77%	C- 71-73%
D+ 68-70%	D 64-67%	D- 61-63%
F 60% and below		

Table 9: grading scale

*As per MSW Program requirements, you must earn at least a B- in all courses, anyone with a final grade lower than a B- will need to repeat the course.

Learning Assessments and Assignments

The required learning assessment and assignment due dates are detailed in CelticOnline and on the course planner (attached at the end of this document). You are encouraged to utilize Carlow's Center for Academic Achievement (CAA) to improve upon your writing and presentation skills prior to assignment due dates. Assignments will be submitted through CelticOnline. Please review late work policy for details about point deductions for late submissions.

Practicum Hours (Submitted in Brightspace): Placement begins from the first day of classes of the semester and continues until the final day of classes of the same semester or until the completion of 300 hours, whichever comes first. A Monthly record of the student's hours must be electronically signed by the Field Instructor and submitted to Dr. Ken in Brightspace. You will see four timesheet assignments listed in Brightspace, but you may not need to use all of them.

It is the student's responsibility to complete 300 documented clock hours per semester as a minimum requirement in order to earn a passing grade. Students should develop a form to track their hours that complies with the Agency's requirements, and the form must include daily hours, weekly totals, monthly totals, and **a running total** (total hours completed, e.g., September hours plus October hours, etc.). ***Both the student and the field instructor must sign the monthly record of hours.***

Field Placement Assignments:

Weekly Journal

MUST BE COMPLETED FOR 10 of 12 WEEKS

The Weekly Journal is a brief reflection (1-2 pages) by the student on daily activities at the agency. Weekly Journals should be written the week they occur and submitted the Monday of the following week (for example, the journal for week 1/15 is turned in on 1/22) to enhance student learning and reflection. Note: you do not need to include items for each bullet each week but can pick one or two categories to cover.

- **Competency Integration:** provide how you have demonstrated one (or more) of the ten social work competencies as found in your Competency Integration Plans assignments.
- **Assigned duties/tasks:** e.g., observed in-take, co-facilitated group, wrote progress notes, reviewed case files, shadowed home visits, etc. (a sentence or two).
- **Client System:** Individual, family, group, organization, community (protect anonymity); identify cultural, racial, religious, gender, age, and other diversity characteristics of the client system.
- **Issues/Problem/topic addressed:** (state briefly, protect anonymity) – choose **one issue or problem** from your day's work.
- **Your Role (and/or the role of your field instructor if you observed):** Analyst, mediator, facilitator, broker, advocate, negotiator, etc.
- **Methods Employed:** Assessment, planning, goal setting, empathic, listening, redirecting, community organizing, meeting planning, program development, counseling, resource development, etc.
- **Ethical Considerations, Personal Reflection, and Problems/Issues for Further Development** (a brief paragraph). Apply an ethical principle (use NASW Code of Ethics, available on-line) by citing the standard (e.g., 1.07, Privacy and Confidentiality), briefly stating purpose of the standard, and showing how it applies (or failed to apply) to the issue you discussed. Also, discuss your personal views, and describe aspects of your work that you can continue to explore and develop.

Note: Even if you have not started your actual field placement or have absences, you are still responsible for journal entries. You may review your site's website to research the programs, services, and activities of the organization and utilize that research in your Weekly Journals. You may consider how theories might be applied to those aspects of the organization. In short, you are responsible for turning in the required journal no matter when you start field placement. ***You will be allowed to miss 2 entries per semester.***

Each journal must be typed (Times New Roman, 12 point, and double spaced) and submitted through CelticOnline on the following dates:

January Journals	1/16, 1/22, 1/29
February Journals	2/5, 2/12, 2/19, 2/26
March Journals	3/11, 3/18, 3/25
April Journal	4/8, 4/15

MID-TERM PROGRESS REPORT): This is available in BrightSpace for you to share with your Field Instructor. It is the student's responsibility to remind their Field Instructor the week of February 26th to complete the Mid-Term Progress Report. You can then download the report in Brightspace by **March 15th**.

FINAL EVALUATION OF STUDENT FIELD PERFORMANCE: This is available to Field Instructors by Microsoft Forms (link in BrightSpace). The Competency Integration Plan should be used as the basis for evaluation. It is the **student's responsibility** to ensure the Field Instructor (supervisor) receives the link to Forms well before the due date. Field Instructors should complete the evaluation by **May 1st** (or at the completion of 300 hours if the placement is extended). Results automatically go to Dr. Ken.

STUDENT EVALUATION OF FIELD EXPERIENCE AND FIELD EDUCATION PROGRAM: Students will be provided with the opportunity to evaluate their field placement experience, including supervision received and the Carlow University Field Education Program, in Microsoft Forms (link on BrightSpace). This evaluation must be submitted by the student by no later than 12:00 noon, **Friday, May 3rd** (or at the completion of 300 hours if the placement is extended).

FIELD SITE VISIT: A Carlow University Social Work faculty member will make an appointment with the student and the field instructor for a virtual site visit 1-2 times during the semester. The progress of the student will be discussed according to the guidelines set forth in the Competency Integration Plan.

TEACHING/LEARNING METHODOLOGY: Actual practice under supervision with client systems, weekly journals, field seminar discussion, readings and written assignments, student presentations.

E-Mail

You are expected to read email sent to your **Carlow email account**. As instructed by the Carlow University administration, the instructor WILL NOT send email to alternate email accounts. If you would like to forward your email from your Carlow account to another email account, please use the following documentation: <http://www.it.carlow.edu/quicktips/forward.html>. Please use e-mail to ask questions and/or express concerns. Assignments should be submitted as hard copies as specified in the syllabus.

Miscellaneous

a) Any problems or situations that have the potential for negatively affecting the student's successful completion of the field placement should immediately be brought to the attention of Dr. Ken. The student, together with the field instructor and the Field Director will work to resolve the problem in a constructive manner.

b) ***The student is reminded that the final grade evaluation is the exclusive responsibility of the Field Director.*** The final evaluation is based on *input via the field evaluation* from the MSW field instructor **and** the criteria as designated in this syllabus.

c) Students are provided liability insurance through registration for the course.

d) Students can contact instructors regarding extra credit. Typically credit in the form of field hours is provided for events and activities that are considered professional development.

Course, Program and University Policies

Carlow's Mission Statement:

Carlow University, rooted in its Catholic identity and embodying the heritage and values of the Sisters of Mercy, offers transformational educational opportunities for a diverse community of learners and empowers them to excel in their chosen work as compassionate, responsible leaders in the creation of a just and merciful world.

Respect for Diversity

Carlow University faculty are committed to creating a safe academic environment that fosters growth and humility. We hold a deep appreciation for diversity and seek to honor the dignity of every person. It is our intent that students from all backgrounds and perspectives be well served by our courses, that students' learning needs be addressed both in and out of the classroom, and that the diversity that each student brings to our classes be viewed as a resource, strength and benefit. We acknowledge the history of exclusion of people with diverse identities and it is our highest priority to create a more inclusive and equitable campus. It is our intent that materials presented in our courses through discourse, activities or assignments be respectful and inclusive of diversity by: age, ability, culture, ethnicity, gender identity, nationality, race, religion, sexual orientation, and socioeconomic status and uphold the Carlow University standard that is reflected through our Mercy heritage and mission.

The MSW Program recognizes and upholds the policies and procedures as detailed in the University's Graduate Student Handbook. This handbook and other student resources are available on [My Carlow](#).

It is expected that students in the MSW Program be familiar with Carlow's MSW Program Handbook which contains a more detailed list and explanation of program specific policies and procedures. This handbook is available on the [MSW webpage](#).

Attendance Policy

In an online course, attendance is insufficient by simply logging into the online class. Students demonstrate academic attendance by participating in class or otherwise engaging in an academically related activity, such as by contributing to an online discussion or initiating contact with the faculty member to ask a course-related question in order to constitute attendance.

Late Work Course Policy

It is expected that assignments are turned in by the due date and time stated in the syllabus and in Celtic Online. Students with extenuating circumstances should contact the course instructor in advance of the due date to request an extension. It is at the discretion of the instructor to grant an extension. Points will be deducted for late work according to the following criteria; 0.05% points will be deducted for assignments turned in 24 hours or less after the due date, an additional .02% points per day will be deducted each day thereafter. Students with circumstances requiring on-going extensions should contact your instructor.

If you have circumstances requiring on-going extensions or accommodations please contact Carlow's [Disabilities Services Office](#) as soon as possible. (see *Student's with Disabilities Policy* and *Carlow University Temporary Disability Policy*).

Communication and Feedback

Carlow adheres to the Family Education Records Privacy Act (FERPA). This means that, to protect your privacy, our communications must be sent through Carlow email. You are thus expected to read email sent to your Carlow email account in a timely manner, at least once per day.

Prior to the start of the semester, the course shell will be placed on CelticOnline. This shell will include all course assignments, due dates, supportive materials, and required documents. Grading will be done through CelticOnline so that students can access their current grade at any time. Any changes or updates to the course will be sent via the CelticOnline "updates" tab. Please ensure that your notifications are set up for your preferred method of delivery (email, texts, etc.). Changes will further be shared during the "face-to-face" synchronous Teams sessions.

Your questions and concerns are important to me. If you have any questions, please email me at kjsmythe-leistico@carlow.edu. I will be sure to respond within 24 hours. If your need is urgent, please call or text my cell phone at 412-860-8425.

Feedback:

I believe that ongoing feedback is important to your growth and development. For this reason, I will provide weekly feedback on CelticOnline in response to your weekly journal posts. These journal posts can include any challenges you experience during Field Placement. As stated above, students can access their current grade at any time using the Gradebook portal on BrightSpace/CelticOnline. Feedback will further be provided through Midterm and End of Term Field Instructor Assessments. You will have the chance to provide feedback as well through the end-of-term student assessment of the course and the internship experience.

Academic Integrity Policy

Carlow University aims to educate and challenge students to reach their highest potential by guiding students along a path of honesty and integrity throughout their intellectual pursuits. Students are thus expected to uphold the highest standards of academic integrity. Forms of academic misconduct include (but are not limited to):

- *Cheating*—providing or receiving inappropriate assistance on any coursework.
- *Plagiarism*—submitting another's work as one's own; not properly citing sources, using exact wording without quotations or proper attribution, paraphrasing without proper citation, or improper paraphrasing; attributing citations to inaccurate or misleading sources.
- *Self-plagiarism*—unauthorized use of one's own work or part of a work, either from the same course or from another course, in more than one assignment.
- *Academic deceit*—use of false or altered information or withholding information critical to the processes of the University; providing false information or

documentation with the intent to obtain an exemption, extension or exception to one's coursework; signing other students into classes or on group reports.

- *Fabrication of data*—using falsified or fabricated data, forgery, or unsanctioned documents for research or other coursework.
- *Interference with other students' learning or achievement*—sabotaging (including failing to contribute to) group projects or laboratory work, disrupting in-class work, altering computer files or online posts, or making educational materials unavailable to others.
- *Unauthorized acquisition or exchange of coursework*—purchasing, borrowing, stealing, or otherwise obtaining material with the intent to use as one's own coursework; selling, lending, or otherwise offering one's own coursework to others with the intent of allowing the recipient to use the work as one's own; obtaining a copy of one's own completed tests and exams (either a physical copy, an electronic image, or a screenshot) without explicit permission from the course instructor.
- *Copyright violation*—distributing copyrighted material, including course material provided by the instructor or obtained from the textbook, without explicit permission from the copyright holder.

All violations of Carlow's academic integrity policy will be kept on permanent record. Serious or multiple violations will be forwarded to the Academic Integrity Committee for a judicial hearing.

It is the student's responsibility to become familiarized with Carlow's Academic Integrity Policy. The full policy can be found in the Course Catalog.

Online Learning at Carlow University:

Online courses are a great way for individuals to receive a university education. The online courses designed at Carlow University will offer the same content and rigor as the face-to-face offerings on campus.

If you are new to online learning, don't worry! For some in your class, it will be their first online course too. Carlow has resources to help you thrive in the online learning environment. [Technology support](#) (412 578-8700) is available 24 hours a day, 7 days a week.

The following minimum specifications are recommended for Carlow students. For better performance, we strongly suggest exceeding these specifications.

- Internet access: high-speed (at least 10 Mbps) connection like cable or fiber optic.
- Technology: Personal computer (Windows 10 or latest Mac OS, 16GB memory, Intel core i5, 256 GB hard drive, anti-virus software), headset or headphones with microphone, webcam.
- iPads (Mac iPad OS) cannot accommodate the online test-taking browser requirements. If you elect to utilize this device type and need to take proctored exams online, you will need to utilize a campus computer lab or other Windows or MacOS based device to take the exam.
- Software and applications: Microsoft Office 365 (provided by Carlow), [Google Chrome](#), [Adobe Reader](#)

- Security requirements: Virus scanning software (McAfee, Norton), [malware scanning tool](#), latest security patches

Center for Academic Achievement (CAA) and Graduate Courses:

[Carlow's Center for Academic Achievement \(CAA\)](#) offers free online tutoring and guides for writing and research. You can work with a writing consultant in a live online session or via email. Appointments must be made at least 48 hours in advance. For writing appointments, allow a **one-hour appointment per ten pages**. Papers are not edited; tutors make helpful suggestions to help you become a better writer.

Students with Disabilities Policy:

Carlow University makes every effort to provide reasonable accommodations for students with documented disabilities. This includes individuals with physical disabilities, learning disabilities, and mental health disorders who meet the definition of disability under the Americans with Disabilities Act (ADA). Students who plan to request accommodations should contact the Disabilities Services Office at the beginning of each semester since accommodations cannot be granted retroactively. Confidential requests for accommodations may be made via [the Accommodate system](#).

Questions about services and procedures for students with disabilities can be directed to:

Jacqueline M. Smith

Director Disabilities Services Office

Phone - 412.578.6257 (Office line)

Fax - 412 578.2027

dso@carlow.edu

NOTE: Students with disabilities have the same responsibility as other students to meet the University's academic, technical, and behavioral standards and to follow the University's general policies and guidelines regarding standards of conduct with or without accommodations.

Temporary Disability Policy:

Carlow University values each student and is invested in encouraging his or her academic success in line with the Mercy mission “to respond reverently to God and others; and to embrace an ethic of service for a just and merciful world.” In keeping with the mission, the University has chosen to offer assistance to those with temporary conditions such as short-term illnesses, injuries, or other temporary medical conditions. While the University is not required to provide such support under the ADA, some assistance may be arranged via the Disability Services Office (DSO). Each situation will be reviewed; however, the office cannot guarantee that services will be provided. Students should complete a confidential request for accommodations form at via [the Accommodate system](#) in order to determine if they may receive some assistance.

Counseling Support:

[Carlow's Counseling Services](#) offers excellent resources for students who find personal challenges are impacting their academic experience.

Policy on Sharing of Course Material:

All course material, including but not limited to presentation slides, lecture notes, handouts, audio or video recordings, syllabi, assignments, quizzes, tests, and exams, are the legal property of the instructor who developed them, the University that commissioned the work, or the textbook publisher. Students may use this material for their own learning and for discussion with other students in the class, but may not redistribute it in any way, including uploading it online for others to access. Doing so violates the copyright law and Carlow's policy on sharing of course material. In addition, sharing or accessing course material for the purpose of gaining an unfair advantage in the course or allowing others to gain an unfair advantage in the course violates Carlow's academic integrity policy.

Course Planner and Class Schedule: MSW 732 Field Placement II Spring 2024

Week	Topic and Class Format	Required Readings/Learning Activities, Learning Assessments, & Due Dates Please review late work policy! All times reflect EST time zone.
Week 1	The Social Work Field Placement Personal introductions; review syllabus; review of field placement sites; overview of Seminars. Virtual Seminar 1/9 6:00-7:30 TEAMS	Order Textbook Read Chapter 1 Reminder: Weekly journals will be due on Mondays (11:59 PM EST)
Week 2	Evaluating Your Professional Competencies	Read Chapter 2 Weekly Journal Reminder: Assignment 1: Org Overview Due 1/30
Week 3	Using Supervision to Guide Professional ... Virtual Seminar 1/23 6:00-7:30 TEAMS	Read/Review Chapter 3 Assignment 1: Org Overview Slide Resume Due 1/30 Weekly Journal Reminder: Competency Integration Plan initial signature Due 1/26
Week 4	Using Reflection & Self-Regulation ...	Read/Review Chapter 4 Weekly Journal
Week 5	Building Relationships ... & Virtual Seminar 2/6 6:00-7:30 TEAMS Org Overview Presentations	Read Chapter 5 Weekly Journal
Week 6	Maximizing Your Learning Opportunities	Weekly Journal
Week 7	Engaging Diversity and Difference in Practice Virtual Seminar 2/20 6:00-7:30 TEAMS Org Overview Presentations	Read/Review Chapter 7 Reminder: Field Instructor must complete Mid-term by 3/15 Reminder: Assignment #2 Due Policy Paper 3/19

Carlow MSW Field Manual

		Weekly Journal
Week 8	Advancing Human Rights and Social Justice in ... Virtual Seminar 10/24 6:00-7:30 TEAMS	Read Chapter 8 Weekly Journal
Week 9	Spring Break 10/16-10/17 Enjoy! No Class	
Week 10	Engaging in Policy Practice in Your FP	Read Chapter 10 Field Instructor Mid-term Due 3/15 Weekly Journal
Week 11	Catch up Week Virtual Seminar 3/19 6:00-7:30 TEAMS	Weekly Journal Assignment #2 Due Policy Paper 3/19 Comp Integration Plan 2nd Draft Due 3/22
Week 12	Engaging in Research to Inform and Improve...	Read/Review Chapter 9 Weekly Journal
Week 13	Work on Comp Integration Plan	Weekly Journal Reminder: Assignment #3 Evaluation Project Due 4/16
Week 14	Competency Integration Plan	Weekly Journal Reminder: Competency Integration Plan - Final Due 4/26
Week 15 +	Semester Wrap-up and Reflection Virtual Seminar 4/16 6:00-7:30 TEAMS	Assignment #3 Evaluation Project Due 4/16 Competency Integration Plan - Final Due 4/26 Field Instructor Evaluation Due 5/1 Final Timesheet Due 5/1 (or when 300 hours are completed) Student Evaluation of Field Placement Due 5/3

Table 10: Weekly course schedule including weekly reading assignments and learning assessments.

Table 4: Learning Outcomes and Council on Social Work Education (CSWE) Competencies for Students enrolled in Carlow's Direct Practice Specialization

CSWE Core Social Work Competency: (Includes knowledge, values, skills, & cognitive/affective processes)	Outcomes/Objectives: Observable behaviors	Curriculum: How it will be learned	Assessment: How learning will be demonstrated
<p>1: Demonstrate Ethical and Professional Behavior</p> <p>Direct practice social workers demonstrate ethical and professional behavior while using a trauma-informed approach to practice. Direct practice social workers are trauma-informed as they recognize the pervasiveness and impact of trauma across systems, and they demonstrate the key characteristics of trauma-informed practice. With this knowledge, direct practice social workers comprehend and critically engage with the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Direct practice social workers use a trauma-informed lens, to apply</p>	<p>Direct Practice Social work students will:</p> <ul style="list-style-type: none"> • make ethical decisions incorporating the understanding of trauma and trauma-informed practice, the National Association of Social Workers Code of Ethics, models for ethical decision making, and relevant laws, policies, and regulations • identify, attend, and facilitate ethical considerations including maintaining physical, interpersonal, spiritual, emotional and psychological boundaries for clients and client systems and demonstrates the ability to assess and address barriers to safety 	<p>Field placement instruction</p> <p>Textbook readings</p>	<p>Weekly Reflection</p> <p>Field Instructor Evaluation</p>

<p>frameworks of ethical decision making and apply critical thinking in practice, research, and policy arenas. Direct practice social workers recognize and manage personal values and the distinction between personal and professional values. Direct practice social workers understand how their evolving worldview, personal experiences, trauma history, and affective reactions influence their professional judgment and behavior, and they consistently incorporate cultural humility into practice. Direct practice social workers have high regard for the importance of human rights, and the impacts of trauma while working toward social, racial, economic, and environmental justice in their practice. Direct practice social workers recognize the impact of collective trauma, vicarious trauma, and traumatic stress and take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice.</p>	<p>for clients across the lifespan; and</p> <ul style="list-style-type: none"> engage in self-reflection, self-regulation strategies, and self-care practices that prevent and address compassion fatigue, burnout, and vicarious trauma. 		
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<p>Direct practice social workers adhere to the ethical responsibility to represent themselves as competent only within the boundaries of their education, training, supervised experience, or other relevant professional experience. Direct practice social workers understand the role of other professionals and engage in interprofessional practice. Direct practice social workers demonstrate lifelong learning through a commitment to ongoing skill development to ensure relevant and effective practice. Direct practice social workers maintain ethical standards when using digital technology in practice.</p>			
<p>2: Advance Human Rights and Social Justice, Racial, Economic, and Environmental Justice</p> <p>Direct practice social workers apply knowledge of trauma and trauma-informed practices to advance human rights and social, racial, economic, and environmental justice. Direct practice social workers convey an understanding that every person regardless of</p>	<p>Direct Practice Social work students will:</p> <ul style="list-style-type: none"> • recognize and strive to redress human rights, social, economic, and environmental injustices at the individual, family, group, organizational, and community system levels • demonstrate skills in providing trauma-informed social 	<p>Field placement activity</p> <p>Textbook readings</p>	<p>Weekly Journal Reflections</p>

<p>their position in society has fundamental human rights. Direct practice social workers recognize that trauma adaptation and growth are most attainable when the fundamental rights of individuals, families, communities, and populations are upheld and restored. Direct practice social workers are knowledgeable about how traumatic events do not occur evenly across societal groups and understand that the contextual realities of trauma survivors often affect their ability to recover and thrive in ongoing post traumatic circumstances. Direct practice social workers exhibit awareness about the many ways in which trauma can impact clients and constituents. They use critical reflection to engage multilevel and interpersonal response strategies while maintaining self-awareness of their own biases, trauma responses and need for self-care. Direct practice social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and</p>	<p>work practices across local, regional, and global environments.</p>		
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responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected.			
<p>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</p> <p>Direct practice social workers use awareness of trauma and trauma-informed practices to engage ADEI in practice. Direct practice social workers know that trauma occurs in a socio-political-cultural context which creates variable risk for trauma. Direct practice social workers understand the intersectionality of diverse factors that result in disproportionate trauma exposure, access to services, and social support resources. Direct practice social workers classify the dimensions of diversity as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and</p>	<p>Direct Practice Social work students will:</p> <ul style="list-style-type: none"> engage in the ongoing process demonstrating ADEI practices at the individual, family, group, organizational, community, research, and policy levels integrate the meaning of trauma and ?responses? to trauma into practices grounded in cultural humility for all clients and constituencies. 	<p>Field placement instruction</p> <p>Textbook readings</p>	<p>Weekly Journal Reflections</p>

<p>spirituality, sex, sexual orientation, and tribal sovereign status. As such, direct practice social workers engage in practice that is grounded in an understanding of intersectionality and cultural humility. Direct practice social workers are committed to working with all members of society and especially those who are most vulnerable. Because of this and their commitment to the values of the profession, direct practice social workers strive to be inclusive to all clients and constituents, across all systems by demonstrating the knowledge that each person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Direct practice social workers promote inclusivity and practice with the awareness that this impacts each client and constituent's potential for resiliency and ability to thrive. Direct practice social workers use a strengths perspective across the lifespan and with all systems illustrating the inherent capability of all clients and</p>			
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constituencies for healing, resiliency, and wellness while striving to eliminate oppression and discrimination.			
<p>Competency 5: Engage in Policy Practice</p> <p>Direct practice social workers engage in policy practice using frameworks grounded in trauma-informed principles: safety, trustworthiness and transparency, peer support, collaboration and mutuality, empowerment voice and choice, and the relevance of cultural, historical, and gender issues. Direct practice social workers recognize how these principles impact social policy at the local, state, federal, and global levels and as such impact well-being, human rights and justice, service delivery, and access to social services. Direct practice social workers use a trauma-informed lens and critical thinking to approach policy practice at all levels and across all fields of practice to prevent retraumatization by systems and within systems. Direct practice social workers seek to advance policy that recognizes and builds on the resilience of trauma-</p>	<p>Direct Practice Social work students will:</p> <ul style="list-style-type: none"> • advocate for trauma informed policies to enhance the delivery of and access to social services • engage in policy work to ensure trauma informed principles and practices are incorporated across all levels and fields to promote resiliency, trauma recovery, and to avoid retraumatization. 	<p>Textbook Readings Field Placement Activity</p>	<p>Weekly Journal Reflections Field Instructor Evaluation</p>

affected systems through policy analysis and advocacy.			
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>Direct practice social workers employ knowledge of trauma and trauma-informed practices when intervening with individuals, families, groups, organizations, and communities. Direct practice social workers strive to create trauma-informed systems of care that recognize and respond effectively to signs of traumatic distress in human beings across their lifespan and throughout the various service settings. Direct practice social workers display a nonjudgmental attitude in their work and build relationships with clients based upon safety, support, respect, and trust. Direct practice social workers design interventions that increase psychological, emotional, physical, and spiritual safety in micro, mezzo, and macro settings. Direct practice social workers</p>	<p>Direct Practice Social work students will:</p> <ul style="list-style-type: none"> • devise and implement trauma-informed interventions that are evidence-based and culturally competent; • mobilize client strengths to increase individual, family, group, and community resiliency and wellbeing. 	<p>Field Placement Activity Textbook Readings</p>	<p>Weekly Journal Reflections Field Instructor Evaluation</p>

<p>have a heightened awareness of the effect they can have on their clients as well as of the effect their client's histories can have on them. Direct practice social workers facilitate healing and resiliency with clients and systems by processing trauma experiences in a phase-based approach that attends to trauma-informed principles.</p>			
<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p> <p>Direct practice social workers use a trauma-informed lens in the evaluation process which is understood to be 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. Direct practice social workers are trauma-informed and comprehend the impact of current and historical trauma and use this knowledge in evaluation processes and outcome measures to inform practice decisions. Direct</p>	<p>Direct Practice Social work students will:</p> <ul style="list-style-type: none"> • use a trauma-informed lens to conduct assessment and evaluation; • apply evaluation findings to improve trauma-informed practices with individuals, families, groups, organizations, and communities. 	<p>Field Placement Activity Textbook Readings</p>	<p>Weekly Journal Reflections</p>

<p>practice social workers value the strengths perspective and apply it to ensure evaluation of practice is collaborative and seeks to empower all systems. Direct practice social workers connect the trauma-informed principles to their high regard for anti-racist and anti-oppressive perspectives in evaluating outcomes. Direct practice social workers integrate trauma theories, theories of human behavior, and person-in-environment as well as interprofessional conceptual frameworks, to critically appraise the impacts of this knowledge in evaluating outcomes. Direct practice social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</p>			
<p>Competency 10: Engage in Trauma Informed Social Work Practice Direct practice social workers clearly articulate the complexity and pervasiveness of trauma and its multifaceted impact on individuals, families, groups, organizations, and communities. Direct</p>	<p>Direct Practice Social work students will:</p> <ul style="list-style-type: none"> comprehensively approach practice with a trauma informed lens; develop and employ trauma-informed practices with all clients and constituencies. 	<p>Field Placement Activity Textbook Readings</p>	<p>Weekly Journal Reflections Field Instructor Evaluation</p>

<p>practice social workers demonstrate trauma-informed principles: safety, trustworthiness and transparency, peer support, collaboration and mutuality, empowerment voice and choice, and the relevance of cultural, historical, and gender issues when working with all clients and constituents, in every practice setting, and across all systems. Direct practice social workers promote strength and resiliency among all clients and help clients to understand that although trauma creates unique and complex challenges, recovery from trauma is possible. Direct practice social workers participate in ongoing professional development and practice regular self-care to prevent compassion fatigue, burnout, and vicarious trauma and to lessen their impacts when prevention is not possible.</p>			
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Table 5: Learning Outcomes and Council on Social Work Education (CSWE) Competencies for Students enrolled in Carlow's Macro Practice Specialization

CSWE Core Social Work Competency: (Includes knowledge, values, skills, & cognitive/affective processes)	Outcomes/Objectives: Observable behaviors	Curriculum: How it will be learned	Assessment: How learning will be demonstrated
<p>1: Demonstrate Ethical and Professional Behavior</p> <p>Macro social workers demonstrate the capacity, integrity, and commitment to act in an ethical manner that promotes inclusive participation in decision making, public policy, and community building. They ensure that practice in complex systems respects every individual's and community's right to human dignity and worth by opposing sources and structures of racism and other forms of oppression. Macro practitioners are facilitative leaders and organizers across all realms of practice and maintain a commitment to a vision and mission that supports the collective process of social change. To ensure ethical practice with communities, with organizations, and in the policy arena, these social workers use self-</p>	<p>Macro Social Work</p> <p>Students will:</p> <ul style="list-style-type: none"> critically apply an anti-racist, anti-oppression ethical decision-making framework that integrates the principles included in the NASW and International Federation of Social Workers (IFSW) ethical codes, as well as relevant evidence-based knowledge, and relevant legal and policy-related information; assess internal and external policies, regulations, and laws that govern nonprofit and public agencies for their compatibility with social work values, their anti-racist and anti-oppressive effects, and their prioritization of the voices of 	<p>Field placement instruction</p> <p>Textbook readings</p>	<p>Weekly Reflection</p> <p>Field Instructor Evaluation</p>

<p>reflection, self-regulation, supervision, consultation, and lifelong learning to address how their attitudes and biases influence their personal and professional identity, values, and behaviors. Social workers in macro practice represent the profession's values in interactions with clients, interprofessional colleagues, policymakers, and community stakeholders. They understand and promote organizational, community, and individual rights regarding policy, political activity, and other forms of social action. Macro practitioners recognize ethical issues in practice. They distinguish between professional decision-making frameworks to navigate ethical dilemmas and their personal values, their identity, the values of the profession, and the values, interests, and rights of individuals, families, groups, organizations, and communities.</p>	<p>affected populations</p> <ul style="list-style-type: none"> • use self-evaluation and reflection to critically navigate competing personal and professional values, as well as trade-offs involved in making strategic decisions in macro practice; • model appropriate professional use of self in the different social work roles required in professional macro environments • use social work supervision as an accountability mechanism in supporting ethical and professional macro social work practice. 		
2: Advance Human	Macro social work	Field placement	Weekly Journal

<p>Rights and Social Justice, Racial, Economic, and Environmental Justice</p> <p>Macro practice social workers advance human rights and social, racial, economic, and environmental justice with, and on behalf of, individuals, families, organizations, communities, and larger social structures. Human rights and social justice are fundamental to social work and necessary for every human being to live in freedom and with dignity, security, and equality. Informed by theories of justice, human rights, power dynamics, intersectionality, and other frameworks, macro practice social workers advance human rights and social, racial, economic, and environmental justice locally and globally. Macro social workers recognize historical legacies of racism, oppression, and discrimination. They critically analyze and challenge social policies and practices that tolerate or promote racism, sexism, heterosexism, and other discriminatory</p>	<p>students will:</p> <ul style="list-style-type: none"> • integrate knowledge of human rights theories, frameworks, international documents, conventions, and covenants into practice to improve social, racial, economic, and environmental well-being; • engage members of society in designing and promoting trauma-informed programs and services that address human rights to access resources that ensure social, racial, economic, and environmental equity; • identify issues, develop strategies, evaluate outcomes, and promote human rights and social justice with affected clients and constituencies • analyze and participate in the political process and political 	<p>activity</p> <p>Textbook readings</p>	<p>Reflections</p>
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<p>treatments of people based on identities including age, disability, religion, and national origin. They understand that the realization of human rights is mediated and influenced by local, state, federal, and international policies. Macro social workers design and advance public policies using the Universal Declaration of Human Rights, which guarantees all people the right to work, housing, healthcare, education, leisure, privacy, economic security, and a clean, safe, and sustainable environment. They promote the right to vote, the right to protest, and other forms of civic participation to fully and freely engage in democratic processes.</p>	<p>climate when engaging in trauma-informed organizational, community, and policy change on behalf of human rights and social justice; and</p>		
<p>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice Macro practitioners engage with a variety of individuals, families, organizations, communities, and other stakeholder groups to dismantle White supremacy and other systems of oppression. Macro practitioners</p>	<p>Macro social work students will:</p> <ul style="list-style-type: none"> • formulate inclusive, anti-racist, anti-oppressive, trauma-informed engagement strategies based on an intersectional analysis of systems 	<p>Field placement instruction</p> <p>Textbook readings</p>	<p>Weekly Journal Reflections</p>

<p>build on the strength of diversity and the history of people, organizations, and communities to inform collaborative engagement processes. They use an intersectional lens and anti-racist and anti-oppressive approaches to develop strategies for engaging and collaborating with people and communities who are marginalized on the basis of dimensions of diversity, which are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers in macro practice use communication skills and tools in complex contexts, working with those holding different perspectives and worldviews, recognizing</p>	<p>of power, privilege, and oppression both within and outside organizational, community, and policy contexts;</p> <ul style="list-style-type: none"> • apply a variety of communication styles to effectively engage diverse stakeholders from a position of cultural humility, understanding how personal biases, power, and privilege affect the engagement process and all aspects of macro practice; • develop leadership and staff teams in trauma-informed management, policy, and community practice that reflect the diversity of the communities in which they work. 		
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<p>the complexities and contradictions that can arise when addressing multiple oppressions and disparities. They educate diverse stakeholders about how organizational, community, and policy decisions affect vulnerable communities to craft interventions designed to create equity and inclusion. Macro social workers apply research-informed knowledge and the lived experience of affected groups when working with diverse populations to address organizational, community, and societal issues. Macro practitioners are committed to critically and reflectively examining how power, implicit and explicit bias, privilege, and oppression are manifested in the social work profession and in their own practice.</p>			
<p>Competency 5: Engage in Policy Practice Social workers in macro practice examine how historical, political, social, economic, and cultural factors shape the policy environment at the local, state, federal, and global</p>	<p>Macro social work students will:</p> <ul style="list-style-type: none"> analyze policies at local, state, national, and international levels to assess their impact on individuals, 	<p>Textbook Readings Field Placement Activity</p>	<p>Weekly Journal Reflections Field Instructor Evaluation</p>

<p>levels and use this knowledge to recognize and capitalize on opportunities for reform that advance human rights; racial and gender equity; access to high-quality, comprehensive social welfare services; and social, racial, economic, and environmental justice. Macro practitioners appreciate the complexity of policy issues; understand legislative, executive, and judicial policy-making processes; and critically analyze and reflect on the varied dimensions of power as they affect individuals, families, groups, organizations, and communities. Macro practitioners engage in policy research, development, advocacy, analysis, implementation, evaluation, and electoral politics. They devise and implement strategies at the local, state, and national levels to achieve policy goals reflecting social work values. They engage and build the capacity of affected constituencies to participate in advocacy and direct and indirect lobbying, including</p>	<p>families, groups, organizations, and communities and on the values of human rights and social, racial, economic, and environmental justice</p> <ul style="list-style-type: none"> • strategically document and disseminate persuasive information to key policymakers and relevant audiences about unmet needs and policy and program accomplishments by using research evidence, practice wisdom, stories of lived experience, and human rights based, anti-racist, and anti-oppressive lenses; • use interpersonal communication, relationship building, group work, and organizing skills to form coalitions, lobby policymakers, engage and mobilize constituents, and leverage political capital to 		
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<p>working through coalitions, to advance rights based, anti-oppressive, and anti-racist, evidence-informed policies that support well-being.</p>	<p>challenge structures of power and privilege and effect positive change;</p> <ul style="list-style-type: none"> • develop ethical, anti-racist, trauma-informed policy proposals for implementation at the organizational, community, or societal levels, recognizing and rewarding professionalism, diversity, high-quality consumer service, and employee and client engagement and empowerment. 		
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities Macro practitioners use research-informed evidence to address the root causes of social problems and incorporate indigenous knowledge of affected populations, communities, and organizations with their participation. Effective interventions with organizations, with</p>	<p>Macro social work students will:</p> <ul style="list-style-type: none"> • select and implement strengths-based, theoretically, and empirically informed interventions to achieve community, organizational, and policy goals that enhance well-being for clients and constituencies 	<p>Field Placement Activity Textbook Readings</p>	<p>Weekly Journal Reflections Field Instructor Evaluation</p>

<p>communities, and in the policy arena build on successful engagement with stakeholders and constituencies, as well as the assessment of social, racial, economic, and political contexts. Using collaborative and interdisciplinary processes, macro practitioners design and implement positive change interventions that are strategic and reflect the profession's values of social, racial, economic, and environmental justice. Macro practitioners work to ensure that interventions combat systemic oppression and injustice that permeate our organizations and society and that often become institutionalized through social policies. Macro social workers use cutting-edge professional knowledge to apply evidence-informed interventions at local, state, and national levels. They build power and capacity for positive social change by effectively managing human service organizations and delivery systems; educating, mobilizing,</p>	<ul style="list-style-type: none"> • negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies and facilitate their participation in macro interventions; • initiate and facilitate interprofessional collaborations within and between organizational, community, and policy partners to achieve positive system change; • build and effectively manage organizations that initiate and sustain positive social change interventions; • draw on policy analyses and a nuanced understanding of policy processes, contexts, and windows of opportunities to develop effective advocacy strategies; • formulate educational materials and 		
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and organizing for community planning and development; and shaping social policies.	deliver persuasive arguments through written and oral communications, such as fact sheets, case vignettes, testimony, and policy briefs.		
<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p> <p>Macro social workers use research methods to evaluate programs, interventions, organizations, communities, and policies by using multiple sources of knowledge including professional experience, practice knowledge, and stakeholder input. They consider research and theories on organizational, community, and political processes in addressing the causes and consequences of social problems, inequality, and systematic oppression. Macro social workers evaluate the processes and outcomes of change efforts to ensure that evaluation findings are used to promote social, racial,</p>	<p>Macro social work students will:</p> <ul style="list-style-type: none"> • integrate theoretical and conceptual frameworks into evaluation strategies that facilitate an understanding of community, organizational, and policy dynamics and outcomes; • develop ethical, culturally appropriate, anti-racist, and anti-oppressive evaluation plans that include clear goals, outputs, and outcomes, and operationalize all aspects of a planned evaluation, including partners, measures, data collection, 	Field Placement Activity Textbook Readings	Weekly Journal Reflections

<p>political, and economic justice, sustainable and accessible services and programs, and evidence-based practice. Macro social workers ensure that evaluation design, measurement, implementation, and use of findings are customized to the target population and diverse settings and that they are culturally responsive, accurate, and timely. They recognize that evaluation is a complex activity that does not occur in a vacuum and that factors such as measurement issues, multiple goals, and changing systemic contexts contribute to success or failure. They understand that values and politics can influence evaluation processes and findings. They critically appraise methods and findings for these influences and engage in self-reflection to examine how and why their own values and biases may influence evaluation design and processes. They strive to include the perspectives, input, and participation of stakeholders and community members</p>	<p>analysis, and dissemination;</p> <ul style="list-style-type: none"> • demonstrate the ability to use and apply quantitative and qualitative data analyses and current technological processes and resources, such as specialized software, geographic information systems, administrative data, and management information systems, to inform and enhance evaluation activities; • use and translate evaluation outcomes to increase the effectiveness and sustainability of organizations and communities and to advocate for policies and planned change efforts that advance social work values. 		
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throughout the evaluation process.			
<p>Competency 10: Engage in Trauma Informed Social Work Practice</p> <p>Trauma-informed macro social workers understand the complexity and pervasiveness of trauma and its multifaceted impact on individuals, families, groups, organizations, and communities. Informed by international and national studies related to historic trauma within groups and communities, as well as the impacts of natural and unnatural disasters, communal and societal violence and war, and the slow violence of climate change, macro social workers apply a trauma-informed lens to their work. Working in complex environments that require multi-level interventions, trauma-informed macro social workers support and facilitate safety, trustworthiness and transparency, peer support, collaboration and mutuality, and the empowerment of voice and choice, attending to relevant cultural, historical, and gender issues. Macro social</p>	<p>Macro social work students will:</p> <ul style="list-style-type: none"> comprehensively approach practice with communities, organizations, and in the policy arena with a trauma informed lens develop and employ trauma-informed practices with all clients and constituencies at the community, organization, and policy level of practice. 	<p>Field Placement Activity Textbook Readings</p>	<p>Weekly Journal Reflections Field Instructor Evaluation</p>

workers promote strength and resiliency among all clients and help clients to understand that although trauma creates unique and complex challenges at the community, organization, and societal levels, macro-level recovery from trauma is possible. Informed by international and national developments in work with communities, organizations and policy-stakeholders, macro social workers design and implement trauma-informed interventions at the community, organizational, and societal levels. Macro social workers participate in ongoing professional development and practice regular self-care to prevent compassion fatigue, burnout, and vicarious trauma and to lessen their impacts when prevention is not possible.			
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Table 6: Learning Outcomes and Council on Social Work Education (CSWE) Competencies for Students enrolled in Carlow's School Social Work Specialization

CSWE Core Social Work Competency: (Includes knowledge, values, skills, & cognitive/affective processes)	Outcomes/Objectives: Observable behaviors	Curriculum: How it will be learned	Assessment: How learning will be demonstrated
<p>1: Demonstrate Ethical and Professional Behavior</p> <p>Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values.</p>	<p>Social work students will:</p> <ul style="list-style-type: none"> • make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context. • demonstrate professional behavior; appearance; and oral, written, and electronic communication. • use technology ethically and appropriately to facilitate practice outcomes. 	<p>Field placement instruction</p> <p>Textbook readings</p>	<p>Weekly Reflection</p> <p>Field Instructor Evaluation</p>

<p>Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology</p>	<ul style="list-style-type: none"> • use supervision and consultation to guide professional judgment and behavior. 		
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in social work practice.			
<p>2: Advance Human Rights and Social Justice, Racial, Economic, and Environmental Justice</p> <p>Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.</p>	<p>Social work students will:</p> <ul style="list-style-type: none"> • advocate for human rights at the individual, family, group, organizational, and community system levels. • engage in practices that advance human rights to promote social, racial, economic, and environmental justice. 	<p>Field placement instruction</p> <p>Textbook readings</p>	<p>Weekly Reflection</p> <p>Field Instructor Evaluation</p>
<p>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</p>	<p>Social work students will:</p> <ul style="list-style-type: none"> • demonstrate anti-racist and anti- 	<p>Field placement instruction</p>	<p>Weekly Reflection</p> <p>Field Instructor Evaluation</p>

<p>Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality</p>	<p>oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.</p> <ul style="list-style-type: none"> • demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences. 	<p>Textbook readings</p>	
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<p>means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.</p>			
<p>Competency 5: Engage in Policy Practice Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of</p>	<p>Social work students will:</p> <ul style="list-style-type: none"> • use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services. • apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, 	<p>Field placement instruction</p> <p>Textbook readings</p>	<p>Weekly Reflection</p> <p>Field Instructor Evaluation</p>

social policies and services and the role of policy in service delivery through rights- based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.	and environmental justice.		
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including	Social work students will: <ul style="list-style-type: none"> engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies. 	Field placement instruction Textbook readings	Weekly Reflection Field Instructor Evaluation

<p>individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.</p>			
<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment,</p>	<p>Social work students will:</p> <ul style="list-style-type: none"> • select and use culturally responsive methods for evaluation of outcomes. • critically analyze outcomes and b.) apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities. 	<p>Field placement instruction</p> <p>Textbook readings</p>	<p>Assignment 3: Evaluation Paper</p> <p>Field Instructor Evaluation</p>

as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.			
<p>Competency 10: Engage in Trauma Informed Social Work Practice</p> <p>Social workers understand the complexity and pervasiveness of trauma and the complex impact it has on individuals, families, groups, organizations, and communities. Social workers understand that the likelihood of encountering trauma survivors is high in every practice setting and across all systems. Social workers understand that although trauma creates unique and complicated challenges, recovery from trauma is possible. Social workers understand professional development and self-care are vital to efficient trauma-informed practices.</p>	<p>Social work students will:</p> <ul style="list-style-type: none"> • use a trauma informed lens to assess how trauma affects the delivery of and access to social services. • incorporate practices that promote trauma-informed practices with all clients and constituencies. 	<p>Field placement instruction</p> <p>Textbook readings</p>	<p>Weekly Reflection</p> <p>Field Instructor Evaluation</p>

Carlow University (Oakland Campus) – College of Arts and Sciences
Department of Social Work
Master of Social Work (MSW) Program

MSW 733-G1- MSW Field Seminar II

Semester: Spring

Year: 2024

Start Date: 1/08/24

End Date: 5/03/24

Credits: 3 .

Format: Online/Synchronous. This class will meet every other Tuesday on Microsoft Teams from 6:00pm-7:30pm (EST).

Instructor MSW-733: Dr. Larry Breitenstein

[Email: ldbreitenstein@carlow.edu](mailto:ldbreitenstein@carlow.edu)

Office: Virtual

Phone: please email

Office Hours: Email to schedule.

Course Description

MSW 733- MSW Field Seminar II is designed to bring students together in a group setting to help integrate the field experience with practice skills and theories.

Course Prerequisites and Co-requisites

Advanced Standing or MSW 730, MSW 731.

MSW 732 and MSW 733 must be taken in the same semester.

Course Format

This course will meet synchronously using TEAMS and Brightspace as its learning management system. Students are expected to be able to access both Teams and Brightspace-CelticOnline. If assistance is needed, please contact Carlow's Help! Services at 412 578-8700 or help@carlow.edu.

Required Texts

Poulin, J., Matis, S., & Witt, H. (2019). *The social work field placement, A competency-based approach*, 2nd Ed. NYC: Springer Publishing Company. ISBN: 978-0-8261-3752-4

This text will be used for additional semesters of Field Placement.

Familiarity with the ([MSW Program Field Manual](#)), the ([NASW Code of Ethics](#)), and specific agency materials is expected. The Field Instructor and the Field Director may assign individual readings.

All other required reading and video materials will be made available on BrightSpace-CelticOnline.

Recommended Texts:

N/A

Learning Outcomes and Council on Social Work Education (CSWE) Competencies

Carlow's MSW program currently follows the [2022 Educational Policy and Accreditation Standards \(EPAS\)](#) and recognizes the nine core competencies for generalist social work practice established by CSWE. Carlow's MSW Program has added a 10th competency to incorporate its specialized focus on trauma and the importance of trauma informed social work.

31. Demonstrate Ethical and Professional Behavior
32. Advance Human Rights and Social Justice, Racial, Economic, and Environmental Justice
33. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
34. Engage in Practice-Informed Research and Research-Informed Practice
35. Engage in Policy Practice
36. Engage with Individuals, Families, Groups, Organizations, and Communities
37. Assess Individuals, Families, Groups, Organizations, and Communities
38. Intervene with Individuals, Families, Groups, Organizations, and Communities
39. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
40. Engage in Trauma Informed Social Work Practice

This course recognizes and supports all ten competencies. Tables 4-6, attached at the end of this document, explain the select competencies highlighted in the course, the related student learning outcomes/objectives, and the methods of assessment specific to each of the MSW Program's Specializations. To successfully complete this course all learners will be able to demonstrate skill development related to these competencies specific to the specialization in which they are enrolled.

Course Goals, Evaluation, and Grading Scale: MSW 733-Field Seminar II

You will be evaluated based on the following learning assessments (aka-assignments):

Learning Assessments/Course Requirements	Points each	Total Points
Participation in Seminars (6)	10 Points	60
Competency Integration Plan-Initial Signature	10 Points	10
Competency Integration Plan-Midterm	50 Points	50
Competency Integration Plan-Final	50 Points	100
Assignment I: Agency Overview	50 Points	50
Assignment II: Policy Paper	50 Points	50
Assignment III: Evaluation Paper	50 Points	50
Course total	n/a	370 Points

Table 2: course learning assessments and point values.

Grading Scale

	A 94-100%	A- 91-93%
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B+ 88-90%	B 84-87%	B- 81-83%
C+ 78-80%	C 74-77%	C- 71-73%
D+ 68-70%	D 64-67%	D- 61-63%
F 60% and below		

Table 11: grading scale

*As per MSW Program requirements, you must earn at least a B- in all courses, anyone with a final grade lower than a B- will need to repeat the course.

Learning Assessments and Assignments

The required learning assessment and assignment due dates are detailed in CelticOnline and on the course planner (attached at the end of this document). You are encouraged to utilize Carlow's Center for Academic Achievement (CAA) to improve upon your writing and presentation skills prior to assignment due dates. Assignments will be submitted through CelticOnline. Please review late work policy for details about point deductions for late submissions.

Practicum Hours (Submitted in Brightspace): Placement begins from the first day of classes of the semester and continues until the final day of classes of the same semester or until the completion of 300 hours, whichever comes first. A Monthly record of the student's hours must be electronically signed by the Field Instructor and submitted to Dr. Ken in Brightspace. You will see four timesheet assignments listed in Brightspace, but you may not need to use all of them.

It is the student's responsibility to complete 300 documented clock hours per semester as a minimum requirement in order to earn a passing grade. Students should develop a form to track their hours that complies with the Agency's requirements, and the form must include daily hours, weekly totals, monthly totals, and **a running total** (total hours completed, e.g., September hours plus October hours, etc.). ***Both the student and the field instructor must sign the monthly record of hours.***

Integrating Seminars: Participation in the Online Integrating Seminars is crucial and is worth a maximum of sixty (60) points of the final grade. *Active participation in discussions is required and will be evaluated (10 points per Week).* Modification of time and dates of this meeting schedule may occur at the discretion of the Field Director/Course Instructor and will be discussed with the participants before changes. Seminar dates are on following:

Field Placement Integrating Seminar Schedule: Fall Semester

Required virtual sessions will be from 6:00-7:30 PM (EST) during the following dates:

- Seminar 1 – January 9
- Seminar 2 – January 23
- Seminar 3 – February 6
- Seminar 4 – February 20

Seminar 5 – March 5 NO CLASS – SPRING BREAK

Seminar 6 – March 19

Seminar 7 – April 2

Seminar 8 – April 16

A TEAMS calendar invite with link will be sent to your Carlow email with a link to the meeting. The sessions will be recorded and posted to CelticOnline “updates.”

COMPETENCY INTEGRATION PLAN: It is the student’s responsibility to update the Competency Integration Plan, which can be found in BrightSpace, with help from their Field Instructor and Field Director. The plan is a three-step process:

4. The first step is to simply share the non-completed plan template with your Field Instructor to orient them to the 10 social work competencies and sample activities. You and your field instructor will electronically sign the blank document and upload into BrightSpace to verify you have gone over the document. **DUE: January 26th.**
5. Throughout the rest of the semester, you will add examples of how you demonstrated all 10 competencies to this document. Dr. Ken and instructors will highlight examples that you provide in your journals so that you can add them to the document. The goal is to provide multiple examples, if possible. A second draft is **due March 22nd.**
6. You will share the final revised document with your Field Instructor showcasing how you demonstrated each competency. Both you and your Field Instructor must electronically sign the document and upload to BrightSpace after reviewing it together. **DUE: April 26th.**

*Late Plans will result in lowered final grades if not communicated to the professor.

TEACHING/LEARNING METHODOLOGY: Actual practice under supervision with client systems, weekly journals, field seminar discussion, readings and written assignments, student presentations.

Assignment I: Organization Overview

For January 30th, each student will prepare an oral presentation providing an overview (see below) of their internship agency. Presentations are to be “professional,” that is, formal and concise as if being delivered to agency staff or a governing body. Students are expected to use PowerPoint, Prezi, or some means of visual representation of the materials. Each student will be given “presentation mode” access to present their slides and oral description during the Seminar Teams call on February 6th and 20th. Students may use note cards; however, this will essentially be an oral presentation and will be evaluated as such. The presentation should be 8-10 minutes long and must include the following:

1. A history of the agency and/or program;
2. The mission, goals, and types of services provided by the agency/program;
3. A description of the clientele of the agency/program (demographic and geographic description of populations served: who are the clients and where do they live?);
4. The primary problems presented by the clients or community that the agency/program serves;
5. How the agency/program is funded;
6. The organizational, administrative and/or supervisory structures of the agency/program;
7. The relationship that the agency/program has within the Human Services system in its area and within the broader Social Welfare System.

Assignment II: Policy Project

For **March 19th**:

Please use the following rubric as a guide to complete your Policy Proposal. The paper should be roughly 3-5 pages and include a reference page.

Content	Points
Identify a policy (formal or informal) within your field placement agency that you believe is detrimental to clients, staff, or the broader community. As a reminder the policy can be a formal one (federal or state mandate), an internal one (agency policy and procedures), or an informal one (not written, but the status quo, embedded practice).	/4
How does this policy affect or impact the clients, staff, or broader macro-environment?	/4
Provide a revised policy that you believe would improve the desired outcomes. Who would have to approve this policy change?	/4
What anticipated outcomes would result from your change?	/4
Use at least two resources to support your plan and outcomes	/2
Uses appropriate language and sentence structure with few grammar, spelling, citation, and/or punctuation errors.	/2
Total	/20

Assignment III: Evaluation Project

For **April 16th**:

Please use the following rubric as a guide to complete your Evaluation Proposal. The paper should be roughly 3-5 pages and include a reference page.

Content	Example	Points
Identify a component of your practice that you would like to evaluate and provide an introduction and reason for review.	Biopsychosocial, Group Tx, Supervision	/2

Provide evidence from the literature as to what is quality, evidence-based practice in this area.	CBT, Motivational Interviewing	/4
What are recommended measures or assessment modalities for this intervention? You can use either specific or general measures but be sure to include why you chose the one you did.	Specific (e.g., Mindful Attention Awareness Scale or MASS) <u>or</u> General (e.g., client satisfaction survey)	/4
Describe the process of how/when you will apply your measure and why.	Pre- and Post-Intervention Survey	/3
Analysis Plan: How do you intend to turn your data into usable information? You are welcome to use references to explain the process if you are new to evaluation.	To score the MAAS, the sum of answers and divided by the total number of questions (15). Higher scores reflect higher levels of dispositional mindfulness. With these higher scores also come lower reported negative emotional states.	/3
Use at least two resources to support your plan and outcomes		/2
Uses appropriate language and sentence structure with few grammar, spelling, citation, and/or punctuation errors.		/2
Total		/20

E-Mail

You are expected to read email sent to your **Carlow email account**. As instructed by the Carlow University administration, the instructor WILL NOT send email to alternate email accounts. If you would like to forward your email from your Carlow account to another email account, please use the following documentation:
<http://www.it.carlow.edu/quicktips/forward.html>. Please use e-mail to ask questions and/or express concerns. Assignments should be submitted as hard copies as specified in the syllabus.

Miscellaneous

a) Any problems or situations that have the potential for negatively affecting the student's successful completion of the field placement should immediately be brought to the attention of Dr. Ken. The student, together with the field instructor and the Field Director will work to resolve the problem in a constructive manner.

b) **The student is reminded that the final grade evaluation is the exclusive responsibility of the Field Director.** The final evaluation is based on *input via the field evaluation* from the MSW field instructor **and** the criteria as designated in this syllabus.

- c) Students are provided liability insurance through registration for the course.
- d) Students can contact instructors regarding extra credit. Typically credit in the form of field hours is provided for events and activities that are considered professional development.

Course, Program and University Policies

Carlow's Mission Statement:

Carlow University, rooted in its Catholic identity and embodying the heritage and values of the Sisters of Mercy, offers transformational educational opportunities for a diverse community of learners and empowers them to excel in their chosen work as compassionate, responsible leaders in the creation of a just and merciful world.

Respect for Diversity

Carlow University faculty are committed to creating a safe academic environment that fosters growth and humility. We hold a deep appreciation for diversity and seek to honor the dignity of every person. It is our intent that students from all backgrounds and perspectives be well served by our courses, that students' learning needs be addressed both in and out of the classroom, and that the diversity that each student brings to our classes be viewed as a resource, strength and benefit. We acknowledge the history of exclusion of people with diverse identities and it is our highest priority to create a more inclusive and equitable campus. It is our intent that materials presented in our courses through discourse, activities or assignments be respectful and inclusive of diversity by: age, ability, culture, ethnicity, gender identity, nationality, race, religion, sexual orientation, and socioeconomic status and uphold the Carlow University standard that is reflected through our Mercy heritage and mission.

The MSW Program recognizes and upholds the policies and procedures as detailed in the University's Graduate Student Handbook. This handbook and other student resources are available on [My Carlow](#).

It is expected that students in the MSW Program be familiar with Carlow's MSW Program Handbook which contains a more detailed list and explanation of program specific policies and procedures. This handbook is available on the [MSW webpage](#).

Attendance Policy

In an online course, attendance is insufficient by simply logging into the online class. Students demonstrate academic attendance by participating in class or otherwise engaging in an academically related activity, such as by contributing to an online discussion or initiating contact with the faculty member to ask a course-related question in order to constitute attendance.

Late Work Course Policy

It is expected that assignments are turned in by the due date and time stated in the syllabus and in Celtic Online. Students with extenuating circumstances should contact the course instructor in advance of the due date to request an extension. It is at the discretion

of the instructor to grant an extension. Points will be deducted for late work according to the following criteria; 0.05% points will be deducted for assignments turned in 24 hours or less after the due date, an additional .02% points per day will be deducted each day thereafter. Students with circumstances requiring on-going extensions should contact your instructor.

If you have circumstances requiring on-going extensions or accommodations please contact Carlow's [Disabilities Services Office](#) as soon as possible. (see *Student's with Disabilities Policy* and *Carlow University Temporary Disability Policy*).

Communication and Feedback

Carlow adheres to the Family Education Records Privacy Act (FERPA). This means that, to protect your privacy, our communications must be sent through Carlow email. You are thus expected to read email sent to your Carlow email account in a timely manner, at least once per day.

Prior to the start of the semester, the course shell will be placed on CelticOnline. This shell will include all course assignments, due dates, supportive materials, and required documents. Grading will be done through CelticOnline so that students can access their current grade at any time. Any changes or updates to the course will be sent via the CelticOnline "updates" tab. Please ensure that your notifications are set up for your preferred method of delivery (email, texts, etc.). Changes will further be shared during the "face-to-face" synchronous Teams sessions.

Your questions and concerns are important to me. If you have any questions, please email me at kjsmythe-leistico@carlow.edu. I will be sure to respond within 24 hours. If your need is urgent, please call or text my cell phone at 412-860-8425.

Feedback:

I believe that ongoing feedback is important to your growth and development. For this reason, I will provide weekly feedback on CelticOnline in response to your weekly journal posts. These journal posts can include any challenges you experience during Field Placement. As stated above, students can access their current grade at any time using the Gradebook portal on BrightSpace/CelticOnline. Feedback will further be provided through Midterm and End of Term Field Instructor Assessments. You will have the chance to provide feedback as well through the end-of-term student assessment of the course and the internship experience.

Academic Integrity Policy

Carlow University aims to educate and challenge students to reach their highest potential by guiding students along a path of honesty and integrity throughout their intellectual pursuits. Students are thus expected to uphold the highest standards of academic integrity. Forms of academic misconduct include (but are not limited to):

- *Cheating*—providing or receiving inappropriate assistance on any coursework.
- *Plagiarism*—submitting another's work as one's own; not properly citing sources, using exact wording without quotations or proper attribution, paraphrasing without proper citation, or improper paraphrasing; attributing citations to inaccurate or misleading sources.

- *Self-plagiarism*—unauthorized use of one’s own work or part of a work, either from the same course or from another course, in more than one assignment.
- *Academic deceit*—use of false or altered information or withholding information critical to the processes of the University; providing false information or documentation with the intent to obtain an exemption, extension or exception to one’s coursework; signing other students into classes or on group reports.
- *Fabrication of data*—using falsified or fabricated data, forgery, or unsanctioned documents for research or other coursework.
- *Interference with other students’ learning or achievement*—sabotaging (including failing to contribute to) group projects or laboratory work, disrupting in-class work, altering computer files or online posts, or making educational materials unavailable to others.
- *Unauthorized acquisition or exchange of coursework*—purchasing, borrowing, stealing, or otherwise obtaining material with the intent to use as one’s own coursework; selling, lending, or otherwise offering one’s own coursework to others with the intent of allowing the recipient to use the work as one’s own; obtaining a copy of one’s own completed tests and exams (either a physical copy, an electronic image, or a screenshot) without explicit permission from the course instructor.
- *Copyright violation*—distributing copyrighted material, including course material provided by the instructor or obtained from the textbook, without explicit permission from the copyright holder.

All violations of Carlow’s academic integrity policy will be kept on permanent record. Serious or multiple violations will be forwarded to the Academic Integrity Committee for a judicial hearing.

It is the student’s responsibility to become familiarized with Carlow’s Academic Integrity Policy. The full policy can be found in the Course Catalog.

Online Learning at Carlow University:

Online courses are a great way for individuals to receive a university education. The online courses designed at Carlow University will offer the same content and rigor as the face-to-face offerings on campus.

If you are new to online learning, don't worry! For some in your class, it will be their first online course too. Carlow has resources to help you thrive in the online learning environment. [Technology support](#) (412 578-8700) is available 24 hours a day, 7 days a week.

The following minimum specifications are recommended for Carlow students. For better performance, we strongly suggest exceeding these specifications.

- Internet access: high-speed (at least 10 Mbps) connection like cable or fiber optic.
- Technology: Personal computer (Windows 10 or latest Mac OS, 16GB memory, Intel core i5, 256 GB hard drive, anti-virus software), headset or headphones with microphone, webcam.
- iPads (Mac iPad OS) cannot accommodate the online test-taking browser requirements. If you elect to utilize this device type and need to take proctored

exams online, you will need to utilize a campus computer lab or other Windows or MacOS based device to take the exam.

- Software and applications: Microsoft Office 365 (provided by Carlow), [Google Chrome](#), [Adobe Reader](#)
- Security requirements: Virus scanning software (McAfee, Norton), [malware scanning tool](#), latest security patches

Center for Academic Achievement (CAA) and Graduate Courses:

[Carlow's Center for Academic Achievement \(CAA\)](#) offers free online tutoring and guides for writing and research. You can work with a writing consultant in a live online session or via email. Appointments must be made at least 48 hours in advance. For writing appointments, allow a **one-hour appointment per ten pages**. Papers are not edited; tutors make helpful suggestions to help you become a better writer.

Students with Disabilities Policy:

Carlow University makes every effort to provide reasonable accommodations for students with documented disabilities. This includes individuals with physical disabilities, learning disabilities, and mental health disorders who meet the definition of disability under the Americans with Disabilities Act (ADA). Students who plan to request accommodations should contact the Disabilities Services Office at the beginning of each semester since accommodations cannot be granted retroactively. Confidential requests for accommodations may be made via [the Accommodate system](#).

Questions about services and procedures for students with disabilities can be directed to:

Jacqueline M. Smith
Director Disabilities Services Office
Phone - 412.578.6257 (Office line)
Fax - 412 578.2027
dso@carlow.edu

NOTE: Students with disabilities have the same responsibility as other students to meet the University's academic, technical, and behavioral standards and to follow the University's general policies and guidelines regarding standards of conduct with or without accommodations.

Temporary Disability Policy:

Carlow University values each student and is invested in encouraging his or her academic success in line with the Mercy mission “to respond reverently to God and others; and to embrace an ethic of service for a just and merciful world.” In keeping with the mission, the University has chosen to offer assistance to those with temporary conditions such as short-term illnesses, injuries, or other temporary medical conditions. While the University is not required to provide such support under the ADA, some assistance may be arranged via the Disability Services Office (DSO). Each situation will be reviewed; however, the office cannot guarantee that services will be provided. Students should complete a confidential request for accommodations form at via [the Accommodate system](#) in order to determine if they may receive some assistance.

Counseling Support:

[Carlow's Counseling Services](#) offers excellent resources for students who find personal challenges are impacting their academic experience.

Policy on Sharing of Course Material:

All course material, including but not limited to presentation slides, lecture notes, handouts, audio or video recordings, syllabi, assignments, quizzes, tests, and exams, are the legal property of the instructor who developed them, the University that commissioned the work, or the textbook publisher. Students may use this material for their own learning and for discussion with other students in the class, but may not redistribute it in any way, including uploading it online for others to access. Doing so violates the copyright law and Carlow's policy on sharing of course material. In addition, sharing or accessing course material for the purpose of gaining an unfair advantage in the course or allowing others to gain an unfair advantage in the course violates Carlow's academic integrity policy.

Course Planner and Class Schedule: MSW 733 Field Seminar II Spring 2024

Week	Topic and Class Format	Required Readings/Learning Activities, Learning Assessments, & Due Dates Please review late work policy! All times reflect EST time zone.
Week 1	The Social Work Field Placement Personal introductions; review syllabus; review of field placement sites; overview of Seminars. Virtual Seminar 1/9 6:00-7:30 TEAMS	Order Textbook Read Chapter 1 Reminder: Weekly journals will be due on Mondays (11:59 PM EST)
Week 2	Evaluating Your Professional Competencies	Read Chapter 2 Weekly Journal Reminder: Assignment 1: Org Overview Due 1/30
Week 3	Using Supervision to Guide Professional ... Virtual Seminar 1/23 6:00-7:30 TEAMS	Read/Review Chapter 3 Assignment 1: Org Overview Slide Resume Due 1/30 Weekly Journal Reminder: Competency Integration Plan initial signature Due 1/26
Week 4	Using Reflection & Self-Regulation ...	Read/Review Chapter 4 Weekly Journal
Week 5	Building Relationships ... & Virtual Seminar 2/6 6:00-7:30 TEAMS Org Overview Presentations	Read Chapter 5 Weekly Journal
Week 6	Maximizing Your Learning Opportunities	Weekly Journal
Week 7	Engaging Diversity and Difference in Practice Virtual Seminar 2/20 6:00-7:30 TEAMS Org Overview Presentations	Read/Review Chapter 7 Reminder: Field Instructor must complete Mid-term by 3/15 Reminder: Assignment #2 Due Policy Paper 3/19

Carlow MSW Field Manual

		Weekly Journal
Week 8	Advancing Human Rights and Social Justice in ... Virtual Seminar 10/24 6:00-7:30 TEAMS	Read Chapter 8 Weekly Journal
Week 9	Spring Break 10/16-10/17 Enjoy! No Class	
Week 10	Engaging in Policy Practice in Your FP	Read Chapter 10 Field Instructor Mid-term Due 3/15 Weekly Journal
Week 11	Catch up Week Virtual Seminar 3/19 6:00-7:30 TEAMS	Weekly Journal Assignment #2 Due Policy Paper 3/19 Comp Integration Plan 2nd Draft Due 3/22
Week 12	Engaging in Research to Inform and Improve...	Read/Review Chapter 9 Weekly Journal
Week 13	Work on Comp Integration Plan	Weekly Journal Reminder: Assignment #3 Evaluation Project Due 4/16
Week 14	Competency Integration Plan	Weekly Journal Reminder: Competency Integration Plan - Final Due 4/26
Week 15 +	Semester Wrap-up and Reflection Virtual Seminar 4/16 6:00-7:30 TEAMS	Assignment #3 Evaluation Project Due 4/16 Competency Integration Plan - Final Due 4/26 Field Instructor Evaluation Due 5/1 Final Timesheet Due 5/1 (or when 300 hours are completed) Student Evaluation of Field Placement Due 5/3

Table 12: Weekly course schedule including weekly reading assignments and learning assessments.

Table 4: Learning Outcomes and Council on Social Work Education (CSWE) Competencies for Students enrolled in Carlow's Direct Practice Specialization

CSWE Core Social Work Competency:	Outcomes/Objectives: Observable behaviors	Curriculum: How it will be	Assessment: How learning will
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(Includes knowledge, values, skills, & cognitive/affective processes)		learned	be demonstrated
<p>1: Demonstrate Ethical and Professional Behavior</p> <p>Direct practice social workers demonstrate ethical and professional behavior while using a trauma-informed approach to practice. Direct practice social workers are trauma-informed as they recognize the pervasiveness and impact of trauma across systems, and they demonstrate the key characteristics of trauma-informed practice. With this knowledge, direct practice social workers comprehend and critically engage with the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Direct practice social workers use a trauma-informed lens, to apply frameworks of ethical decision making and apply critical thinking in practice, research, and policy arenas. Direct</p>	<p>Direct Practice Social work students will:</p> <ul style="list-style-type: none"> • make ethical decisions incorporating the understanding of trauma and trauma-informed practice, the National Association of Social Workers Code of Ethics, models for ethical decision making, and relevant laws, policies, and regulations • identify, attend, and facilitate ethical considerations including maintaining physical, interpersonal, spiritual, emotional and psychological boundaries for clients and client systems and demonstrates the ability to assess and address barriers to safety for clients across the lifespan; and • engage in self-reflection, self- 	<p>Field Placement Activity Integration</p> <p>Textbook readings</p> <p>Seminar discussion</p>	<p>Semester Reflection Seminar Discussion Competency Integration Plan</p>

<p>practice social workers recognize and manage personal values and the distinction between personal and professional values. Direct practice social workers understand how their evolving worldview, personal experiences, trauma history, and affective reactions influence their professional judgment and behavior, and they consistently incorporate cultural humility into practice. Direct practice social workers have high regard for the importance of human rights, and the impacts of trauma while working toward social, racial, economic, and environmental justice in their practice. Direct practice social workers recognize the impact of collective trauma, vicarious trauma, and traumatic stress and take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Direct practice social workers adhere to the ethical responsibility to represent themselves as competent only within</p>	<p>regulation strategies, and self-care practices that prevent and address compassion fatigue, burnout, and vicarious trauma.</p>		
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the boundaries of their education, training, supervised experience, or other relevant professional experience. Direct practice social workers understand the role of other professionals and engage in interprofessional practice. Direct practice social workers demonstrate lifelong learning through a commitment to ongoing skill development to ensure relevant and effective practice. Direct practice social workers maintain ethical standards when using digital technology in practice.			
2: Advance Human Rights and Social Justice, Racial, Economic, and Environmental Justice Direct practice social workers apply knowledge of trauma and trauma-informed practices to advance human rights and social, racial, economic, and environmental justice. Direct practice social workers convey an understanding that every person regardless of their position in society has fundamental human rights. Direct practice social workers recognize that trauma adaptation	Direct Practice Social work students will: <ul style="list-style-type: none"> recognize and strive to redress human rights, social, economic, and environmental injustices at the individual, family, group, organizational, and community system levels demonstrate skills in providing trauma-informed social work practices across local, regional, and global environments. 	Field Placement Activity Integration Textbook readings Seminar discussion	Competency Integration Plan

<p>and growth are most attainable when the fundamental rights of individuals, families, communities, and populations are upheld and restored. Direct practice social workers are knowledgeable about how traumatic events do not occur evenly across societal groups and understand that the contextual realities of trauma survivors often affect their ability to recover and thrive in ongoing post traumatic circumstances. Direct practice social workers exhibit awareness about the many ways in which trauma can impact clients and constituents. They use critical reflection to engage multilevel and interpersonal response strategies while maintaining self-awareness of their own biases, trauma responses and need for self-care. Direct practice social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are</p>			
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protected.			
<p>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</p> <p>Direct practice social workers use awareness of trauma and trauma-informed practices to engage ADEI in practice. Direct practice social workers know that trauma occurs in a socio-political-cultural context which creates variable risk for trauma. Direct practice social workers understand the intersectionality of diverse factors that result in disproportionate trauma exposure, access to services, and social support resources. Direct practice social workers classify the dimensions of diversity as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. As such, direct practice social workers engage in</p>	<p>Direct Practice Social work students will:</p> <ul style="list-style-type: none"> engage in the ongoing process demonstrating ADEI practices at the individual, family, group, organizational, community, research, and policy levels integrate the meaning of trauma and ?responses? to trauma into practices grounded in cultural humility for all clients and constituencies. 	<p>Field Placement Activity Integration</p> <p>Textbook readings</p> <p>Seminar discussion</p>	<p>Assignment 2: Policy Paper Competency Integration Plan</p>

<p>practice that is grounded in an understanding of intersectionality and cultural humility. Direct practice social workers are committed to working with all members of society and especially those who are most vulnerable. Because of this and their commitment to the values of the profession, direct practice social workers strive to be inclusive to all clients and constituents, across all systems by demonstrating the knowledge that each person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Direct practice social workers promote inclusivity and practice with the awareness that this impacts each client and constituent's potential for resiliency and ability to thrive. Direct practice social workers use a strengths perspective across the lifespan and with all systems illustrating the inherent capability of all clients and constituencies for healing, resiliency, and wellness while striving to eliminate oppression and discrimination.</p>			
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<p>Competency 5: Engage in Policy Practice</p> <p>Direct practice social workers engage in policy practice using frameworks grounded in trauma-informed principles: safety, trustworthiness and transparency, peer support, collaboration and mutuality, empowerment voice and choice, and the relevance of cultural, historical, and gender issues. Direct practice social workers recognize how these principles impact social policy at the local, state, federal, and global levels and as such impact well-being, human rights and justice, service delivery, and access to social services. Direct practice social workers use a trauma-informed lens and critical thinking to approach policy practice at all levels and across all fields of practice to prevent retraumatization by systems and within systems. Direct practice social workers seek to advance policy that recognizes and builds on the resilience of trauma-affected systems through policy analysis and advocacy.</p>	<p>Direct Practice Social work students will:</p> <ul style="list-style-type: none"> • advocate for trauma informed policies to enhance the delivery of and access to social services • engage in policy work to ensure trauma informed principles and practices are incorporated across all levels and fields to promote resiliency, trauma recovery, and to avoid retraumatization. 	<p>Textbook Readings</p>	<p>Assignment 2 Policy Paper Competency Integration Plan</p>
<p>Competency 8: Intervene with</p>	<p>Direct Practice Social work students will:</p>	<p>Field Placement Activity</p>	<p>Competency Integration Plan</p>

<p>Individuals, Families, Groups, Organizations, and Communities</p> <p>Direct practice social workers employ knowledge of trauma and trauma-informed practices when intervening with individuals, families, groups, organizations, and communities. Direct practice social workers strive to create trauma-informed systems of care that recognize and respond effectively to signs of traumatic distress in human beings across their lifespan and throughout the various service settings. Direct practice social workers display a nonjudgmental attitude in their work and build relationships with clients based upon safety, support, respect, and trust. Direct practice social workers design interventions that increase psychological, emotional, physical, and spiritual safety in micro, mezzo, and macro settings. Direct practice social workers have a heightened awareness of the effect they can have on their clients as well as of the effect their client's</p>	<ul style="list-style-type: none"> • devise and implement trauma-informed interventions that are evidence-based and culturally competent; • mobilize client strengths to increase individual, family, group, and community resiliency and wellbeing. 	<p>Integration Textbook Readings</p>	
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<p>histories can have on them. Direct practice social workers facilitate healing and resiliency with clients and systems by processing trauma experiences in a phase-based approach that attends to trauma-informed principles.</p>			
<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p> <p>Direct practice social workers use a trauma-informed lens in the evaluation process which is understood to be 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. Direct practice social workers are trauma-informed and comprehend the impact of current and historical trauma and use this knowledge in evaluation processes and outcome measures to inform practice decisions. Direct practice social workers value the strengths perspective and apply it to ensure evaluation of practice is collaborative</p>	<p>Direct Practice Social work students will:</p> <ul style="list-style-type: none"> • use a trauma-informed lens to conduct assessment and evaluation; • apply evaluation findings to improve trauma-informed practices with individuals, families, groups, organizations, and communities. 	<p>Field Placement Activity Integration Textbook Readings</p>	<p>Assignment 3: Evaluation Paper Competency Integration Plan</p>

<p>and seeks to empower all systems. Direct practice social workers connect the trauma-informed principles to their high regard for anti-racist and anti-oppressive perspectives in evaluating outcomes. Direct practice social workers integrate trauma theories, theories of human behavior, and person-in-environment as well as interprofessional conceptual frameworks, to critically appraise the impacts of this knowledge in evaluating outcomes. Direct practice social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</p>			
<p>Competency 10: Engage in Trauma Informed Social Work Practice Direct practice social workers clearly articulate the complexity and pervasiveness of trauma and its multifaceted impact on individuals, families, groups, organizations, and communities. Direct practice social workers demonstrate trauma-informed principles: safety, trustworthiness and transparency, peer</p>	<p>Direct Practice Social work students will:</p> <ul style="list-style-type: none"> comprehensively approach practice with a trauma informed lens; develop and employ trauma-informed practices with all clients and constituencies. 	<p>Field Placement Activity Integration Textbook Readings</p>	<p>Competency Integration Plan</p>

<p>support, collaboration and mutuality, empowerment voice and choice, and the relevance of cultural, historical, and gender issues when working with all clients and constituents, in every practice setting, and across all systems. Direct practice social workers promote strength and resiliency among all clients and help clients to understand that although trauma creates unique and complex challenges, recovery from trauma is possible. Direct practice social workers participate in ongoing professional development and practice regular self-care to prevent compassion fatigue, burnout, and vicarious trauma and to lessen their impacts when prevention is not possible.</p>			
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Table 5: Learning Outcomes and Council on Social Work Education (CSWE) Competencies for Students enrolled in Carlow's Macro Practice Specialization

CSWE Core Social Work Competency: (Includes knowledge, values, skills, & cognitive/affective processes)	Outcomes/Objectives: Observable behaviors	Curriculum: How it will be learned	Assessment: How learning will be demonstrated
<p>1: Demonstrate Ethical and Professional Behavior</p> <p>Macro social workers demonstrate the capacity, integrity, and commitment to act in an ethical manner that promotes inclusive participation in decision making, public policy, and community building. They ensure that practice in complex systems respects every individual's and community's right to human dignity and worth by opposing sources and structures of racism and other forms of oppression. Macro practitioners are facilitative leaders and organizers across all realms of practice and maintain a commitment to a vision and mission that supports the collective process of social change. To ensure ethical practice with communities, with organizations, and in the policy arena, these social workers use self-</p>	<p>Macro Social Work</p> <p>Students will:</p> <ul style="list-style-type: none"> critically apply an anti-racist, anti-oppression ethical decision-making framework that integrates the principles included in the NASW and International Federation of Social Workers (IFSW) ethical codes, as well as relevant evidence-based knowledge, and relevant legal and policy-related information; assess internal and external policies, regulations, and laws that govern nonprofit and public agencies for their compatibility with social work values, their anti-racist and anti-oppressive effects, and their prioritization of the voices of 	<p>Field Placement Activity Integration</p> <p>Textbook readings</p> <p>Seminar discussion</p>	<p>Semester Reflection Seminar Discussion Competency Integration Plan</p>

<p>reflection, self-regulation, supervision, consultation, and lifelong learning to address how their attitudes and biases influence their personal and professional identity, values, and behaviors. Social workers in macro practice represent the profession's values in interactions with clients, interprofessional colleagues, policymakers, and community stakeholders. They understand and promote organizational, community, and individual rights regarding policy, political activity, and other forms of social action. Macro practitioners recognize ethical issues in practice. They distinguish between professional decision-making frameworks to navigate ethical dilemmas and their personal values, their identity, the values of the profession, and the values, interests, and rights of individuals, families, groups, organizations, and communities.</p>	<p>affected populations</p> <ul style="list-style-type: none"> • use self-evaluation and reflection to critically navigate competing personal and professional values, as well as trade-offs involved in making strategic decisions in macro practice; • model appropriate professional use of self in the different social work roles required in professional macro environments • use social work supervision as an accountability mechanism in supporting ethical and professional macro social work practice. 		
2: Advance Human	Macro social work	Field Placement	Competency

<p>Rights and Social Justice, Racial, Economic, and Environmental Justice</p> <p>Macro practice social workers advance human rights and social, racial, economic, and environmental justice with, and on behalf of, individuals, families, organizations, communities, and larger social structures. Human rights and social justice are fundamental to social work and necessary for every human being to live in freedom and with dignity, security, and equality. Informed by theories of justice, human rights, power dynamics, intersectionality, and other frameworks, macro practice social workers advance human rights and social, racial, economic, and environmental justice locally and globally. Macro social workers recognize historical legacies of racism, oppression, and discrimination. They critically analyze and challenge social policies and practices that tolerate or promote racism, sexism, heterosexism, and other discriminatory</p>	<p>students will:</p> <ul style="list-style-type: none"> • integrate knowledge of human rights theories, frameworks, international documents, conventions, and covenants into practice to improve social, racial, economic, and environmental well-being; • engage members of society in designing and promoting trauma-informed programs and services that address human rights to access resources that ensure social, racial, economic, and environmental equity; • identify issues, develop strategies, evaluate outcomes, and promote human rights and social justice with affected clients and constituencies • analyze and participate in the political process and political 	<p>Activity Integration</p> <p>Textbook readings</p> <p>Seminar discussion</p>	<p>Integration Plan</p>
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<p>treatments of people based on identities including age, disability, religion, and national origin. They understand that the realization of human rights is mediated and influenced by local, state, federal, and international policies. Macro social workers design and advance public policies using the Universal Declaration of Human Rights, which guarantees all people the right to work, housing, healthcare, education, leisure, privacy, economic security, and a clean, safe, and sustainable environment. They promote the right to vote, the right to protest, and other forms of civic participation to fully and freely engage in democratic processes.</p>	<p>climate when engaging in trauma-informed organizational, community, and policy change on behalf of human rights and social justice; and</p>		
<p>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice Macro practitioners engage with a variety of individuals, families, organizations, communities, and other stakeholder groups to dismantle White supremacy and other systems of oppression. Macro practitioners</p>	<p>Macro social work students will:</p> <ul style="list-style-type: none"> formulate inclusive, anti-racist, anti-oppressive, trauma-informed engagement strategies based on an intersectional analysis of systems 	<p>Field Placement Activity Integration</p> <p>Textbook readings</p> <p>Seminar discussion</p>	<p>Assignment 2: Policy Paper Competency Integration Plan</p>

<p>build on the strength of diversity and the history of people, organizations, and communities to inform collaborative engagement processes. They use an intersectional lens and anti-racist and anti-oppressive approaches to develop strategies for engaging and collaborating with people and communities who are marginalized on the basis of dimensions of diversity, which are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers in macro practice use communication skills and tools in complex contexts, working with those holding different perspectives and worldviews, recognizing</p>	<p>of power, privilege, and oppression both within and outside organizational, community, and policy contexts;</p> <ul style="list-style-type: none"> • apply a variety of communication styles to effectively engage diverse stakeholders from a position of cultural humility, understanding how personal biases, power, and privilege affect the engagement process and all aspects of macro practice; • develop leadership and staff teams in trauma-informed management, policy, and community practice that reflect the diversity of the communities in which they work. 		
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<p>the complexities and contradictions that can arise when addressing multiple oppressions and disparities. They educate diverse stakeholders about how organizational, community, and policy decisions affect vulnerable communities to craft interventions designed to create equity and inclusion. Macro social workers apply research-informed knowledge and the lived experience of affected groups when working with diverse populations to address organizational, community, and societal issues. Macro practitioners are committed to critically and reflectively examining how power, implicit and explicit bias, privilege, and oppression are manifested in the social work profession and in their own practice.</p>			
<p>Competency 5: Engage in Policy Practice Social workers in macro practice examine how historical, political, social, economic, and cultural factors shape the policy environment at the local, state, federal, and global</p>	<p>Macro social work students will:</p> <ul style="list-style-type: none"> analyze policies at local, state, national, and international levels to assess their impact on individuals, 	<p>Textbook Readings Field Placement Activity Integration</p>	<p>Assignment 2 Policy Paper Competency Integration Plan</p>

<p>levels and use this knowledge to recognize and capitalize on opportunities for reform that advance human rights; racial and gender equity; access to high-quality, comprehensive social welfare services; and social, racial, economic, and environmental justice. Macro practitioners appreciate the complexity of policy issues; understand legislative, executive, and judicial policy-making processes; and critically analyze and reflect on the varied dimensions of power as they affect individuals, families, groups, organizations, and communities. Macro practitioners engage in policy research, development, advocacy, analysis, implementation, evaluation, and electoral politics. They devise and implement strategies at the local, state, and national levels to achieve policy goals reflecting social work values. They engage and build the capacity of affected constituencies to participate in advocacy and direct and indirect lobbying, including</p>	<p>families, groups, organizations, and communities and on the values of human rights and social, racial, economic, and environmental justice</p> <ul style="list-style-type: none"> • strategically document and disseminate persuasive information to key policymakers and relevant audiences about unmet needs and policy and program accomplishments by using research evidence, practice wisdom, stories of lived experience, and human rights based, anti-racist, and anti-oppressive lenses; • use interpersonal communication, relationship building, group work, and organizing skills to form coalitions, lobby policymakers, engage and mobilize constituents, and leverage political capital to 		
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<p>working through coalitions, to advance rights based, anti-oppressive, and anti-racist, evidence-informed policies that support well-being.</p>	<p>challenge structures of power and privilege and effect positive change;</p> <ul style="list-style-type: none"> • develop ethical, anti-racist, trauma-informed policy proposals for implementation at the organizational, community, or societal levels, recognizing and rewarding professionalism, diversity, high-quality consumer service, and employee and client engagement and empowerment. 		
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities Macro practitioners use research-informed evidence to address the root causes of social problems and incorporate indigenous knowledge of affected populations, communities, and organizations with their participation. Effective interventions with organizations, with</p>	<p>Macro social work students will:</p> <ul style="list-style-type: none"> • select and implement strengths-based, theoretically, and empirically informed interventions to achieve community, organizational, and policy goals that enhance well-being for clients and constituencies 	<p>Field Placement Activity Integration Textbook Readings</p>	<p>Competency Integration Plan</p>

<p>communities, and in the policy arena build on successful engagement with stakeholders and constituencies, as well as the assessment of social, racial, economic, and political contexts. Using collaborative and interdisciplinary processes, macro practitioners design and implement positive change interventions that are strategic and reflect the profession's values of social, racial, economic, and environmental justice. Macro practitioners work to ensure that interventions combat systemic oppression and injustice that permeate our organizations and society and that often become institutionalized through social policies. Macro social workers use cutting-edge professional knowledge to apply evidence-informed interventions at local, state, and national levels. They build power and capacity for positive social change by effectively managing human service organizations and delivery systems; educating, mobilizing,</p>	<ul style="list-style-type: none"> • negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies and facilitate their participation in macro interventions; • initiate and facilitate interprofessional collaborations within and between organizational, community, and policy partners to achieve positive system change; • build and effectively manage organizations that initiate and sustain positive social change interventions; • draw on policy analyses and a nuanced understanding of policy processes, contexts, and windows of opportunities to develop effective advocacy strategies; • formulate educational materials and 		
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and organizing for community planning and development; and shaping social policies.	deliver persuasive arguments through written and oral communications, such as fact sheets, case vignettes, testimony, and policy briefs.		
<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p> <p>Macro social workers use research methods to evaluate programs, interventions, organizations, communities, and policies by using multiple sources of knowledge including professional experience, practice knowledge, and stakeholder input. They consider research and theories on organizational, community, and political processes in addressing the causes and consequences of social problems, inequality, and systematic oppression. Macro social workers evaluate the processes and outcomes of change efforts to ensure that evaluation findings are used to promote social, racial,</p>	<p>Macro social work students will:</p> <ul style="list-style-type: none"> • integrate theoretical and conceptual frameworks into evaluation strategies that facilitate an understanding of community, organizational, and policy dynamics and outcomes; • develop ethical, culturally appropriate, anti-racist, and anti-oppressive evaluation plans that include clear goals, outputs, and outcomes, and operationalize all aspects of a planned evaluation, including partners, measures, data collection, 	Field Placement Activity Integration Textbook Readings	Assignment 3: Evaluation Paper Competency Integration Plan

<p>political, and economic justice, sustainable and accessible services and programs, and evidence-based practice. Macro social workers ensure that evaluation design, measurement, implementation, and use of findings are customized to the target population and diverse settings and that they are culturally responsive, accurate, and timely. They recognize that evaluation is a complex activity that does not occur in a vacuum and that factors such as measurement issues, multiple goals, and changing systemic contexts contribute to success or failure. They understand that values and politics can influence evaluation processes and findings. They critically appraise methods and findings for these influences and engage in self-reflection to examine how and why their own values and biases may influence evaluation design and processes. They strive to include the perspectives, input, and participation of stakeholders and community members</p>	<p>analysis, and dissemination;</p> <ul style="list-style-type: none"> • demonstrate the ability to use and apply quantitative and qualitative data analyses and current technological processes and resources, such as specialized software, geographic information systems, administrative data, and management information systems, to inform and enhance evaluation activities; • use and translate evaluation outcomes to increase the effectiveness and sustainability of organizations and communities and to advocate for policies and planned change efforts that advance social work values. 		
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throughout the evaluation process.			
<p>Competency 10: Engage in Trauma Informed Social Work Practice</p> <p>Trauma-informed macro social workers understand the complexity and pervasiveness of trauma and its multifaceted impact on individuals, families, groups, organizations, and communities. Informed by international and national studies related to historic trauma within groups and communities, as well as the impacts of natural and unnatural disasters, communal and societal violence and war, and the slow violence of climate change, macro social workers apply a trauma-informed lens to their work. Working in complex environments that require multi-level interventions, trauma-informed macro social workers support and facilitate safety, trustworthiness and transparency, peer support, collaboration and mutuality, and the empowerment of voice and choice, attending to relevant cultural, historical, and gender issues. Macro social</p>	<p>Macro social work students will:</p> <ul style="list-style-type: none"> comprehensively approach practice with communities, organizations, and in the policy arena with a trauma informed lens develop and employ trauma-informed practices with all clients and constituencies at the community, organization, and policy level of practice. 	<p>Field Placement Activity Integration Textbook Readings</p>	<p>Competency Integration Plan</p>

workers promote strength and resiliency among all clients and help clients to understand that although trauma creates unique and complex challenges at the community, organization, and societal levels, macro-level recovery from trauma is possible. Informed by international and national developments in work with communities, organizations and policy-stakeholders, macro social workers design and implement trauma-informed interventions at the community, organizational, and societal levels. Macro social workers participate in ongoing professional development and practice regular self-care to prevent compassion fatigue, burnout, and vicarious trauma and to lessen their impacts when prevention is not possible.			
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Table 6: Learning Outcomes and Council on Social Work Education (CSWE) Competencies for Students enrolled in Carlow's School Social Work Specialization

CSWE Core Social Work Competency: (Includes knowledge, values, skills, & cognitive/affective processes)	Outcomes/Objectives: Observable behaviors	Curriculum: How it will be learned	Assessment: How learning will be demonstrated
<p>1: Demonstrate Ethical and Professional Behavior</p> <p>Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values.</p>	<p>Social work students will:</p> <ul style="list-style-type: none"> • make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context. • demonstrate professional behavior; appearance; and oral, written, and electronic communication. • use technology ethically and appropriately to facilitate practice outcomes. 	<p>Field Placement Activity Integration</p> <p>Textbook readings</p> <p>Seminar discussion</p>	<p>Semester Reflection Seminar Discussion Competency Integration Plan</p>

<p>Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology</p>	<ul style="list-style-type: none"> • use supervision and consultation to guide professional judgment and behavior. 		
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in social work practice.			
<p>2: Advance Human Rights and Social Justice, Racial, Economic, and Environmental Justice</p> <p>Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.</p>	<p>Social work students will:</p> <ul style="list-style-type: none"> • advocate for human rights at the individual, family, group, organizational, and community system levels. • engage in practices that advance human rights to promote social, racial, economic, and environmental justice. 	<p>Field Placement Activity Integration</p> <p>Textbook readings</p> <p>Seminar discussion</p>	<p>Semester Reflection Seminar Discussion Competency Integration Plan</p>
<p>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</p>	<p>Social work students will:</p> <ul style="list-style-type: none"> • demonstrate anti-racist and anti- 	<p>Field Placement Activity Integration</p>	<p>Semester Reflection Seminar</p>

<p>Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality</p>	<p>oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.</p> <ul style="list-style-type: none"> • demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences. 	<p>Textbook readings</p> <p>Seminar discussion</p>	<p>Discussion Competency Integration Plan</p>
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<p>means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.</p>			
<p>Competency 5: Engage in Policy Practice Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of</p>	<p>Social work students will:</p> <ul style="list-style-type: none"> • use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services. • apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, 	<p>Field Placement Activity Integration</p> <p>Textbook readings</p> <p>Seminar discussion</p>	<p>Assignment 2: Policy Paper</p> <p>Semester Reflection</p> <p>Seminar Discussion</p> <p>Competency Integration Plan</p>

social policies and services and the role of policy in service delivery through rights- based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.	and environmental justice.		
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including	Social work students will: <ul style="list-style-type: none"> engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies. 	Field Placement Activity Integration Textbook readings Seminar discussion	Semester Reflection Seminar Discussion Competency Integration Plan

<p>individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.</p>			
<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment,</p>	<p>Social work students will:</p> <ul style="list-style-type: none"> • select and use culturally responsive methods for evaluation of outcomes. • critically analyze outcomes and b.) apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities. 	<p>Field Placement Activity Integration</p> <p>Textbook readings</p> <p>Seminar discussion</p>	<p>Assignment 3: Evaluation Paper</p> <p>Semester Reflection</p> <p>Seminar Discussion</p> <p>Competency Integration Plan</p>

as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.			
<p>Competency 10: Engage in Trauma Informed Social Work Practice</p> <p>Social workers understand the complexity and pervasiveness of trauma and the complex impact it has on individuals, families, groups, organizations, and communities. Social workers understand that the likelihood of encountering trauma survivors is high in every practice setting and across all systems. Social workers understand that although trauma creates unique and complicated challenges, recovery from trauma is possible. Social workers understand professional development and self-care are vital to efficient trauma-informed practices.</p>	<p>Social work students will:</p> <ul style="list-style-type: none"> • use a trauma informed lens to assess how trauma affects the delivery of and access to social services. • incorporate practices that promote trauma-informed practices with all clients and constituencies. 	<p>Field Placement Activity Integration</p> <p>Textbook readings</p> <p>Seminar discussion</p>	<p>Semester Reflection Seminar Discussion Competency Integration Plan</p>

**Carlow University (Oakland Campus) – College of Arts and Sciences
Department of Social Work
Master of Social Work (MSW) Program**

MSW 734-G1: MSW Field Placement III

Semester: Spring

Year: 2024

Start Date: 1/08/24

End Date: 5/03/24

Credits: MSW 734-3 credits.

Format: Online/Synchronous. This class will meet every other Tuesday on Microsoft Teams from 6:00pm-7:30pm (EST).

Instructor: Dr. Ken Smythe-Leistico

Email: kjsmythe-leistico@carlow.edu

Office: Antonian Hall 501A

Phone: 412.578.6369

Office Hours: Email to schedule.

Course Description

MSW 734- MSW Field placement III is an advanced practice course that requires a supervised field placement in a selected human service agency that allows the student to apply theory, methods, and values in micro, mezzo, and macro practice.

Course Prerequisites and Co-requisites

MSW 732, MSW 733.

MSW 734 and MSW 735 must be taken in the same semester.

Course Format

This course will meet synchronously using TEAMS and Brightspace as its learning management system. Students are expected to be able to access both Teams and Brightspace-CelticOnline. If assistance is needed, please contact Carlow's Help! Services at 412 578-8700 or help@carlow.edu.

Required Texts

Poulin, J., Matis, S., & Witt, H. (2019). *The social work field placement, A competency-based approach*, 2nd Ed. NYC: Springer Publishing Company. ISBN: 978-0-8261-3752-4

This text will be used for additional semesters of Field Placement.

Familiarity with the ([MSW Program Field Manual](#)), the ([NASW Code of Ethics](#)), and specific agency materials is expected. The Field Instructor and the Field Director may assign individual readings.

All other required reading and video materials will be made available on BrightSpace-CelticOnline.

Recommended Texts:

N/A

Learning Outcomes and Council on Social Work Education (CSWE) Competencies

Carlow's MSW program currently follows the [2022 Educational Policy and Accreditation Standards \(EPAS\)](#) and recognizes the nine core competencies for generalist social work practice established by CSWE. Carlow's MSW Program has added a 10th competency to incorporate its specialized focus on trauma and the importance of trauma informed social work.

41. Demonstrate Ethical and Professional Behavior
42. Advance Human Rights and Social Justice, Racial, Economic, and Environmental Justice
43. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
44. Engage in Practice-Informed Research and Research-Informed Practice
45. Engage in Policy Practice
46. Engage with Individuals, Families, Groups, Organizations, and Communities
47. Assess Individuals, Families, Groups, Organizations, and Communities
48. Intervene with Individuals, Families, Groups, Organizations, and Communities
49. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
50. Engage in Trauma Informed Social Work Practice

This course recognizes and supports all ten competencies. Tables 4-6, attached at the end of this document, explain the select competencies highlighted in the course, the related student learning outcomes/objectives, and the methods of assessment specific to each of the MSW Program's Specializations. To successfully complete this course all learners will be able to demonstrate skill development related to these competencies specific to the specialization in which they are enrolled.

Course Goals, Evaluation, and Grading Scale: MSW 734 Field Placement III

You will be evaluated based on the following learning assessments (aka-assignments):

Learning Assessments/Course Requirements	Points each	Total Points
Weekly Journals (10 total)	10 Points	100
Field Instructor Mid-Term	25 Points	25
Field Instructor Final Evaluation	450 Points	450
Course total	n/a	575 Points

Table 13: course learning assessments and point values.

Grading Scale

	A 94-100%	A- 91-913
B+ 88-90%	B 84-87%	B- 81-83%
C+ 78-80%	C 74-77%	C-71-73%
D+ 68-70%	D 64-67%	D- 61-63%
F 60% and below		

Table 14: grading scale

*As per MSW Program requirements, you must earn at least a B- in all courses, anyone with a final grade lower than a B- will need to repeat the course.

Learning Assessments and Assignments

The required learning assessment and assignment due dates are detailed in CelticOnline and on the course planner (attached at the end of this document). You are encouraged to utilize Carlow's Center for Academic Achievement (CAA) to improve upon your writing and presentation skills prior to assignment due dates. Assignments will be submitted through CelticOnline. Please review late work policy for details about point deductions for late submissions.

Practicum Hours (Submitted in Brightspace): Placement begins from the first day of classes of the semester and continues until the final day of classes of the same semester or until the completion of 300 hours, whichever comes first. A Monthly record of the student's hours must be electronically signed by the Field Instructor and submitted to Dr. Ken in Brightspace. You will see four timesheet assignments listed in Brightspace, but you may not need to use all of them.

It is the student's responsibility to complete 300 documented clock hours per semester as a minimum requirement in order to earn a passing grade. Students should develop a form to track their hours that complies with the Agency's requirements, and the form must include daily hours, weekly totals, monthly totals, and **a running total** (total hours completed, e.g., September hours plus October hours, etc.). ***Both the student and the field instructor must sign the monthly record of hours.***

Field Placement Assignments:

Weekly Journal

MUST BE COMPLETED FOR 10 of 12 WEEKS

The Weekly Journal is a brief reflection (1-2 pages) by the student on daily activities at the agency. Weekly Journals should be written the week they occur and submitted the Monday of the following week (for example, the journal for week 1/15 is turned in on 1/22) to enhance student learning and reflection. Note: you do not need to include items for each bullet each week but can pick one or two categories to cover.

- ***Competency Integration:*** provide how you have demonstrated one (or more) of the ten social work competencies as found in your Competency Integration Plans assignments.
- ***Assigned duties/tasks:*** e.g., observed in-take, co-facilitated group, wrote progress notes, reviewed case files, shadowed home visits, etc. (a sentence or two).
- ***Client System:*** Individual, family, group, organization, community (protect anonymity); identify cultural, racial, religious, gender, age, and other diversity characteristics of the client system.

- **Issues/Problem/topic addressed:** (state briefly, protect anonymity) – choose **one issue or problem** from your day's work.
- **Your Role (and/or the role of your field instructor if you observed):** Analyst, mediator, facilitator, broker, advocate, negotiator, etc.
- **Methods Employed:** Assessment, planning, goal setting, empathic, listening, redirecting, community organizing, meeting planning, program development, counseling, resource development, etc.
- **Ethical Considerations, Personal Reflection, and Problems/Issues for Further Development** (a brief paragraph). Apply an ethical principle (use NASW Code of Ethics, available on-line) by citing the standard (e.g., 1.07, Privacy and Confidentiality), briefly stating purpose of the standard, and showing how it applies (or failed to apply) to the issue you discussed. Also, discuss your personal views, and describe aspects of your work that you can continue to explore and develop.

Note: Even if you have not started your actual field placement or have absences, you are still responsible for journal entries. You may review your site's website to research the programs, services, and activities of the organization and utilize that research in your Weekly Journals. You may consider how theories might be applied to those aspects of the organization. In short, you are responsible for turning in the required journal no matter when you start field placement. ***You will be allowed to miss 2 entries per semester.***

Each journal must be typed (Times New Roman, 12 point, and double spaced) and submitted through CelticOnline on the following dates:

January Journals	1/16, 1/22, 1/29
February Journals	2/5, 2/12, 2/19, 2/26
March Journals	3/11, 3/18, 3/25
April Journal	4/8, 4/15

MID-TERM PROGRESS REPORT): This is available in BrightSpace for you to share with your Field Instructor. It is the student's responsibility to remind their Field Instructor the week of February 26th to complete the Mid-Term Progress Report. You can then download the report in Brightspace by **March 15th**.

FINAL EVALUATION OF STUDENT FIELD PERFORMANCE: This is available to Field Instructors by Microsoft Forms (link in BrightSpace). The Competency Integration Plan should be used as the basis for evaluation. It is the **student's responsibility** to ensure the Field Instructor (supervisor) receives the link to Forms well before the due date. Field Instructors should complete the evaluation by **May 1st** (or at the completion of 300 hours if the placement is extended). Results automatically go to Dr. Ken.

STUDENT EVALUATION OF FIELD EXPERIENCE AND FIELD EDUCATION PROGRAM: Students

will be provided with the opportunity to evaluate their field placement experience, including supervision received and the Carlow University Field Education Program, in Microsoft Forms (link on BrightSpace). This evaluation must be submitted by the student by no later than 12:00 noon, **Friday, May 3rd** (or at the completion of 300 hours if the placement is extended).

FIELD SITE VISIT: A Carlow University Social Work faculty member will make an appointment with the student and the field instructor for a virtual site visit 1-2 times during the semester. The progress of the student will be discussed according to the guidelines set forth in the Competency Integration Plan.

TEACHING/LEARNING METHODOLOGY: Actual practice under supervision with client systems, weekly journals, field seminar discussion, readings and written assignments, student presentations.

E-Mail

You are expected to read email sent to your **Carlow email account**. As instructed by the Carlow University administration, the instructor WILL NOT send email to alternate email accounts. If you would like to forward your email from your Carlow account to another email account, please use the following documentation:
<http://www.it.carlow.edu/quicktips/forward.html>. Please use e-mail to ask questions and/or express concerns. Assignments should be submitted as hard copies as specified in the syllabus.

Miscellaneous

- a) Any problems or situations that have the potential for negatively affecting the student's successful completion of the field placement should immediately be brought to the attention of Dr. Ken. The student, together with the field instructor and the Field Director will work to resolve the problem in a constructive manner.
- b) ***The student is reminded that the final grade evaluation is the exclusive responsibility of the Field Director.*** The final evaluation is based on *input via the field evaluation* from the MSW field instructor **and** the criteria as designated in this syllabus.
- c) Students are provided liability insurance through registration for the course.
- d) Students can contact instructors regarding extra credit. Typically credit in the form of field hours is provided for events and activities that are considered professional development.

Course, Program and University Policies

Carlow's Mission Statement:

Carlow University, rooted in its Catholic identity and embodying the heritage and values of the Sisters of Mercy, offers transformational educational opportunities for a diverse community of learners and empowers them to excel in their chosen work as compassionate, responsible leaders in the creation of a just and merciful world.

Respect for Diversity

Carlow University faculty are committed to creating a safe academic environment that fosters growth and humility. We hold a deep appreciation for diversity and seek to honor

the dignity of every person. It is our intent that students from all backgrounds and perspectives be well served by our courses, that students' learning needs be addressed both in and out of the classroom, and that the diversity that each student brings to our classes be viewed as a resource, strength and benefit. We acknowledge the history of exclusion of people with diverse identities and it is our highest priority to create a more inclusive and equitable campus. It is our intent that materials presented in our courses through discourse, activities or assignments be respectful and inclusive of diversity by: age, ability, culture, ethnicity, gender identity, nationality, race, religion, sexual orientation, and socioeconomic status and uphold the Carlow University standard that is reflected through our Mercy heritage and mission.

The MSW Program recognizes and upholds the policies and procedures as detailed in the University's Graduate Student Handbook. This handbook and other student resources are available on [My Carlow](#).

It is expected that students in the MSW Program be familiar with Carlow's MSW Program Handbook which contains a more detailed list and explanation of program specific policies and procedures. This handbook is available on the [MSW webpage](#).

Attendance Policy

In an online course, attendance is insufficient by simply logging into the online class. Students demonstrate academic attendance by participating in class or otherwise engaging in an academically related activity, such as by contributing to an online discussion or initiating contact with the faculty member to ask a course-related question in order to constitute attendance.

Late Work Course Policy

It is expected that assignments are turned in by the due date and time stated in the syllabus and in Celtic Online. Students with extenuating circumstances should contact the course instructor in advance of the due date to request an extension. It is at the discretion of the instructor to grant an extension. Points will be deducted for late work according to the following criteria; 0.05% points will be deducted for assignments turned in 24 hours or less after the due date, an additional .02% points per day will be deducted each day thereafter. Students with circumstances requiring on-going extensions should contact your instructor.

If you have circumstances requiring on-going extensions or accommodations please contact Carlow's [Disabilities Services Office](#) as soon as possible. (see *Student's with Disabilities Policy* and *Carlow University Temporary Disability Policy*).

Communication and Feedback

Carlow adheres to the Family Education Records Privacy Act (FERPA). This means that, to protect your privacy, our communications must be sent through Carlow email. You are thus expected to read email sent to your Carlow email account in a timely manner, at least

once per day.

Prior to the start of the semester, the course shell will be placed on CelticOnline. This shell will include all course assignments, due dates, supportive materials, and required documents. Grading will be done through CelticOnline so that students can access their current grade at any time. Any changes or updates to the course will be sent via the CelticOnline “updates” tab. Please ensure that your notifications are set up for your preferred method of delivery (email, texts, etc.). Changes will further be shared during the “face-to-face” synchronous Teams sessions.

Your questions and concerns are important to me. If you have any questions, please email me at kjsmythe-leistico@carlow.edu. I will be sure to respond within 24 hours. If your need is urgent, please call or text my cell phone at 412-860-8425.

Feedback:

I believe that ongoing feedback is important to your growth and development. For this reason, I will provide weekly feedback on CelticOnline in response to your weekly journal posts. These journal posts can include any challenges you experience during Field Placement. As stated above, students can access their current grade at any time using the Gradebook portal on BrightSpace/CelticOnline. Feedback will further be provided through Midterm and End of Term Field Instructor Assessments. You will have the chance to provide feedback as well through the end-of-term student assessment of the course and the internship experience.

Academic Integrity Policy

Carlow University aims to educate and challenge students to reach their highest potential by guiding students along a path of honesty and integrity throughout their intellectual pursuits. Students are thus expected to uphold the highest standards of academic integrity. Forms of academic misconduct include (but are not limited to):

- *Cheating*—providing or receiving inappropriate assistance on any coursework.
- *Plagiarism*—submitting another’s work as one’s own; not properly citing sources, using exact wording without quotations or proper attribution, paraphrasing without proper citation, or improper paraphrasing; attributing citations to inaccurate or misleading sources.
- *Self-plagiarism*—unauthorized use of one’s own work or part of a work, either from the same course or from another course, in more than one assignment.
- *Academic deceit*—use of false or altered information or withholding information critical to the processes of the University; providing false information or documentation with the intent to obtain an exemption, extension or exception to one’s coursework; signing other students into classes or on group reports.
- *Fabrication of data*—using falsified or fabricated data, forgery, or unsanctioned documents for research or other coursework.
- *Interference with other students’ learning or achievement*—sabotaging (including failing to contribute to) group projects or laboratory work, disrupting in-class work, altering computer files or online posts, or making educational materials unavailable to others.
- *Unauthorized acquisition or exchange of coursework*—purchasing, borrowing, stealing, or otherwise obtaining material with the intent to use as one’s own coursework; selling, lending, or otherwise offering one’s own coursework to others

with the intent of allowing the recipient to use the work as one's own; obtaining a copy of one's own completed tests and exams (either a physical copy, an electronic image, or a screenshot) without explicit permission from the course instructor.

- *Copyright violation*—distributing copyrighted material, including course material provided by the instructor or obtained from the textbook, without explicit permission from the copyright holder.

All violations of Carlow's academic integrity policy will be kept on permanent record. Serious or multiple violations will be forwarded to the Academic Integrity Committee for a judicial hearing.

It is the student's responsibility to become familiarized with Carlow's Academic Integrity Policy. The full policy can be found in the Course Catalog.

Online Learning at Carlow University:

Online courses are a great way for individuals to receive a university education. The online courses designed at Carlow University will offer the same content and rigor as the face-to-face offerings on campus.

If you are new to online learning, don't worry! For some in your class, it will be their first online course too. Carlow has resources to help you thrive in the online learning environment. [Technology support](#) (412 578-8700) is available 24 hours a day, 7 days a week.

The following minimum specifications are recommended for Carlow students. For better performance, we strongly suggest exceeding these specifications.

- Internet access: high-speed (at least 10 Mbps) connection like cable or fiber optic.
- Technology: Personal computer (Windows 10 or latest Mac OS, 16GB memory, Intel core i5, 256 GB hard drive, anti-virus software), headset or headphones with microphone, webcam.
- iPads (Mac iPad OS) cannot accommodate the online test-taking browser requirements. If you elect to utilize this device type and need to take proctored exams online, you will need to utilize a campus computer lab or other Windows or MacOS based device to take the exam.
- Software and applications: Microsoft Office 365 (provided by Carlow), [Google Chrome](#), [Adobe Reader](#)
- Security requirements: Virus scanning software (McAfee, Norton), [malware scanning tool](#), latest security patches

Center for Academic Achievement (CAA) and Graduate Courses:

[Carlow's Center for Academic Achievement \(CAA\)](#) offers free online tutoring and guides for writing and research. You can work with a writing consultant in a live online session or via email. Appointments must be made at least 48 hours in advance. For writing appointments, allow **a one-hour appointment per ten pages**. Papers are not edited; tutors make helpful suggestions to help you become a better writer.

Students with Disabilities Policy:

Carlow University makes every effort to provide reasonable accommodations for students with documented disabilities. This includes individuals with physical disabilities, learning disabilities, and mental health disorders who meet the definition of disability under the Americans with Disabilities Act (ADA). Students who plan to request accommodations should contact the Disabilities Services Office at the beginning of each semester since accommodations cannot be granted retroactively. Confidential requests for accommodations may be made via [the Accommodate system](#).

Questions about services and procedures for students with disabilities can be directed to:

Jacqueline M. Smith
Director Disabilities Services Office
Phone - 412.578.6257 (Office line)
Fax - 412 578.2027
dso@carlow.edu

NOTE: Students with disabilities have the same responsibility as other students to meet the University's academic, technical, and behavioral standards and to follow the University's general policies and guidelines regarding standards of conduct with or without accommodations.

Temporary Disability Policy:

Carlow University values each student and is invested in encouraging his or her academic success in line with the Mercy mission *“to respond reverently to God and others; and to embrace an ethic of service for a just and merciful world.”* In keeping with the mission, the University has chosen to offer assistance to those with temporary conditions such as short-term illnesses, injuries, or other temporary medical conditions. While the University is not required to provide such support under the ADA, some assistance may be arranged via the Disability Services Office (DSO). Each situation will be reviewed; however, the office cannot guarantee that services will be provided. Students should complete a confidential request for accommodations form at via [the Accommodate system](#) in order to determine if they may receive some assistance.

Counseling Support:

[Carlow's Counseling Services](#) offers excellent resources for students who find personal challenges are impacting their academic experience.

Policy on Sharing of Course Material:

All course material, including but not limited to presentation slides, lecture notes, handouts, audio or video recordings, syllabi, assignments, quizzes, tests, and exams, are the legal property of the instructor who developed them, the University that commissioned the work, or the textbook publisher. Students may use this material for their own learning and for discussion with other students in the class, but may not redistribute it in any way, including uploading it online for others to access. Doing so violates the copyright law and Carlow's policy on sharing of course material. In addition, sharing or accessing course material for the purpose of gaining an unfair advantage in the course or allowing others to gain an unfair advantage in the course violates Carlow's academic integrity policy.

Course Planner and Class Schedule: MSW 734 Field Placement III Spring 2024

Week	Topic and Class Format	Required Readings/Learning Activities, Learning Assessments, & Due Dates Please review late work policy! All times reflect EST time zone.
Week 1	The Social Work Field Placement Personal introductions; review syllabus; review of field placement sites; overview of Seminars. Virtual Seminar 1/9 6:00-7:30 TEAMS	Order Textbook Read Chapter 1 Reminder: Weekly journals will be due on Mondays (11:59 PM EST)
Week 2	Evaluating Your Professional Competencies	Read Chapter 2 Weekly Journal Reminder: Assignment 1: Org Overview Due 1/30
Week 3	Using Supervision to Guide Professional ... Virtual Seminar 1/23 6:00-7:30 TEAMS	Read/Review Chapter 3 Assignment 1: Resume Due 1/30 Weekly Journal Reminder: Competency Integration Plan initial signature Due 1/26
Week 4	Using Reflection & Self-Regulation ...	Read/Review Chapter 4 Weekly Journal
Week 5	Building Relationships ... & Virtual Seminar 2/6 6:00-7:30 TEAMS	Read Chapter 5 Weekly Journal
Week 6	Maximizing Your Learning Opportunities	Weekly Journal
Week 7	Engaging Diversity and Difference in Practice Virtual Seminar 2/20 6:00-7:30 TEAMS	Read/Review Chapter 7 Reminder: Field Instructor must complete Mid-term by 3/15 Reminder: Assignment #2 Due Policy Paper 3/19 Weekly Journal

Week 8	Advancing Human Rights and Social Justice in ... Virtual Seminar 10/24 6:00-7:30 TEAMS	Read Chapter 8 Weekly Journal
Week 9	Spring Break 10/16-10/17 Enjoy! No Class	
Week 10	Engaging in Policy Practice in Your FP	Read Chapter 10 Field Instructor Mid-term Due 3/15 Weekly Journal
Week 11	Catch up Week Virtual Seminar 3/19 6:00-7:30 TEAMS	Weekly Journal Assignment #2 Due Policy Paper 3/19 Comp Integration Plan 2nd Draft Due 3/22
Week 12	Engaging in Research to Inform and Improve...	Read/Review Chapter 9 Weekly Journal
Week 13	Work on Comp Integration Plan	Weekly Journal Reminder: Assignment #3 Evaluation Project Due 4/16
Week 14	Competency Integration Plan	Weekly Journal Reminder: Competency Integration Plan - Final Due 4/26
Week 15 +	Semester Wrap-up and Reflection Virtual Seminar 4/16 6:00-7:30 TEAMS	Assignment #3 Evaluation Project Due 4/16 Competency Integration Plan - Final Due 4/26 Field Instructor Evaluation Due 5/1 Final Timesheet Due 5/1 (or when 300 hours are completed) Student Evaluation of Field Placement Due 5/3

Table 15: Weekly course schedule including weekly reading assignments and learning assessments.

Table 4: Learning Outcomes and Council on Social Work Education (CSWE) Competencies for Students enrolled in Carlow's Direct Practice Specialization

CSWE Core Social Work Competency: (Includes knowledge, values, skills, & cognitive/affective processes)	Outcomes/Objectives: Observable behaviors	Curriculum: How it will be learned	Assessment: How learning will be demonstrated
<p>1: Demonstrate Ethical and Professional Behavior</p> <p>Direct practice social workers demonstrate ethical and professional behavior while using a trauma-informed approach to practice. Direct practice social workers are trauma-informed as they recognize the pervasiveness and impact of trauma across systems, and they demonstrate the key characteristics of trauma-informed practice. With this knowledge, direct practice social workers comprehend and critically engage with the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Direct practice social workers use a trauma-informed lens, to apply</p>	<p>Direct Practice Social work students will:</p> <ul style="list-style-type: none"> • make ethical decisions incorporating the understanding of trauma and trauma-informed practice, the National Association of Social Workers Code of Ethics, models for ethical decision making, and relevant laws, policies, and regulations • identify, attend, and facilitate ethical considerations including maintaining physical, interpersonal, spiritual, emotional and psychological boundaries for clients and client systems and demonstrates the ability to assess and address barriers to safety 	<p>Field placement instruction</p> <p>Textbook readings</p>	<p>Weekly Reflection</p> <p>Semester Reflection</p> <p>Competency Integration Plan</p> <p>Field Instructor Evaluation</p>

<p>frameworks of ethical decision making and apply critical thinking in practice, research, and policy arenas. Direct practice social workers recognize and manage personal values and the distinction between personal and professional values. Direct practice social workers understand how their evolving worldview, personal experiences, trauma history, and affective reactions influence their professional judgment and behavior, and they consistently incorporate cultural humility into practice. Direct practice social workers have high regard for the importance of human rights, and the impacts of trauma while working toward social, racial, economic, and environmental justice in their practice. Direct practice social workers recognize the impact of collective trauma, vicarious trauma, and traumatic stress and take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice.</p>	<p>for clients across the lifespan; and</p> <ul style="list-style-type: none"> engage in self-reflection, self-regulation strategies, and self-care practices that prevent and address compassion fatigue, burnout, and vicarious trauma. 		
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<p>Direct practice social workers adhere to the ethical responsibility to represent themselves as competent only within the boundaries of their education, training, supervised experience, or other relevant professional experience. Direct practice social workers understand the role of other professionals and engage in interprofessional practice. Direct practice social workers demonstrate lifelong learning through a commitment to ongoing skill development to ensure relevant and effective practice. Direct practice social workers maintain ethical standards when using digital technology in practice.</p>			
<p>2: Advance Human Rights and Social Justice, Racial, Economic, and Environmental Justice</p> <p>Direct practice social workers apply knowledge of trauma and trauma-informed practices to advance human rights and social, racial, economic, and environmental justice. Direct practice social workers convey an understanding that every person regardless of</p>	<p>Direct Practice Social work students will:</p> <ul style="list-style-type: none"> • recognize and strive to redress human rights, social, economic, and environmental injustices at the individual, family, group, organizational, and community system levels • demonstrate skills in providing trauma-informed social 	<p>Field placement activity</p> <p>Textbook readings</p>	<p>Weekly Journal Reflections</p>

<p>their position in society has fundamental human rights. Direct practice social workers recognize that trauma adaptation and growth are most attainable when the fundamental rights of individuals, families, communities, and populations are upheld and restored. Direct practice social workers are knowledgeable about how traumatic events do not occur evenly across societal groups and understand that the contextual realities of trauma survivors often affect their ability to recover and thrive in ongoing post traumatic circumstances. Direct practice social workers exhibit awareness about the many ways in which trauma can impact clients and constituents. They use critical reflection to engage multilevel and interpersonal response strategies while maintaining self-awareness of their own biases, trauma responses and need for self-care. Direct practice social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and</p>	<p>work practices across local, regional, and global environments.</p>		
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responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected.			
<p>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</p> <p>Direct practice social workers use awareness of trauma and trauma-informed practices to engage ADEI in practice. Direct practice social workers know that trauma occurs in a socio-political-cultural context which creates variable risk for trauma. Direct practice social workers understand the intersectionality of diverse factors that result in disproportionate trauma exposure, access to services, and social support resources. Direct practice social workers classify the dimensions of diversity as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and</p>	<p>Direct Practice Social work students will:</p> <ul style="list-style-type: none"> engage in the ongoing process demonstrating ADEI practices at the individual, family, group, organizational, community, research, and policy levels integrate the meaning of trauma and ?responses? to trauma into practices grounded in cultural humility for all clients and constituencies. 	<p>Field placement instruction</p> <p>Textbook readings</p>	<p>Weekly Journal Reflections</p> <p>Assignment 2: Policy Paper</p>

<p>spirituality, sex, sexual orientation, and tribal sovereign status. As such, direct practice social workers engage in practice that is grounded in an understanding of intersectionality and cultural humility. Direct practice social workers are committed to working with all members of society and especially those who are most vulnerable. Because of this and their commitment to the values of the profession, direct practice social workers strive to be inclusive to all clients and constituents, across all systems by demonstrating the knowledge that each person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Direct practice social workers promote inclusivity and practice with the awareness that this impacts each client and constituent's potential for resiliency and ability to thrive. Direct practice social workers use a strengths perspective across the lifespan and with all systems illustrating the inherent capability of all clients and</p>			
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constituencies for healing, resiliency, and wellness while striving to eliminate oppression and discrimination.			
<p>Competency 5: Engage in Policy Practice</p> <p>Direct practice social workers engage in policy practice using frameworks grounded in trauma-informed principles: safety, trustworthiness and transparency, peer support, collaboration and mutuality, empowerment voice and choice, and the relevance of cultural, historical, and gender issues. Direct practice social workers recognize how these principles impact social policy at the local, state, federal, and global levels and as such impact well-being, human rights and justice, service delivery, and access to social services. Direct practice social workers use a trauma-informed lens and critical thinking to approach policy practice at all levels and across all fields of practice to prevent retraumatization by systems and within systems. Direct practice social workers seek to advance policy that recognizes and builds on the resilience of trauma-</p>	<p>Direct Practice Social work students will:</p> <ul style="list-style-type: none"> • advocate for trauma informed policies to enhance the delivery of and access to social services • engage in policy work to ensure trauma informed principles and practices are incorporated across all levels and fields to promote resiliency, trauma recovery, and to avoid retraumatization. 	<p>Textbook Readings Field Placement Activity</p>	<p>Assignment 2 Policy Paper Weekly Journal Reflections</p>

affected systems through policy analysis and advocacy.			
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>Direct practice social workers employ knowledge of trauma and trauma-informed practices when intervening with individuals, families, groups, organizations, and communities. Direct practice social workers strive to create trauma-informed systems of care that recognize and respond effectively to signs of traumatic distress in human beings across their lifespan and throughout the various service settings. Direct practice social workers display a nonjudgmental attitude in their work and build relationships with clients based upon safety, support, respect, and trust. Direct practice social workers design interventions that increase psychological, emotional, physical, and spiritual safety in micro, mezzo, and macro settings. Direct practice social workers</p>	<p>Direct Practice Social work students will:</p> <ul style="list-style-type: none"> • devise and implement trauma-informed interventions that are evidence-based and culturally competent; • mobilize client strengths to increase individual, family, group, and community resiliency and wellbeing. 	<p>Field Placement Activity Textbook Readings</p>	<p>Weekly Journal Reflections Field Instructor Evaluation</p>

<p>have a heightened awareness of the effect they can have on their clients as well as of the effect their client's histories can have on them. Direct practice social workers facilitate healing and resiliency with clients and systems by processing trauma experiences in a phase-based approach that attends to trauma-informed principles.</p>			
<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p> <p>Direct practice social workers use a trauma-informed lens in the evaluation process which is understood to be 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. Direct practice social workers are trauma-informed and comprehend the impact of current and historical trauma and use this knowledge in evaluation processes and outcome measures to inform practice decisions. Direct</p>	<p>Direct Practice Social work students will:</p> <ul style="list-style-type: none"> • use a trauma-informed lens to conduct assessment and evaluation; • apply evaluation findings to improve trauma-informed practices with individuals, families, groups, organizations, and communities. 	<p>Field Placement Activity Textbook Readings</p>	<p>Assignment 3: Evaluation Paper Weekly Journal Reflections</p>

<p>practice social workers value the strengths perspective and apply it to ensure evaluation of practice is collaborative and seeks to empower all systems. Direct practice social workers connect the trauma-informed principles to their high regard for anti-racist and anti-oppressive perspectives in evaluating outcomes. Direct practice social workers integrate trauma theories, theories of human behavior, and person-in-environment as well as interprofessional conceptual frameworks, to critically appraise the impacts of this knowledge in evaluating outcomes. Direct practice social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</p>			
<p>Competency 10: Engage in Trauma Informed Social Work Practice Direct practice social workers clearly articulate the complexity and pervasiveness of trauma and its multifaceted impact on individuals, families, groups, organizations, and communities. Direct</p>	<p>Direct Practice Social work students will:</p> <ul style="list-style-type: none"> comprehensively approach practice with a trauma informed lens; develop and employ trauma-informed practices with all clients and constituencies. 	<p>Field Placement Activity Textbook Readings</p>	<p>Weekly Journal Reflections Field Instructor Evaluation</p>

<p>practice social workers demonstrate trauma-informed principles: safety, trustworthiness and transparency, peer support, collaboration and mutuality, empowerment voice and choice, and the relevance of cultural, historical, and gender issues when working with all clients and constituents, in every practice setting, and across all systems. Direct practice social workers promote strength and resiliency among all clients and help clients to understand that although trauma creates unique and complex challenges, recovery from trauma is possible. Direct practice social workers participate in ongoing professional development and practice regular self-care to prevent compassion fatigue, burnout, and vicarious trauma and to lessen their impacts when prevention is not possible.</p>			
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Table 5: Learning Outcomes and Council on Social Work Education (CSWE) Competencies for Students enrolled in Carlow's Macro Practice Specialization

CSWE Core Social Work Competency: (Includes knowledge, values, skills, & cognitive/affective processes)	Outcomes/Objectives: Observable behaviors	Curriculum: How it will be learned	Assessment: How learning will be demonstrated
<p>1: Demonstrate Ethical and Professional Behavior</p> <p>Macro social workers demonstrate the capacity, integrity, and commitment to act in an ethical manner that promotes inclusive participation in decision making, public policy, and community building. They ensure that practice in complex systems respects every individual's and community's right to human dignity and worth by opposing sources and structures of racism and other forms of oppression. Macro practitioners are facilitative leaders and organizers across all realms of practice and maintain a commitment to a vision and mission that supports the collective process of social change. To ensure ethical practice with communities, with organizations, and in the policy arena, these social workers use self-</p>	<p>Macro Social Work</p> <p>Students will:</p> <ul style="list-style-type: none"> critically apply an anti-racist, anti-oppression ethical decision-making framework that integrates the principles included in the NASW and International Federation of Social Workers (IFSW) ethical codes, as well as relevant evidence-based knowledge, and relevant legal and policy-related information; assess internal and external policies, regulations, and laws that govern nonprofit and public agencies for their compatibility with social work values, their anti-racist and anti-oppressive effects, and their prioritization of the voices of 	<p>Field placement instruction</p> <p>Textbook readings</p>	<p>Weekly Reflection</p> <p>Semester Reflection</p> <p>Field Instructor Evaluation</p>

<p>reflection, self-regulation, supervision, consultation, and lifelong learning to address how their attitudes and biases influence their personal and professional identity, values, and behaviors. Social workers in macro practice represent the profession's values in interactions with clients, interprofessional colleagues, policymakers, and community stakeholders. They understand and promote organizational, community, and individual rights regarding policy, political activity, and other forms of social action. Macro practitioners recognize ethical issues in practice. They distinguish between professional decision-making frameworks to navigate ethical dilemmas and their personal values, their identity, the values of the profession, and the values, interests, and rights of individuals, families, groups, organizations, and communities.</p>	<p>affected populations</p> <ul style="list-style-type: none"> • use self-evaluation and reflection to critically navigate competing personal and professional values, as well as trade-offs involved in making strategic decisions in macro practice; • model appropriate professional use of self in the different social work roles required in professional macro environments • use social work supervision as an accountability mechanism in supporting ethical and professional macro social work practice. 		
2: Advance Human	Macro social work	Field placement	Weekly Journal

<p>Rights and Social Justice, Racial, Economic, and Environmental Justice</p> <p>Macro practice social workers advance human rights and social, racial, economic, and environmental justice with, and on behalf of, individuals, families, organizations, communities, and larger social structures. Human rights and social justice are fundamental to social work and necessary for every human being to live in freedom and with dignity, security, and equality. Informed by theories of justice, human rights, power dynamics, intersectionality, and other frameworks, macro practice social workers advance human rights and social, racial, economic, and environmental justice locally and globally. Macro social workers recognize historical legacies of racism, oppression, and discrimination. They critically analyze and challenge social policies and practices that tolerate or promote racism, sexism, heterosexism, and other discriminatory</p>	<p>students will:</p> <ul style="list-style-type: none"> • integrate knowledge of human rights theories, frameworks, international documents, conventions, and covenants into practice to improve social, racial, economic, and environmental well-being; • engage members of society in designing and promoting trauma-informed programs and services that address human rights to access resources that ensure social, racial, economic, and environmental equity; • identify issues, develop strategies, evaluate outcomes, and promote human rights and social justice with affected clients and constituencies • analyze and participate in the political process and political 	<p>activity</p> <p>Textbook readings</p>	<p>Reflections</p>
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<p>treatments of people based on identities including age, disability, religion, and national origin. They understand that the realization of human rights is mediated and influenced by local, state, federal, and international policies. Macro social workers design and advance public policies using the Universal Declaration of Human Rights, which guarantees all people the right to work, housing, healthcare, education, leisure, privacy, economic security, and a clean, safe, and sustainable environment. They promote the right to vote, the right to protest, and other forms of civic participation to fully and freely engage in democratic processes.</p>	<p>climate when engaging in trauma-informed organizational, community, and policy change on behalf of human rights and social justice; and</p>		
<p>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice Macro practitioners engage with a variety of individuals, families, organizations, communities, and other stakeholder groups to dismantle White supremacy and other systems of oppression. Macro practitioners</p>	<p>Macro social work students will:</p> <ul style="list-style-type: none"> • formulate inclusive, anti-racist, anti-oppressive, trauma-informed engagement strategies based on an intersectional analysis of systems 		<p>Weekly Journal Reflections Assignment 2: Policy Paper</p>

<p>build on the strength of diversity and the history of people, organizations, and communities to inform collaborative engagement processes. They use an intersectional lens and anti-racist and anti-oppressive approaches to develop strategies for engaging and collaborating with people and communities who are marginalized on the basis of dimensions of diversity, which are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers in macro practice use communication skills and tools in complex contexts, working with those holding different perspectives and worldviews, recognizing</p>	<p>of power, privilege, and oppression both within and outside organizational, community, and policy contexts;</p> <ul style="list-style-type: none"> • apply a variety of communication styles to effectively engage diverse stakeholders from a position of cultural humility, understanding how personal biases, power, and privilege affect the engagement process and all aspects of macro practice; • develop leadership and staff teams in trauma-informed management, policy, and community practice that reflect the diversity of the communities in which they work. 		
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<p>the complexities and contradictions that can arise when addressing multiple oppressions and disparities. They educate diverse stakeholders about how organizational, community, and policy decisions affect vulnerable communities to craft interventions designed to create equity and inclusion. Macro social workers apply research-informed knowledge and the lived experience of affected groups when working with diverse populations to address organizational, community, and societal issues. Macro practitioners are committed to critically and reflectively examining how power, implicit and explicit bias, privilege, and oppression are manifested in the social work profession and in their own practice.</p>			
<p>Competency 5: Engage in Policy Practice Social workers in macro practice examine how historical, political, social, economic, and cultural factors shape the policy environment at the local, state, federal, and global</p>	<p>Macro social work students will:</p> <ul style="list-style-type: none"> analyze policies at local, state, national, and international levels to assess their impact on individuals, 	<p>Textbook Readings Field Placement Activity</p>	<p>Assignment 2 Policy Paper Weekly Journal Reflections</p>

<p>levels and use this knowledge to recognize and capitalize on opportunities for reform that advance human rights; racial and gender equity; access to high-quality, comprehensive social welfare services; and social, racial, economic, and environmental justice. Macro practitioners appreciate the complexity of policy issues; understand legislative, executive, and judicial policy-making processes; and critically analyze and reflect on the varied dimensions of power as they affect individuals, families, groups, organizations, and communities. Macro practitioners engage in policy research, development, advocacy, analysis, implementation, evaluation, and electoral politics. They devise and implement strategies at the local, state, and national levels to achieve policy goals reflecting social work values. They engage and build the capacity of affected constituencies to participate in advocacy and direct and indirect lobbying, including</p>	<p>families, groups, organizations, and communities and on the values of human rights and social, racial, economic, and environmental justice</p> <ul style="list-style-type: none"> • strategically document and disseminate persuasive information to key policymakers and relevant audiences about unmet needs and policy and program accomplishments by using research evidence, practice wisdom, stories of lived experience, and human rights based, anti-racist, and anti-oppressive lenses; • use interpersonal communication, relationship building, group work, and organizing skills to form coalitions, lobby policymakers, engage and mobilize constituents, and leverage political capital to 		
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<p>working through coalitions, to advance rights based, anti-oppressive, and anti-racist, evidence-informed policies that support well-being.</p>	<p>challenge structures of power and privilege and effect positive change;</p> <ul style="list-style-type: none"> • develop ethical, anti-racist, trauma-informed policy proposals for implementation at the organizational, community, or societal levels, recognizing and rewarding professionalism, diversity, high-quality consumer service, and employee and client engagement and empowerment. 		
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities Macro practitioners use research-informed evidence to address the root causes of social problems and incorporate indigenous knowledge of affected populations, communities, and organizations with their participation. Effective interventions with organizations, with</p>	<p>Macro social work students will:</p> <ul style="list-style-type: none"> • select and implement strengths-based, theoretically, and empirically informed interventions to achieve community, organizational, and policy goals that enhance well-being for clients and constituencies 	<p>Field Placement Activity Textbook Readings</p>	<p>Weekly Journal Reflections Field Instructor Evaluation</p>

<p>communities, and in the policy arena build on successful engagement with stakeholders and constituencies, as well as the assessment of social, racial, economic, and political contexts. Using collaborative and interdisciplinary processes, macro practitioners design and implement positive change interventions that are strategic and reflect the profession's values of social, racial, economic, and environmental justice. Macro practitioners work to ensure that interventions combat systemic oppression and injustice that permeate our organizations and society and that often become institutionalized through social policies. Macro social workers use cutting-edge professional knowledge to apply evidence-informed interventions at local, state, and national levels. They build power and capacity for positive social change by effectively managing human service organizations and delivery systems; educating, mobilizing,</p>	<ul style="list-style-type: none"> • negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies and facilitate their participation in macro interventions; • initiate and facilitate interprofessional collaborations within and between organizational, community, and policy partners to achieve positive system change; • build and effectively manage organizations that initiate and sustain positive social change interventions; • draw on policy analyses and a nuanced understanding of policy processes, contexts, and windows of opportunities to develop effective advocacy strategies; • formulate educational materials and 		
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and organizing for community planning and development; and shaping social policies.	deliver persuasive arguments through written and oral communications, such as fact sheets, case vignettes, testimony, and policy briefs.		
<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p> <p>Macro social workers use research methods to evaluate programs, interventions, organizations, communities, and policies by using multiple sources of knowledge including professional experience, practice knowledge, and stakeholder input. They consider research and theories on organizational, community, and political processes in addressing the causes and consequences of social problems, inequality, and systematic oppression. Macro social workers evaluate the processes and outcomes of change efforts to ensure that evaluation findings are used to promote social, racial,</p>	<p>Macro social work students will:</p> <ul style="list-style-type: none"> • integrate theoretical and conceptual frameworks into evaluation strategies that facilitate an understanding of community, organizational, and policy dynamics and outcomes; • develop ethical, culturally appropriate, anti-racist, and anti-oppressive evaluation plans that include clear goals, outputs, and outcomes, and operationalize all aspects of a planned evaluation, including partners, measures, data collection, 	Field Placement Activity Textbook Readings	Assignment 3: Evaluation Paper Weekly Journal Reflections

<p>political, and economic justice, sustainable and accessible services and programs, and evidence-based practice. Macro social workers ensure that evaluation design, measurement, implementation, and use of findings are customized to the target population and diverse settings and that they are culturally responsive, accurate, and timely. They recognize that evaluation is a complex activity that does not occur in a vacuum and that factors such as measurement issues, multiple goals, and changing systemic contexts contribute to success or failure. They understand that values and politics can influence evaluation processes and findings. They critically appraise methods and findings for these influences and engage in self-reflection to examine how and why their own values and biases may influence evaluation design and processes. They strive to include the perspectives, input, and participation of stakeholders and community members</p>	<p>analysis, and dissemination;</p> <ul style="list-style-type: none"> • demonstrate the ability to use and apply quantitative and qualitative data analyses and current technological processes and resources, such as specialized software, geographic information systems, administrative data, and management information systems, to inform and enhance evaluation activities; • use and translate evaluation outcomes to increase the effectiveness and sustainability of organizations and communities and to advocate for policies and planned change efforts that advance social work values. 		
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throughout the evaluation process.			
<p>Competency 10: Engage in Trauma Informed Social Work Practice</p> <p>Trauma-informed macro social workers understand the complexity and pervasiveness of trauma and its multifaceted impact on individuals, families, groups, organizations, and communities. Informed by international and national studies related to historic trauma within groups and communities, as well as the impacts of natural and unnatural disasters, communal and societal violence and war, and the slow violence of climate change, macro social workers apply a trauma-informed lens to their work. Working in complex environments that require multi-level interventions, trauma-informed macro social workers support and facilitate safety, trustworthiness and transparency, peer support, collaboration and mutuality, and the empowerment of voice and choice, attending to relevant cultural, historical, and gender issues. Macro social</p>	<p>Macro social work students will:</p> <ul style="list-style-type: none"> comprehensively approach practice with communities, organizations, and in the policy arena with a trauma informed lens develop and employ trauma-informed practices with all clients and constituencies at the community, organization, and policy level of practice. 	<p>Field Placement Activity Textbook Readings</p>	<p>Weekly Journal Reflections Field Instructor Evaluation</p>

workers promote strength and resiliency among all clients and help clients to understand that although trauma creates unique and complex challenges at the community, organization, and societal levels, macro-level recovery from trauma is possible. Informed by international and national developments in work with communities, organizations and policy-stakeholders, macro social workers design and implement trauma-informed interventions at the community, organizational, and societal levels. Macro social workers participate in ongoing professional development and practice regular self-care to prevent compassion fatigue, burnout, and vicarious trauma and to lessen their impacts when prevention is not possible.			
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Table 6: Learning Outcomes and Council on Social Work Education (CSWE) Competencies for Students enrolled in Carlow's School Social Work Specialization

CSWE Core Social Work Competency: (Includes knowledge, values, skills, & cognitive/affective processes)	Outcomes/Objectives: Observable behaviors	Curriculum: How it will be learned	Assessment: How learning will be demonstrated
1: Demonstrate Ethical and Professional Behavior Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values.	Social work students will: <ul style="list-style-type: none"> • make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context. • demonstrate professional behavior; appearance; and oral, written, and electronic communication. • use technology ethically and appropriately to facilitate practice outcomes. 	Field Placement Activity Textbook Readings	Weekly Journal Reflections Field Instructor Evaluation

<p>Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology</p>	<ul style="list-style-type: none"> • use supervision and consultation to guide professional judgment and behavior. 		
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in social work practice.			
2: Advance Human Rights and Social Justice, Racial, Economic, and Environmental Justice Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.	Social work students will: <ul style="list-style-type: none"> • advocate for human rights at the individual, family, group, organizational, and community system levels. • engage in practices that advance human rights to promote social, racial, economic, and environmental justice. 	Field Placement Activity Textbook Readings	Weekly Journal Reflections Field Instructor Evaluation
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	Social work students will: <ul style="list-style-type: none"> • demonstrate anti-racist and anti- 	Field Placement Activity Textbook	Weekly Journal Reflections Field Instructor

<p>Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality</p>	<p>oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.</p> <ul style="list-style-type: none"> • demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences. 	<p>Readings</p>	<p>Evaluation</p>
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<p>means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.</p>			
<p>Competency 5: Engage in Policy Practice Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of</p>	<p>Social work students will:</p> <ul style="list-style-type: none"> • use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services. • apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, 	<p>Field Placement Activity Textbook Readings</p>	<p>Weekly Journal Reflections Assignment 2: Policy Paper Field Instructor Evaluation</p>

social policies and services and the role of policy in service delivery through rights- based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.	and environmental justice.		
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including	Social work students will: <ul style="list-style-type: none"> engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies. 	Field Placement Activity Textbook Readings	Weekly Journal Reflections Field Instructor Evaluation

<p>individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.</p>			
<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment,</p>	<p>Social work students will:</p> <ul style="list-style-type: none"> • select and use culturally responsive methods for evaluation of outcomes. • critically analyze outcomes and b.) apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities. 	<p>Field Placement Activity Textbook Readings</p>	<p>Weekly Journal Reflections Assignment 3: Evaluation Paper Field Instructor Evaluation</p>

as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.			
Competency 10: Engage in Trauma Informed Social Work Practice Social workers understand the complexity and pervasiveness of trauma and the complex impact it has on individuals, families, groups, organizations, and communities. Social workers understand that the likelihood of encountering trauma survivors is high in every practice setting and across all systems. Social workers understand that although trauma creates unique and complicated challenges, recovery from trauma is possible. Social workers understand professional development and self-care are vital to efficient trauma-informed practices.	Social work students will: <ul style="list-style-type: none"> • use a trauma informed lens to assess how trauma affects the delivery of and access to social services. • incorporate practices that promote trauma-informed practices with all clients and constituencies. 	Field Placement Activity Textbook Readings	Weekly Journal Reflections Field Instructor Evaluation

Carlow University (Oakland Campus) – College of Arts and Sciences
Department of Social Work
Master of Social Work (MSW) Program

MSW 735-G1- MSW Field Seminar III

Semester: Fall

Year: 2023

Start Date: 8/28/23

End Date: 12/15/23

Credits: 3

Format: Online/Synchronous. This class will meet every other Tuesday on Microsoft Teams from 6:00pm-7:30pm (EST) beginning on 8/29/2023.

Instructor MSW-735: Dr. Jenice Thompson

Email: jforeman@carlow.edu

Office: Virtual

Phone: please email

Office Hours: Email to schedule.

Course Description

MSW 735- MSW Field Seminar III is an advanced practice seminar designed to bring students together in a group setting to help integrate the field experience with practice skills and theories.

Course Prerequisites and Co-requisites

Advanced Standing or MSW 732, MSW 733.

Must be taken in the same semester as MSW 735.

Course Format

This course will meet synchronously using TEAMS and Brightspace as its learning management system. Students are expected to be able to access both Teams and Brightspace-CelticOnline. If assistance is needed, please contact Carlow's Help! Services at 412 578-8700 or help@carlow.edu.

Because these are the final field requirements in the MSW Program they are advanced practice courses. As such, students are expected to apply the knowledge, skills, and values specific to the specialization in which they are enrolled (direct practice, macro practice, or school social work).

Required Texts

Poulin, J., Matis, S., & Witt, H. (2019). *The social work field placement, A competency-based approach*, 1st Ed. NYC: Springer Publishing Company. ISBN: 978-0-8261-7552-6

This text will be used for additional semesters of Field Placement.

Familiarity with the [MSW Program Field Manual](#) , [NASW Code of Ethics](#) , and specific agency materials is expected. The Field Instructor and the Field Director may assign individual readings.

All other required reading and video materials will be made available on BrightSpace-CelticOnline.

Recommended Texts:

N/A

Learning Outcomes and Council on Social Work Education (CSWE) Competencies

Carlow's MSW program currently follows the [2022 Educational Policy and Accreditation Standards \(EPAS\)](#) and recognizes the nine core competencies for generalist social work practice established by CSWE. Carlow's MSW Program has added a 10th competency to incorporate its specialized focus on trauma and the importance of trauma informed social work. Furthermore, Carlow's MSW Program extends and enhances the ten competencies for each of its specializations, direct practice, macro practice, and school social work, as such:

51. Demonstrate Ethical and Professional Behavior
52. Advance Human Rights and Social Justice, Racial, Economic, and Environmental Justice
53. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
54. Engage in Practice-Informed Research and Research-Informed Practice
55. Engage in Policy Practice
56. Engage with Individuals, Families, Groups, Organizations, and Communities
57. Assess Individuals, Families, Groups, Organizations, and Communities
58. Intervene with Individuals, Families, Groups, Organizations, and Communities
59. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
60. Engage in Trauma Informed Social Work Practice

This course recognizes and supports all ten competencies. Tables 4-6, attached at the end of this document, explain the select competencies highlighted in the course, the related student learning outcomes/objectives, and the methods of assessment specific to each of the MSW Program's Specializations. To successfully complete this course all learners will be able to demonstrate skill development related to these competencies specific to the specialization in which they are enrolled. Students in the Direct Practice Specialization see table 4. Students in the Macro Practice Specialization see table 5. Students in the School Social Work Specialization see table 6.

Course Goals, Evaluation, and Grading Scale

You will be evaluated based on the following learning assessments (aka-assignments):

Learning Assessments/Course Requirements	Points each	Total Points
Participation in Seminars (8)	10 Points	80
Competency Integration Plan Initial Signature	10 Points	10
Competency Integration Plan-Midterm	50 Points	50
Competency Integration Plan-Final	100 Points	100
Assignment I: Resume	50 Points	50

Assignment II: Policy Paper	50 Points	50
Assignment III: Evaluation Paper	50 Points	50
Course total	n/a	400 Points

Table 1: course learning assessments and point values.

Grading Scale

	A 94-100%	A- 91-93%
B+ 88-90%	B 84-87%	B- 81-83%
C+ 78-80%	C 74-77%	C- 71-73%
D+ 68-70%	D 64-67%	D- 61-63%
F 60% and below		

Table 16: grading scale

*As per MSW Program requirements, you must earn at least a B- in all courses, anyone with a final grade lower than a B- will need to repeat the course.

Learning Assessments and Assignments

The required learning assessment and assignment due dates are detailed in CelticOnline and on the course planner (attached at the end of this document). You are encouraged to utilize Carlow's Center for Academic Achievement (CAA) to improve upon your writing and presentation skills prior to assignment due dates. Assignments will be submitted through CelticOnline. Please review late work policy for details about point deductions for late submissions.

- **Integrating Seminars:** Participation in the Online Integrating Seminars is crucial and is worth a maximum of eighty (80) points of the final grade. *Active participation in discussions is required and will be evaluated (10 points per Week).* Modification of time and dates of this meeting schedule may occur at the discretion of the Field Director/Course Instructor and will be discussed with the participants prior to changes. Seminar dates are on following:

Field Placement Integrating Seminar Schedule: Fall Semester

Required virtual sessions will be from 6:00-7:30 EST PM during the following dates:

Seminar 1 – August 29
 Seminar 2 – September 12
 Seminar 3 – September 26
 Seminar 4 – October 10
 Seminar 5 – October 24
 Seminar 6 – November 7
 Seminar 7 – November 21
 Seminar 8 – December 5

A TEAMS calendar invite with link will be sent to your Carlow email with a link to the meeting. The sessions will be recorded and posted to CelticOnline “updates.”

- **COMPETENCY INTEGRATION PLAN:** It is the student’s responsibility to update the Competency Integration Plan, which can be found in BrightSpace, with help from their Field Instructor and Field Director. The plan is a three-step process:
 7. The first step is to simply share the non-completed plan template with your Field Instructor to orient them to the 10 social work competencies and sample activities. You and your field instructor will electronically sign the blank document and upload into BrightSpace to verify you have gone over the document. **DUE: 9/5.**
 8. Throughout the rest of the semester, you will add examples of how you demonstrated all 10 competencies to this document. Dr. Ken and instructors will highlight examples that you provide in your journals so that you can add them to the document. The goal is to provide multiple examples, if possible. A second draft is **due 10/23.**
 9. You will share the final revised document with your Field Instructor showcasing how you demonstrated each competency. Both you and your Field Instructor must electronically sign the document and upload to BrightSpace after reviewing it together. **DUE: 12/6**

*Late Plans will result in lowered final grades if not communicated to the professor.

- **Assignment I: Resume Writing**

For **September 12th**, each student will write and submit an updated resume. Field Placement/Seminar III moves you one step closer to graduation and the potential for exploring new career opportunities. This will be a good time to update your resume and begin to include the new skills you anticipate developing during your final internship. Also, it is a good time to reflect on key assignments that you took part in during your MSW journey. Your resume should include these key components:

- Header
- Personal information
- Profile title
- Work experience
- Education
- Certification
- Awards & Recognition
- Additional information

- **Assignment II: Policy Project**

For **October 10th**:

Please use the following rubric as a guide to complete your Policy Proposal. The paper

should be roughly 2-4 pages and include a reference page.

Content	Points
Identify a policy (formal or informal) within your field placement agency that you believe is detrimental to clients, staff, or the broader community. As a reminder the policy can be a formal one (federal or state mandate), an internal one (agency policy and procedures), or an informal one (not written, but the status quo, embedded practice).	/4
How does this policy affect or impact the clients, staff, or broader macro-environment?	/4
Provide a revised policy that you believe would improve the desired outcomes. Who would have to approve this policy change?	/4
What anticipated outcomes would result from your change?	/4
Use at least two resources to support your plan and outcomes	/2
Uses appropriate language and sentence structure with few grammar, spelling, citation, and/or punctuation errors.	/2
Total	/20

- Assignment III: Evaluation Project**

For **November 14th**:

Please use the following rubric as a guide to complete your Evaluation Proposal. The paper should be roughly 3-5 pages and include a reference page.

Content	Example	Points
Identify a component of your practice that you would like to evaluate and provide an introduction and reason for review.	Biopsychosocial, Group Tx, Supervision	/2
Provide evidence from the literature as to what is quality, evidence-based practice in this area.	CBT, Motivational Interviewing	/4
What are recommended measures or assessment modalities for this intervention? You can use either specific or general measures but be sure to include why you chose the one you did.	Specific (e.g., Mindful Attention Awareness Scale or MASS) <u>or</u> General (e.g., client satisfaction survey)	/4
Describe the process of how/when you will apply your measure and why.	Pre- and Post-Intervention Survey	/3
Analysis Plan: How do you intend to turn your data into usable information? You are welcome to use references to explain the process if you are new to evaluation.	To score the MAAS, the sum of answers and divided by the total number of questions (15). Higher scores reflect higher levels of dispositional mindfulness. With these higher scores also come lower	/3

	reported negative emotional states.	
Use at least two resources to support your plan and outcomes		/2
Uses appropriate language and sentence structure with few grammar, spelling, citation, and/or punctuation errors.		/2
Total		/20

E-Mail

You are expected to read email sent to your **Carlow email account**. As instructed by the Carlow University administration, the instructor WILL NOT send email to alternate email accounts. If you would like to forward your email from your Carlow account to another email account, please use the following documentation: <http://www.it.carlow.edu/quicktips/forward.html>. Please use e-mail to ask questions and/or express concerns. Assignments should be submitted as hard copies as specified in the syllabus. |

Course, Program and University Policies

Carlow's Mission Statement:

Carlow University, rooted in its Catholic identity and embodying the heritage and values of the Sisters of Mercy, offers transformational educational opportunities for a diverse community of learners and empowers them to excel in their chosen work as compassionate, responsible leaders in the creation of a just and merciful world.

Respect for Diversity

Carlow University faculty are committed to creating a safe academic environment that fosters growth and humility. We hold a deep appreciation for diversity and seek to honor the dignity of every person. It is our intent that students from all backgrounds and perspectives be well served by our courses, that students' learning needs be addressed both in and out of the classroom, and that the diversity that each student brings to our classes be viewed as a resource, strength and benefit. We acknowledge the history of exclusion of people with diverse identities and it is our highest priority to create a more inclusive and equitable campus. It is our intent that materials presented in our courses through discourse, activities or assignments be respectful and inclusive of diversity by: age, ability, culture, ethnicity, gender identity, nationality, race, religion, sexual orientation, and socioeconomic status and uphold the Carlow University standard that is reflected through our Mercy heritage and mission.

The MSW Program recognizes and upholds the policies and procedures as detailed in the University's Graduate Student Handbook. This handbook and other student resources are available on [My Carlow](#).

It is expected that students in the MSW Program be familiar with Carlow's MSW Program Handbook which contains a more detailed list and explanation of program specific policies and procedures. This handbook is available on the [MSW webpage](#).

Attendance Policy

In an online course, attendance is insufficient by simply logging into the online class. Students demonstrate academic attendance by participating in class or otherwise engaging in an academically related activity, such as by contributing to an online discussion or initiating contact with the faculty member to ask a course-related question in order to constitute attendance.

Late Work Course Policy

It is expected that assignments are turned in by the due date and time stated in the syllabus and in Celtic Online. Students with extenuating circumstances should contact the course instructor in advance of the due date to request an extension. It is at the discretion of the instructor to grant an extension. Points will be deducted for late work according to the following criteria; 0.05% points will be deducted for assignments turned in 24 hours or less after the due date, an additional .02% points per day will be deducted each day thereafter. Students with circumstances requiring on-going extensions should contact your instructor. |

If you have circumstances requiring on-going extensions or accommodations please contact Carlow's [Disabilities Services Office](#) as soon as possible. (see *Student's with Disabilities Policy* and *Carlow University Temporary Disability Policy*).

Communication and Feedback

Carlow adheres to the Family Education Records Privacy Act (FERPA). This means that, to protect your privacy, our communications must be sent through Carlow email. You are thus expected to read email sent to your Carlow email account in a timely manner, at least once per day.

Prior to the start of the semester, the course shell will be placed on CelticOnline. This shell will include all course assignments, due dates, supportive materials, and required documents. Grading will be done through CelticOnline so that students can access their current grade at any time. Any changes or updates to the course will be sent via the CelticOnline "updates" tab. Please ensure that your notifications are set up for your preferred method of delivery (email, texts, etc.). Changes will further be shared during the "face-to-face" synchronous Teams sessions.

Your questions and concerns are important to me. If you have any questions, please email me. I will be sure to respond within 24 hours. |

FEEDBACK:

I believe that ongoing feedback is important to your growth and development. For this reason, I will provide weekly feedback on CelticOnline in response to your weekly journal posts. These journal posts can include any challenges you experience during Field Placement. As stated above, students can access their current grade at any time using the Gradebook portal on BrightSpace/CelticOnline. Feedback will further be provided through

Midterm and End of Term Field Instructor Assessments. You will have the chance to provide feedback as well through the end-of-term student assessment of the course and the internship experience.]

Academic Integrity Policy

Carlow University aims to educate and challenge students to reach their highest potential by guiding students along a path of honesty and integrity throughout their intellectual pursuits. Students are thus expected to uphold the highest standards of academic integrity. Forms of academic misconduct include (but are not limited to):

- *Cheating*—providing or receiving inappropriate assistance on any coursework.
- *Plagiarism*—submitting another’s work as one’s own; not properly citing sources, using exact wording without quotations or proper attribution, paraphrasing without proper citation, or improper paraphrasing; attributing citations to inaccurate or misleading sources.
- *Self-plagiarism*—unauthorized use of one’s own work or part of a work, either from the same course or from another course, in more than one assignment.
- *Academic deceit*—use of false or altered information or withholding information critical to the processes of the University; providing false information or documentation with the intent to obtain an exemption, extension or exception to one’s coursework; signing other students into classes or on group reports.
- *Fabrication of data*—using falsified or fabricated data, forgery, or unsanctioned documents for research or other coursework.
- *Interference with other students’ learning or achievement*—sabotaging (including failing to contribute to) group projects or laboratory work, disrupting in-class work, altering computer files or online posts, or making educational materials unavailable to others.
- *Unauthorized acquisition or exchange of coursework*—purchasing, borrowing, stealing, or otherwise obtaining material with the intent to use as one’s own coursework; selling, lending, or otherwise offering one’s own coursework to others with the intent of allowing the recipient to use the work as one’s own; obtaining a copy of one’s own completed tests and exams (either a physical copy, an electronic image, or a screenshot) without explicit permission from the course instructor.
- *Copyright violation*—distributing copyrighted material, including course material provided by the instructor or obtained from the textbook, without explicit permission from the copyright holder.

All violations of Carlow’s academic integrity policy will be kept on permanent record. Serious or multiple violations will be forwarded to the Academic Integrity Committee for a judicial hearing.

It is the student’s responsibility to become familiarized with Carlow’s Academic Integrity Policy. The full policy can be found in the Course Catalog.

Online Learning at Carlow University:

Online courses are a great way for individuals to receive a university education. The online courses designed at Carlow University will offer the same content and rigor as the face-to-face offerings on campus.

If you are new to online learning, don't worry! For some in your class, it will be their first online course too. Carlow has resources to help you thrive in the online learning environment. [Technology support](#) (412 578-8700) is available 24 hours a day, 7 days a week.

The following minimum specifications are recommended for Carlow students. For better performance, we strongly suggest exceeding these specifications.

- Internet access: high-speed (at least 10 Mbps) connection like cable or fiber optic.
- Technology: Personal computer (Windows 10 or latest Mac OS, 16GB memory, Intel core i5, 256 GB hard drive, anti-virus software), headset or headphones with microphone, webcam.
- iPads (Mac iPad OS) cannot accommodate the online test-taking browser requirements. If you elect to utilize this device type and need to take proctored exams online, you will need to utilize a campus computer lab or other Windows or MacOS based device to take the exam.
- Software and applications: Microsoft Office 365 (provided by Carlow), [Google Chrome](#), [Adobe Reader](#)
- Security requirements: Virus scanning software (McAfee, Norton), [malware scanning tool](#), latest security patches

Center for Academic Achievement (CAA) and Graduate Courses:

[Carlow's Center for Academic Achievement \(CAA\)](#) offers free online tutoring and guides for writing and research. You can work with a writing consultant in a live online session or via email. Appointments must be made at least 48 hours in advance. For writing appointments, allow a **one-hour appointment per ten pages**. Papers are not edited; tutors make helpful suggestions to help you become a better writer.

Students with Disabilities Policy:

Carlow University makes every effort to provide reasonable accommodations for students with documented disabilities. This includes individuals with physical disabilities, learning disabilities, and mental health disorders who meet the definition of disability under the Americans with Disabilities Act (ADA). Students who plan to request accommodations should contact the Disabilities Services Office at the beginning of each semester since accommodations cannot be granted retroactively. Confidential requests for accommodations may be made via [the Accommodate system](#).

Questions about services and procedures for students with disabilities can be directed to:

Jacqueline M. Smith
Director Disabilities Services Office
Phone - 412.578.6257 (Office line)
Fax - 412 578.2027
dso@carlow.edu

NOTE: Students with disabilities have the same responsibility as other students to meet the University's academic, technical, and behavioral standards and to follow

the University's general policies and guidelines regarding standards of conduct with or without accommodations.

Temporary Disability Policy:

Carlow University values each student and is invested in encouraging his or her academic success in line with the Mercy mission “to respond reverently to God and others; and to embrace an ethic of service for a just and merciful world.” In keeping with the mission, the University has chosen to offer assistance to those with temporary conditions such as short-term illnesses, injuries, or other temporary medical conditions. While the University is not required to provide such support under the ADA, some assistance may be arranged via the Disability Services Office (DSO). Each situation will be reviewed; however, the office cannot guarantee that services will be provided. Students should complete a confidential request for accommodations form at via [the Accommodate system](#), in order to determine if they may receive some assistance.

Counseling Support:

[Carlow's Counseling Services](#) offers excellent resources for students who find personal challenges are impacting their academic experience.

Policy on Sharing of Course Material:

All course material, including but not limited to presentation slides, lecture notes, handouts, audio or video recordings, syllabi, assignments, quizzes, tests, and exams, are the legal property of the instructor who developed them, the University that commissioned the work, or the textbook publisher. Students may use this material for their own learning and for discussion with other students in the class, but may not redistribute it in any way, including uploading it online for others to access. Doing so violates the copyright law and Carlow’s policy on sharing of course material. In addition, sharing or accessing course material for the purpose of gaining an unfair advantage in the course or allowing others to gain an unfair advantage in the course violates Carlow’s academic integrity policy.

Course Planner and Class Schedule: MSW 735 Field Placement Seminar III Fall 2023

Week	Topic and Required Readings/Learning Activities	Learning Assessments & Due Date Please review late work policy! All times reflect EST time zone.
Week 1	The Social Work Field Placement Personal introductions; review syllabus; review of field placement sites; overview of Seminars. Virtual Seminar 8/29 6:00-7:30 TEAMS	Order Textbook Read/Review Chapter 1 Reminder: Weekly journals will be due on Mondays (11:59 PM EST)
Week 2	Evaluating Your Professional Competencies	Read/Review Chapter 2 Weekly Journal Reminder: Assignment 1: Resume Due 9/12
Week 3	Using Supervision to Guide Professional ... Virtual Seminar 9/12 6:00-7:30 TEAMS	Read/Review Chapter 3 Assignment 1: Resume Due 9/12 Weekly Journal Reminder: Competency Integration Plan initial signature Due 9/5
Week 4	Using Reflection & Self-Regulation ...	Read/Review Chapter 4 Weekly Journal
Week 5	Building Relationships ... & Virtual Seminar 9/26 6:00-7:30 TEAMS	Read/Review Chapter 5 Weekly Journal
Week 6	Maximizing Your Learning Opportunities	Weekly Journal Reminder: Field Instructor must complete Mid-term by 10/23
Week 7	Engaging Diversity and Difference in Practice Virtual Seminar 10/10 6:00-7:30 TEAMS	Read/Review Chapter 7 Assignment #2 Policy Paper Due 10/10 Weekly Journal
Week 8	Fall Break 10/16-10/17 Enjoy!	Reminder: Field Instructor Mid-term 10/23 Weekly Journal

Week 9	Advancing Human Rights and Social Justice in ... Virtual Seminar 10/24 6:00-7:30 TEAMS	Read/Review Chapter 8 Field Instructor Mid-term and CIP Due 10/23 Weekly Journal
Week 10	Engaging in Policy Practice in Your FP	Read/Review Chapter 10 Weekly Journal
Week 11	Catch up Week Virtual Seminar 11/7 6:00-7:30 TEAMS	Weekly Journal
Week 12	Engaging in Research to Inform and Improve...	Read/Review Chapter 9 Assignment #3 Evaluation Project Due 11/14 Weekly Journal
Week 13	Work on Comp Integration Plan Virtual Seminar 11/21 6:00-7:30 TEAMS Thanksgiving Break 11/22-11/24	Weekly Journal
Week 14	Competency Integration Plan	Semester End Reflection Due 12/1 Reminder: Competency Integration Plan - Final Due 12/6
Week 15 +	Semester Wrap-up and Reflection Virtual Seminar 12/5 6:00-7:30 TEAMS	Competency Integration Plan - Final Due 12/6 Field Instructor Evaluation Due 12/8 Final Timesheet Due 12/8 (or when 300 hours are completed) Student Evaluation of Field Placement Due 12/15

Table 17: Weekly course schedule including weekly reading assignments and learning assessments.

CSWE Core Social Work Competency: (Includes knowledge, values, skills, & cognitive/affective processes)	Outcomes/Objectives: Observable behaviors	Curriculum: How it will be learned	Assessment: How learning will be demonstrated
<p>1: Demonstrate Ethical and Professional Behavior</p> <p>Direct practice social workers demonstrate ethical and professional behavior while using a trauma-informed approach to practice. Direct practice social workers are trauma-informed as they recognize the pervasiveness and impact of trauma across systems, and they demonstrate the key characteristics of trauma-informed practice. With this knowledge, direct practice social workers comprehend and critically engage with the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Direct practice social workers use a trauma-informed lens, to apply frameworks of ethical decision making and apply critical thinking in</p>	<p>Direct Practice Social work students will:</p> <ul style="list-style-type: none"> • make ethical decisions incorporating the understanding of trauma and trauma-informed practice, the National Association of Social Workers Code of Ethics, models for ethical decision making, and relevant laws, policies, and regulations • identify, attend, and facilitate ethical considerations including maintaining physical, interpersonal, spiritual, emotional and psychological boundaries for clients and client systems and demonstrates the ability to assess and address barriers to safety for clients across the lifespan; and 	<p>Textbook readings: Chapter 6 Demonstrating Ethical and Professional Behavior Seminar Discussion Prompts</p>	<p>Weekly Reflection Seminar Discussion Competency Integration Plan Field Instructor Evaluation</p>

<p>practice, research, and policy arenas. Direct practice social workers recognize and manage personal values and the distinction between personal and professional values. Direct practice social workers understand how their evolving worldview, personal experiences, trauma history, and affective reactions influence their professional judgment and behavior, and they consistently incorporate cultural humility into practice. Direct practice social workers have high regard for the importance of human rights, and the impacts of trauma while working toward social, racial, economic, and environmental justice in their practice. Direct practice social workers recognize the impact of collective trauma, vicarious trauma, and traumatic stress and take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Direct practice social workers adhere to the ethical responsibility to</p>	<ul style="list-style-type: none"> engage in self-reflection, self-regulation strategies, and self-care practices that prevent and address compassion fatigue, burnout, and vicarious trauma. 		
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<p>represent themselves as competent only within the boundaries of their education, training, supervised experience, or other relevant professional experience. Direct practice social workers understand the role of other professionals and engage in interprofessional practice. Direct practice social workers demonstrate lifelong learning through a commitment to ongoing skill development to ensure relevant and effective practice. Direct practice social workers maintain ethical standards when using digital technology in practice.</p>			
<p>2: Advance Human Rights and Social Justice, Racial, Economic, and Environmental Justice Direct practice social workers apply knowledge of trauma and trauma-informed practices to advance human rights and social, racial, economic, and environmental justice. Direct practice social workers convey an understanding that every person regardless of their position in society has fundamental</p>	<p>Direct Practice Social work students will:</p> <ul style="list-style-type: none"> • recognize and strive to redress human rights, social, economic, and environmental injustices at the individual, family, group, organizational, and community system levels • demonstrate skills in providing trauma-informed social work practices across local, 	<p>Field placement Integration</p> <p>Textbook readings: Chapter 7 Advancing Human Rights and Social Justice</p> <p>Seminar Discussion Prompts</p>	<p>Weekly Journal Reflections Competency Integration Plan</p>

<p>human rights. Direct practice social workers recognize that trauma adaptation and growth are most attainable when the fundamental rights of individuals, families, communities, and populations are upheld and restored. Direct practice social workers are knowledgeable about how traumatic events do not occur evenly across societal groups and understand that the contextual realities of trauma survivors often affect their ability to recover and thrive in ongoing post traumatic circumstances. Direct practice social workers exhibit awareness about the many ways in which trauma can impact clients and constituents. They use critical reflection to engage multilevel and interpersonal response strategies while maintaining self-awareness of their own biases, trauma responses and need for self-care. Direct practice social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are</p>	<p>regional, and global environments.</p>		
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distributed equitably, and that civil, political, economic, social, and cultural human rights are protected.			
<p>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</p> <p>Direct practice social workers use awareness of trauma and trauma-informed practices to engage ADEI in practice. Direct practice social workers know that trauma occurs in a socio-political-cultural context which creates variable risk for trauma. Direct practice social workers understand the intersectionality of diverse factors that result in disproportionate trauma exposure, access to services, and social support resources. Direct practice social workers classify the dimensions of diversity as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and</p>	<p>Direct Practice Social work students will:</p> <ul style="list-style-type: none"> engage in the ongoing process demonstrating ADEI practices at the individual, family, group, organizational, community, research, and policy levels integrate the meaning of trauma and ?responses? to trauma into practices grounded in cultural humility for all clients and constituencies. 	<p>Field placement instruction integration</p> <p>Textbook readings: Chapter 8 Engaging Diversity and Difference in Practice</p> <p>Seminar discussion Prompts</p>	<p>Weekly Journal Reflections Assignment 2: Policy Paper Competency Integration Plan</p>

<p>spirituality, sex, sexual orientation, and tribal sovereign status. As such, direct practice social workers engage in practice that is grounded in an understanding of intersectionality and cultural humility. Direct practice social workers are committed to working with all members of society and especially those who are most vulnerable. Because of this and their commitment to the values of the profession, direct practice social workers strive to be inclusive to all clients and constituents, across all systems by demonstrating the knowledge that each person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Direct practice social workers promote inclusivity and practice with the awareness that this impacts each client and constituent's potential for resiliency and ability to thrive. Direct practice social workers use a strengths perspective across the lifespan and with all systems illustrating the inherent capability of</p>			
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all clients and constituencies for healing, resiliency, and wellness while striving to eliminate oppression and discrimination.			
<p>Competency 5: Engage in Policy Practice</p> <p>Direct practice social workers engage in policy practice using frameworks grounded in trauma-informed principles: safety, trustworthiness and transparency, peer support, collaboration and mutuality, empowerment voice and choice, and the relevance of cultural, historical, and gender issues. Direct practice social workers recognize how these principles impact social policy at the local, state, federal, and global levels and as such impact well-being, human rights and justice, service delivery, and access to social services. Direct practice social workers use a trauma-informed lens and critical thinking to approach policy practice at all levels and across all fields of practice to prevent retraumatization by systems and within systems. Direct practice social workers seek to advance policy that</p>	<p>Direct Practice Social work students will:</p> <ul style="list-style-type: none"> • advocate for trauma informed policies to enhance the delivery of and access to social services • engage in policy work to ensure trauma informed principles and practices are incorporated across all levels and fields to promote resiliency, trauma recovery, and to avoid retraumatization. 	<p>Textbook Readings: Chapter 10 Engaging in Policy Practice in Your Field Placement Field Placement Activity Integration</p>	<p>Assignment 2 Policy Paper Weekly Journal Reflections Competency Integration Plan</p>

recognizes and builds on the resilience of trauma-affected systems through policy analysis and advocacy.			
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>Direct practice social workers employ knowledge of trauma and trauma-informed practices when intervening with individuals, families, groups, organizations, and communities. Direct practice social workers strive to create trauma-informed systems of care that recognize and respond effectively to signs of traumatic distress in human beings across their lifespan and throughout the various service settings. Direct practice social workers display a nonjudgmental attitude in their work and build relationships with clients based upon safety, support, respect, and trust. Direct practice social workers design interventions that increase psychological, emotional, physical, and spiritual safety in micro, mezzo, and</p>	<p>Direct Practice Social work students will:</p> <ul style="list-style-type: none"> devise and implement trauma-informed interventions that are evidence-based and culturally competent; mobilize client strengths to increase individual, family, group, and community resiliency and wellbeing. 	<p>Field Placement Activity Integration Textbook Readings Chapter 11 Engaging with Individuals, Families Groups, Organizations, and Communities</p>	<p>Weekly Journal Reflections Competency Integration Plan Field Instructor Evaluation</p>

macro settings. Direct practice social workers have a heightened awareness of the effect they can have on their clients as well as of the effect their client's histories can have on them. Direct practice social workers facilitate healing and resiliency with clients and systems by processing trauma experiences in a phase-based approach that attends to trauma-informed principles.			
<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p> <p>Direct practice social workers use a trauma-informed lens in the evaluation process which is understood to be 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. Direct practice social workers are trauma-informed and comprehend the impact of current and historical trauma and use this knowledge in evaluation processes</p>	<p>Direct Practice Social work students will:</p> <ul style="list-style-type: none"> • use a trauma-informed lens to conduct assessment and evaluation; • apply evaluation findings to improve trauma-informed practices with individuals, families, groups, organizations, and communities. 	<p>Field Placement Activity Integration Textbook Readings: Chapter 14-16</p>	<p>Assignment 3: Evaluation Paper Weekly Journal Reflections Competency Integration Plan</p>

<p>and outcome measures to inform practice decisions. Direct practice social workers value the strengths perspective and apply it to ensure evaluation of practice is collaborative and seeks to empower all systems. Direct practice social workers connect the trauma-informed principles to their high regard for anti-racist and anti-oppressive perspectives in evaluating outcomes. Direct practice social workers integrate trauma theories, theories of human behavior, and person-in-environment as well as interprofessional conceptual frameworks, to critically appraise the impacts of this knowledge in evaluating outcomes. Direct practice social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</p>			
<p>Competency 10: Engage in Trauma Informed Social Work Practice Direct practice social workers clearly articulate the complexity and pervasiveness of trauma and its</p>	<p>Direct Practice Social work students will:</p> <ul style="list-style-type: none"> comprehensively approach practice with a trauma informed lens; develop and employ trauma-informed practices with all 	<p>Field Placement Activity Integration Textbook Readings: Chapter 5 Using Reflection and Self-Regulation to Promote</p>	<p>Weekly Journal Reflections Competency Integration Plan Field Instructor Evaluation</p>

<p>multifaceted impact on individuals, families, groups, organizations, and communities.</p> <p>Direct practice social workers demonstrate trauma-informed principles: safety, trustworthiness and transparency, peer support, collaboration and mutuality, empowerment voice and choice, and the relevance of cultural, historical, and gender issues when working with all clients and constituents, in every practice setting, and across all systems.</p> <p>Direct practice social workers promote strength and resiliency among all clients and help clients to understand that although trauma creates unique and complex challenges, recovery from trauma is possible.</p> <p>Direct practice social workers participate in ongoing professional development and practice regular self-care to prevent compassion fatigue, burnout, and vicarious trauma and to lessen their impacts when prevention is not possible.</p>	<p>clients and constituencies.</p>	<p>Well-Being Through Self-Care</p>	
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Table 4: Learning Outcomes and Council on Social Work Education (CSWE) Competencies for Students enrolled in Carlow's Direct Practice Specialization

CSWE Core Social Work Competency: (Includes knowledge, values, skills, & cognitive/affective processes)	Outcomes/Objectives: Observable behaviors	Curriculum: How it will be learned	Assessment: How learning will be demonstrated
<p>1: Demonstrate Ethical and Professional Behavior</p> <p>Macro social workers demonstrate the capacity, integrity, and commitment to act in an ethical manner that promotes inclusive participation in decision making, public policy, and community building. They ensure that practice in complex systems respects every individual's and community's right to human dignity and worth by opposing sources and structures of racism and other forms of oppression. Macro practitioners are facilitative leaders and organizers across all realms of practice and maintain a commitment to a vision and mission that supports the collective process of social change. To ensure ethical practice with communities, with organizations, and in the policy arena, these social workers use self-reflection, self-</p>	<p>Macro Social Work</p> <p>Students will:</p> <ul style="list-style-type: none"> critically apply an anti-racist, anti-oppression ethical decision-making framework that integrates the principles included in the NASW and International Federation of Social Workers (IFSW) ethical codes, as well as relevant evidence-based knowledge, and relevant legal and policy-related information; assess internal and external policies, regulations, and laws that govern nonprofit and public agencies for their compatibility with social work values, their anti-racist and anti-oppressive effects, and their prioritization of the voices of affected populations 	<p>Textbook readings: Chapter 6 Demonstrating Ethical and Professional Behavior Seminar Discussion Prompts</p>	<p>Weekly Reflection Semester Reflection Seminar Discussion Competency Integration Plan Field Instructor Evaluation</p>

<p>regulation, supervision, consultation, and lifelong learning to address how their attitudes and biases influence their personal and professional identity, values, and behaviors. Social workers in macro practice represent the profession's values in interactions with clients, interprofessional colleagues, policymakers, and community stakeholders. They understand and promote organizational, community, and individual rights regarding policy, political activity, and other forms of social action. Macro practitioners recognize ethical issues in practice. They distinguish between professional decision-making frameworks to navigate ethical dilemmas and their personal values, their identity, the values of the profession, and the values, interests, and rights of individuals, families, groups, organizations, and communities.</p>	<ul style="list-style-type: none"> • use self-evaluation and reflection to critically navigate competing personal and professional values, as well as trade-offs involved in making strategic decisions in macro practice; • model appropriate professional use of self in the different social work roles required in professional macro environments • use social work supervision as an accountability mechanism in supporting ethical and professional macro social work practice. 		
2: Advance Human	Macro social work	Field placement	Weekly Journal

<p>Rights and Social Justice, Racial, Economic, and Environmental Justice</p> <p>Macro practice social workers advance human rights and social, racial, economic, and environmental justice with, and on behalf of, individuals, families, organizations, communities, and larger social structures. Human rights and social justice are fundamental to social work and necessary for every human being to live in freedom and with dignity, security, and equality. Informed by theories of justice, human rights, power dynamics, intersectionality, and other frameworks, macro practice social workers advance human rights and social, racial, economic, and environmental justice locally and globally. Macro social workers recognize historical legacies of racism, oppression, and discrimination. They critically analyze and challenge social policies and practices that tolerate or promote racism, sexism, heterosexism, and other discriminatory</p>	<p>students will:</p> <ul style="list-style-type: none"> • integrate knowledge of human rights theories, frameworks, international documents, conventions, and covenants into practice to improve social, racial, economic, and environmental well-being; • engage members of society in designing and promoting trauma-informed programs and services that address human rights to access resources that ensure social, racial, economic, and environmental equity; • identify issues, develop strategies, evaluate outcomes, and promote human rights and social justice with affected clients and constituencies • analyze and participate in the political process and political 	<p>Integration</p> <p>Textbook readings: Chapter 7 Advancing Human Rights and Social Justice</p> <p>Seminar Discussion Prompts</p>	<p>Reflections Competency Integration Plan</p>
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<p>treatments of people based on identities including age, disability, religion, and national origin. They understand that the realization of human rights is mediated and influenced by local, state, federal, and international policies. Macro social workers design and advance public policies using the Universal Declaration of Human Rights, which guarantees all people the right to work, housing, healthcare, education, leisure, privacy, economic security, and a clean, safe, and sustainable environment. They promote the right to vote, the right to protest, and other forms of civic participation to fully and freely engage in democratic processes.</p>	<p>climate when engaging in trauma-informed organizational, community, and policy change on behalf of human rights and social justice; and</p>		
<p>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice Macro practitioners engage with a variety of individuals, families, organizations, communities, and other stakeholder groups to dismantle White supremacy and other systems of oppression. Macro practitioners</p>	<p>Macro social work students will:</p> <ul style="list-style-type: none"> formulate inclusive, anti-racist, anti-oppressive, trauma-informed engagement strategies based on an intersectional analysis of systems 	<p>Field placement instruction integration</p> <p>Textbook readings: Chapter 8 Engaging Diversity and Difference in Practice</p> <p>Seminar discussion</p>	<p>Weekly Journal Reflections Assignment 2: Policy Paper Competency Integration Plan</p>

<p>build on the strength of diversity and the history of people, organizations, and communities to inform collaborative engagement processes. They use an intersectional lens and anti-racist and anti-oppressive approaches to develop strategies for engaging and collaborating with people and communities who are marginalized on the basis of dimensions of diversity, which are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers in macro practice use communication skills and tools in complex contexts, working with those holding different perspectives and worldviews, recognizing</p>	<p>of power, privilege, and oppression both within and outside organizational, community, and policy contexts;</p> <ul style="list-style-type: none"> • apply a variety of communication styles to effectively engage diverse stakeholders from a position of cultural humility, understanding how personal biases, power, and privilege affect the engagement process and all aspects of macro practice; • develop leadership and staff teams in trauma-informed management, policy, and community practice that reflect the diversity of the communities in which they work. 	<p>Prompts</p>	
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<p>the complexities and contradictions that can arise when addressing multiple oppressions and disparities. They educate diverse stakeholders about how organizational, community, and policy decisions affect vulnerable communities to craft interventions designed to create equity and inclusion. Macro social workers apply research-informed knowledge and the lived experience of affected groups when working with diverse populations to address organizational, community, and societal issues. Macro practitioners are committed to critically and reflectively examining how power, implicit and explicit bias, privilege, and oppression are manifested in the social work profession and in their own practice.</p>			
<p>Competency 5: Engage in Policy Practice Social workers in macro practice examine how historical, political, social, economic, and cultural factors shape the policy environment at the local, state, federal, and global</p>	<p>Macro social work students will:</p> <ul style="list-style-type: none"> analyze policies at local, state, national, and international levels to assess their impact on individuals, 	<p>Textbook Readings: Chapter 10 Engaging in Policy Practice in Your Field Placement Field Placement Activity Integration</p>	<p>Assignment 2 Policy Paper Weekly Journal Reflections Competency Integration Plan</p>

<p>levels and use this knowledge to recognize and capitalize on opportunities for reform that advance human rights; racial and gender equity; access to high-quality, comprehensive social welfare services; and social, racial, economic, and environmental justice. Macro practitioners appreciate the complexity of policy issues; understand legislative, executive, and judicial policy-making processes; and critically analyze and reflect on the varied dimensions of power as they affect individuals, families, groups, organizations, and communities. Macro practitioners engage in policy research, development, advocacy, analysis, implementation, evaluation, and electoral politics. They devise and implement strategies at the local, state, and national levels to achieve policy goals reflecting social work values. They engage and build the capacity of affected constituencies to participate in advocacy and direct and indirect lobbying, including</p>	<p>families, groups, organizations, and communities and on the values of human rights and social, racial, economic, and environmental justice</p> <ul style="list-style-type: none"> • strategically document and disseminate persuasive information to key policymakers and relevant audiences about unmet needs and policy and program accomplishments by using research evidence, practice wisdom, stories of lived experience, and human rights based, anti-racist, and anti-oppressive lenses; • use interpersonal communication, relationship building, group work, and organizing skills to form coalitions, lobby policymakers, engage and mobilize constituents, and leverage political capital to 		
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<p>working through coalitions, to advance rights based, anti-oppressive, and anti-racist, evidence-informed policies that support well-being.</p>	<p>challenge structures of power and privilege and effect positive change;</p> <ul style="list-style-type: none"> • develop ethical, anti-racist, trauma-informed policy proposals for implementation at the organizational, community, or societal levels, recognizing and rewarding professionalism, diversity, high-quality consumer service, and employee and client engagement and empowerment. 		
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities Macro practitioners use research-informed evidence to address the root causes of social problems and incorporate indigenous knowledge of affected populations, communities, and organizations with their participation. Effective interventions with organizations, with</p>	<p>Macro social work students will:</p> <ul style="list-style-type: none"> • select and implement strengths-based, theoretically, and empirically informed interventions to achieve community, organizational, and policy goals that enhance well-being for clients and constituencies 	<p>Field Placement Activity Integration Textbook Readings Chapter 11 Engaging with Individuals, Families Groups, Organizations, and Communities</p>	<p>Weekly Journal Reflections Competency Integration Plan Field Instructor Evaluation</p>

<p>communities, and in the policy arena build on successful engagement with stakeholders and constituencies, as well as the assessment of social, racial, economic, and political contexts. Using collaborative and interdisciplinary processes, macro practitioners design and implement positive change interventions that are strategic and reflect the profession's values of social, racial, economic, and environmental justice. Macro practitioners work to ensure that interventions combat systemic oppression and injustice that permeate our organizations and society and that often become institutionalized through social policies. Macro social workers use cutting-edge professional knowledge to apply evidence-informed interventions at local, state, and national levels. They build power and capacity for positive social change by effectively managing human service organizations and delivery systems;</p>	<ul style="list-style-type: none"> • negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies and facilitate their participation in macro interventions; • initiate and facilitate interprofessional collaborations within and between organizational, community, and policy partners to achieve positive system change; • build and effectively manage organizations that initiate and sustain positive social change interventions; • draw on policy analyses and a nuanced understanding of policy processes, contexts, and windows of opportunities to develop effective advocacy strategies; • formulate educational materials and 		
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educating, mobilizing, and organizing for community planning and development; and shaping social policies.	deliver persuasive arguments through written and oral communications, such as fact sheets, case vignettes, testimony, and policy briefs.		
<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p> <p>Macro social workers use research methods to evaluate programs, interventions, organizations, communities, and policies by using multiple sources of knowledge including professional experience, practice knowledge, and stakeholder input. They consider research and theories on organizational, community, and political processes in addressing the causes and consequences of social problems, inequality, and systematic oppression. Macro social workers evaluate the processes and outcomes of change efforts to ensure that evaluation findings are used to</p>	<p>Macro social work students will:</p> <ul style="list-style-type: none"> • integrate theoretical and conceptual frameworks into evaluation strategies that facilitate an understanding of community, organizational, and policy dynamics and outcomes; • develop ethical, culturally appropriate, anti-racist, and anti-oppressive evaluation plans that include clear goals, outputs, and outcomes, and operationalize all aspects of a planned evaluation, including partners, measures, data collection, 	Field Placement Activity Integration Textbook Readings: Chapter 14-16	Assignment 3: Evaluation Paper Weekly Journal Reflections Competency Integration Plan

<p>promote social, racial, political, and economic justice, sustainable and accessible services and programs, and evidence-based practice. Macro social workers ensure that evaluation design, measurement, implementation, and use of findings are customized to the target population and diverse settings and that they are culturally responsive, accurate, and timely. They recognize that evaluation is a complex activity that does not occur in a vacuum and that factors such as measurement issues, multiple goals, and changing systemic contexts contribute to success or failure. They understand that values and politics can influence evaluation processes and findings. They critically appraise methods and findings for these influences and engage in self-reflection to examine how and why their own values and biases may influence evaluation design and processes. They strive to include the perspectives, input, and participation of stakeholders and</p>	<p>analysis, and dissemination;</p> <ul style="list-style-type: none"> • demonstrate the ability to use and apply quantitative and qualitative data analyses and current technological processes and resources, such as specialized software, geographic information systems, administrative data, and management information systems, to inform and enhance evaluation activities; • use and translate evaluation outcomes to increase the effectiveness and sustainability of organizations and communities and to advocate for policies and planned change efforts that advance social work values. 		
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community members throughout the evaluation process.			
<p>Competency 10: Engage in Trauma Informed Social Work Practice</p> <p>Trauma-informed macro social workers understand the complexity and pervasiveness of trauma and its multifaceted impact on individuals, families, groups, organizations, and communities. Informed by international and national studies related to historic trauma within groups and communities, as well as the impacts of natural and unnatural disasters, communal and societal violence and war, and the slow violence of climate change, macro social workers apply a trauma-informed lens to their work. Working in complex environments that require multi-level interventions, trauma-informed macro social workers support and facilitate safety, trustworthiness and transparency, peer support, collaboration and mutuality, and the empowerment of voice and choice, attending</p>	<p>Macro social work students will:</p> <ul style="list-style-type: none"> comprehensively approach practice with communities, organizations, and in the policy arena with a trauma informed lens develop and employ trauma-informed practices with all clients and constituencies at the community, organization, and policy level of practice. 	<p>Field Placement Activity Integration Textbook Readings: Chapter 5 Using Reflection and Self-Regulation to Promote Well-Being Through Self-Care</p>	<p>Weekly Journal Reflections Competency Integration Plan Field Instructor Evaluation</p>

<p>to relevant cultural, historical, and gender issues. Macro social workers promote strength and resiliency among all clients and help clients to understand that although trauma creates unique and complex challenges at the community, organization, and societal levels, macro-level recovery from trauma is possible. Informed by international and national developments in work with communities, organizations and policy-stakeholders, macro social workers design and implement trauma-informed interventions at the community, organizational, and societal levels. Macro social workers participate in ongoing professional development and practice regular self-care to prevent compassion fatigue, burnout, and vicarious trauma and to lessen their impacts when prevention is not possible.</p>			
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Table 5: Learning Outcomes and Council on Social Work Education (CSWE) Competencies for Students enrolled in Carlow’s Macro Practice Specialization

CSWE Core Social Work Competency: (Includes knowledge, values, skills, & cognitive/affective processes)	Outcomes/Objectives: Observable behaviors	Curriculum: How it will be learned	Assessment: How learning will be demonstrated
<p>1: Demonstrate Ethical and Professional Behavior</p> <p>Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for</p>	<p>Social work students will:</p> <ul style="list-style-type: none"> • make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context. • demonstrate professional 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. 	<p>Textbook readings: Chapter 6 Demonstrating Ethical and Professional Behavior Seminar Discussion Prompts</p>	<p>Weekly Journal Reflections Competency Integration Plan Field Instructor Evaluation</p>

<p>themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.</p>			
<p>2: Advance Human Rights and Social Justice, Racial, Economic, and Environmental Justice</p> <p>Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that</p>	<p>Social work students will:</p> <ul style="list-style-type: none"> • advocate for human rights at the individual, family, group, organizational, and community system levels. • engage in practices that advance human rights to promote social, racial, economic, 	<p>Field placement Integration</p> <p>Textbook readings: Chapter 7 Advancing Human Rights and Social Justice</p> <p>Seminar Discussion Prompts</p>	<p>Weekly Journal Reflections Assignment #2 Competency Integration Plan Field Instructor Evaluation</p>

<p>result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.</p>	<p>and environmental justice.</p>		
<p>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</p> <p>Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their</p>	<p>Social work students will:</p> <ul style="list-style-type: none"> • demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels. • demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the 	<p>Field placement instruction integration</p> <p>Textbook readings: Chapter 8 Engaging Diversity and Difference in Practice</p> <p>Seminar discussion Prompts</p>	<p>Weekly Journal Reflections Assignment #2 Competency Integration Plan Field Instructor Evaluation</p>

<p>knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand</p>	<p>influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.</p>		
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cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.			
<p>Competency 5: Engage in Policy Practice</p> <p>Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights- based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social</p>	<p>Social work students will:</p> <ul style="list-style-type: none"> • use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services. • apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice. 	<p>Textbook Readings: Chapter 10 Engaging in Policy Practice in Your Field Placement Field Placement Activity Integration </p>	<p>Weekly Journal Reflections Assignment #2 Competency Integration Plan Field Instructor Evaluation </p>

workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.			
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers</p>	<p>Social work students will:</p> <ul style="list-style-type: none"> engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies. 	<p>Field Placement Activity Integration Textbook Readings Chapter 11 Engaging with Individuals, Families Groups, Organizations, and Communities</p>	<p>Weekly Journal Reflections Competency Integration Plan Field Instructor Evaluation</p>

facilitate effective transitions and endings.			
<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</p>	<p>Social work students will:</p> <ul style="list-style-type: none"> • select and use culturally responsive methods for evaluation of outcomes. • critically analyze outcomes and b.) apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities. 	<p>Field Placement Activity Integration Textbook Readings: Chapter 14-16</p>	<p>Weekly Journal Reflections Assignment #3 Competency Integration Plan Field Instructor Evaluation</p>

<p>Competency 10: Engage in Trauma Informed Social Work Practice</p> <p>Social workers understand the complexity and pervasiveness of trauma and the complex impact it has on individuals, families, groups, organizations, and communities. Social workers understand that the likelihood of encountering trauma survivors is high in every practice setting and across all systems. Social workers understand that although trauma creates unique and complicated challenges, recovery from trauma is possible. Social workers understand professional development and self-care are vital to efficient trauma-informed practices.</p>	<p>Social work students will:</p> <ul style="list-style-type: none"> • use a trauma informed lens to assess how trauma affects the delivery of and access to social services. • incorporate practices that promote trauma-informed practices with all clients and constituencies. 	<p>Field Placement Activity Integration Textbook Readings: Chapter 5 Using Reflection and Self-Regulation to Promote Well-Being Through Self-Care</p>	<p>Weekly Journal Reflections Competency Integration Plan Field Instructor Evaluation</p>
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APPENDIX H: MID-TERM EVALUATION OF STUDENTS

MSW Field Placement

Mid-Term Evaluation Form

Brief Instructions: Please see Field Manual, available at https://www.carlow.edu/uploadedFiles/Academics/Colleges_and_Programs/College_of_Leadership_and_Social_Change/Social_Work/MSW-Field-Manual-2019_v2.pdf for complete instructions and for additional downloadable copies of this form

The purpose of the mid-term evaluation is to determine if the students intern is meeting expectations and to provide them with feedback. This information will be shared with the students. Please answer honestly to facilitate a productive dialogue.

Students Name _____

Semester Fall _____ Spring _____ Summer _____

Year _____

Agency _____

Field Instructor _____

Telephone _____

Email _____

Additional Agency _____

Supervisor/Task _____

Supervisor _____

Carlow Faculty Liaison: Ken Smythe-Leistico, EdD, LSW

Phone: 412.578.6369

Email: kjsmythe-leistico@carlow.edu

Has students attended all scheduled hours?	Yes	No
Is students on time for all scheduled hours?	Yes	No

On a scale of 1-5, please rate the following of the students:

	Insufficient (1)	Developing (2)	Competent (3)	Proficient (4)	Excellent (5)
Oral communication					
Written communication					
Engages with required tasks					
Is Responsible					
Is Reliable					
Takes initiative					
Is meeting the expectations of field placement					

*In reviewing the competencies listed below, please select any that you feel the students has **NOT** yet demonstrated ability in:*

Competency 1: Demonstrate Ethical and Professional Behavior

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

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

Competency 10: Engage in Trauma Informed Social Work Practice

Comments:

Field Instructor Signature:	Date
Students Signature:	Date

MSW Field Placement

Mid-Term Evaluation Form SCHOOL SOCIAL WORK

Brief Instructions: Please see Field Manual, available at https://www.carlow.edu/uploadedFiles/Academics/Colleges_and_Programs/College_of_Leadership_and_Social_Change/Social_Work/MSW-Field-Manual-2019_v2.pdf for complete instructions and for additional downloadable copies of this form

The purpose of the mid-term evaluation is to determine if the students intern is meeting expectations and to provide them with feedback. This information will be shared with the students. Please answer honestly to facilitate a productive dialogue.

Students Name _____

Semester Fall _____ Spring _____ Summer _____

Year _____

Agency _____

Field Instructor _____

Telephone _____

Email _____

Additional Agency _____

Supervisor/Task _____

Supervisor _____

Carlow Faculty Liaison: Ken Smythe-Leistico, EdD, LSW

Phone: 412.578.6369

Email: kjsmythe-leistico@carlow.edu

Has students attended all scheduled hours?	Yes	No
Is students on time for all scheduled hours?	Yes	No

Carlow MSW Field Manual

On a scale of 1-5, please rate the following of the students:

	Insuffici ent (1)	Developi ng (2)	Compet ent (3)	Profici ent (4)	Excell ent (5)
Oral communication					
Written communication					
Engages with required tasks					
Is Responsible					
Is Reliable					
Takes initiative					
Is meeting the expectations of field placement					

*In reviewing the competencies listed below, please select any that you feel the students has **NOT** yet demonstrated ability in:*

Competency 1: Demonstrate Ethical and Professional Behavior
(PA School SW Competency 1: Social Work Ethics)

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

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in practice
(PA School SW Competency 5: Characteristics of Students Populations)

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

Competency 5: Engage in Policy Practice
(PA School SW Competency 8: Public Education and Federal and State Laws)

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
(PA School SW Competency 4: Theories of Human Behavior and Development)

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
(PA School SW Competency 6: Methods of School Social Work Practice)

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
(PA School SW Competency 3: Social Work Modalities and Procedures)

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

Competency 10: Engage in Trauma Informed Social Work Practice

School Social Work Competency 2: Professional Development and Management Skills

School Social Work Competency 7: Multidisciplinary and Interdisciplinary Activities

Comments:

Field Instructor Signature:	Date
Students Signature:	Date

APPENDIX I: FIELD PRACTICE EVALUATION OF STUDENTS (FINAL)

MSW Field Placement

Field Practice Evaluation Form

Generalist Practice

Brief Instructions: Please see Field Manual, available at [https://www.carlow.edu/uploadedFiles/Academics/Colleges_and_Programs/College of Leadership and Social Change/Social Work/MSW-Field-Manual-2019 v2.pdf](https://www.carlow.edu/uploadedFiles/Academics/Colleges_and_Programs/College_of_Leadership_and_Social_Change/Social_Work/MSW-Field-Manual-2019_v2.pdf) for complete instructions and for additional downloadable copies of this form.

At the end of the semester, the field instructor shall complete and submit the evaluation to the field liaison (kjsmythe-leistico@carlow.edu) after reviewing the evaluation with the students and obtaining the students's signature. A new learning agreement shall be completed for additional semesters carrying forward relevant objectives. We recommend completing and maintaining electronic versions of this document.

Students Name _____

Semester Fall _____ Spring _____ Summer _____

Year _____

Agency _____

Field Instructor _____

Telephone _____

Email _____

Additional Agency _____

Supervisor/Task _____

Supervisor _____

Carlow Faculty Liaison: Ken Smythe-Leistico, EdD, LSW

Phone: 412.578.6369

Email: kjsmythe-leistico@carlow.edu

At the conclusion of the semester use the scale below to assess the students' achievement of each of the competencies and practice behaviors identified in this learning agreement and evaluation.

5	The intern has excelled in this area
4	The intern is functioning above expectations for interns in this area
3	The intern has met the expectations for interns in this area
2	The intern has not as yet met the expectations in this area, but is demonstrating improvement
1	The intern has not met the expectations in this area

Generalist Practice Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

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

EVALUATION OF COMPETENCY 1

1.1	make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context	1	2	3	4	5
1.2	demonstrate professional behavior; appearance; and oral, written, and electronic communication	1	2	3	4	5
1.3	use technology ethically and appropriately to facilitate practice outcomes	1	2	3	4	5
1.4	use supervision and consultation to guide professional judgment and behavior	1	2	3	4	5

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

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

EVALUATION OF COMPETENCY 2

2.1	advocate for human rights at the individual, family, group, organizational, and community system levels	1	2	3	4	5
2.2	engage in practices that advance human rights to promote social, racial, economic, and environmental justice	1	2	3	4	5

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

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

EVALUATION OF COMPETENCY 3

3.1	demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels	1	2	3	4	5
3.2	demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences	1	2	3	4	5

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

EVALUATION OF COMPETENCY 4

4.1	apply research findings to inform and improve practice, policy, and programs	1	2	3	4	5
4.2	identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	1	2	3	4	5

Competency 5: Engage in Policy Practice

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

EVALUATION OF COMPETENCY 5

5.1	use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services	1	2	3	4	5
5.2	apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice	1	2	3	4	5

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

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

EVALUATION OF COMPETENCY 6

6.1	apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies	1	2	3	4	5
6.2	use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies	1	2	3	4	5

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

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

Evaluation of Competency #7:

7.1	apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies	1	2	3	4	5
7.2	demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	1	2	3	4	5

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

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

Evaluation of Competency #8:

8.1	engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies	1	2	3	4	5
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Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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

Evaluation of Competency #9:

9.1	select and use culturally responsive methods for evaluation of outcomes; and critically analyze outcomes	1	2	3	4	5
9.2	apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities	1	2	3	4	5

Competency 10: Engage in Trauma Informed Social Work Practice

Social workers understand the complexity and pervasiveness of trauma and the complex impact it has on individuals, families, groups, organizations, and communities. Social workers understand that the likelihood of encountering trauma survivors is high in every practice setting and across all systems. Social workers understand that although trauma creates unique and complicated challenges, recovery from trauma is possible. Social workers understand professional development and self-care are vital to efficient trauma-informed practices.

Evaluation of Competency #10:

10.1	use a trauma informed lens to assess how trauma affects the delivery of and access to social services	1	2	3	4	5
10.2	incorporate practices that promote trauma-informed practices with all clients and constituencies	1	2	3	4	5

Summative Comments

Please provide additional narrative summary of the students's performance in the practicum for the period covered by this evaluation. Identify areas of students growth, specific strengths, and suggest directions for future development.

Comments:

Students Comments and Self Evaluation:

Comments:

Please attach additional sheets as needed.

Overall Evaluation of Students (Circle one):

This intern is excelling in field placement by performing well above expectations for interns.	5
This intern is above expectations for interns.	4
This intern is meeting the expectations of a field placement intern.	3
This intern is functioning somewhat below the expectations of a field placement intern. There is a question whether this intern will be ready for beginning level social work practice by the end of placement.	2
This intern is functioning below the expectations of a field placement intern. There is considerable concern that this intern will not be ready for beginning level social work practice by the end of placement.	1

Final decisions concerning grades for the field practice class are determined by the faculty instructor and include students performance in the field practice seminar and written assignments.

Evaluation Signatures:

Field Instructor

Date

Students

Date

Faculty Liaison

Date

MSW Field Placement

Field Practice Evaluation Form

Direct Practice Specialization

Brief Instructions: Please see Field Manual, available at [https://www.carlow.edu/uploadedFiles/Academics/Colleges_and_Programs/College of Leadership and Social Change/Social Work/MSW-Field-Manual-2019 v2.pdf](https://www.carlow.edu/uploadedFiles/Academics/Colleges_and_Programs/College_of_Leadership_and_Social_Change/Social_Work/MSW-Field-Manual-2019_v2.pdf) for complete instructions and for additional downloadable copies of this form.

At the end of the semester, the field instructor shall complete and submit the evaluation to the field liaison (kjsmythe-leistico@carlow.edu) after reviewing the evaluation with the students and obtaining the students's signature. A new learning agreement shall be completed for additional semesters carrying forward relevant objectives. We recommend completing and maintaining electronic versions of this document.

Students Name	_____
Semester	Fall _____ Spring _____ Summer _____
Year	_____
Agency	_____
Field Instructor	_____
Telephone	_____
Email	_____
Additional Agency Supervisor/Task Supervisor	_____
Carlow Faculty Liaison:	<u>Ken Smythe-Leistico, EdD, LSW</u>
Phone:	<u>412.578.6369</u>
Email:	<u>kjsmythe-leistico@carlow.edu</u>

Direct Practice:

The Direct Practice specialization builds on the foundation of Generalist Practice course work and the core values, ethics, and skills of social work. Through course work and assignments, the curriculum establishes that direct practice social workers learn about practice of all the dimensions of the worker/client experience including focus on best practices for a range of intervention methods for working with individuals, families and groups. It is grounded in the person-in-the-environment framework, trauma informed care, human rights and social and economic justice. This specialization is designed for students seeking careers in health and behavioral health-related fields across the lifespan within a wide array of settings including social service agencies, hospitals, clinics, public safety organizations (i.e., first responders and victims' services), schools, correctional facilities, and community mental health and counseling.

Evaluation:

At the conclusion of the semester use the scale below to assess the students's achievement of each of the competencies and practice behaviors identified in this learning agreement and evaluation.

5	The intern has excelled in this area
4	The intern is functioning above expectations for interns in this area
3	The intern has met the expectations for interns in this area
2	The intern has not as yet met the expectations in this area, but is demonstrating improvement
1	The intern has not met the expectations in this area

Direct Practice Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Direct practice social workers demonstrate ethical and professional behavior while using a trauma-informed approach to practice. Direct practice social workers are trauma-informed as they recognize the pervasiveness and impact of trauma across systems, and they demonstrate the key characteristics of trauma-informed practice. With this knowledge, direct practice social workers comprehend and critically engage with the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Direct practice social workers use a trauma-informed lens, to apply frameworks of ethical decision making and apply critical thinking in practice, research, and policy arenas. Direct practice social workers recognize and manage personal values and the distinction between personal and professional values. Direct practice social workers understand how their evolving worldview, personal experiences, trauma history, and affective reactions influence their professional judgment and behavior, and they consistently incorporate cultural humility into practice. Direct practice social workers have high regard for the importance of human rights, and the impacts of trauma while working toward social, racial, economic, and environmental justice in their practice. Direct practice social workers recognize the impact of collective trauma, vicarious trauma, and traumatic stress and take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Direct practice social workers adhere to the ethical responsibility to represent

themselves as competent only within the boundaries of their education, training, supervised experience, or other relevant professional experience. Direct practice social workers understand the role of other professionals and engage in interprofessional practice. Direct practice social workers demonstrate lifelong learning through a commitment to ongoing skill development to ensure relevant and effective practice. Direct practice social workers maintain ethical standards when using digital technology in practice.

EVALUATION OF COMPETENCY 1

1.1	make ethical decisions incorporating the understanding of trauma and trauma-informed practice, the National Association of Social Workers Code of Ethics, models for ethical decision making, and relevant laws, policies, and regulations	1	2	3	4	5
1.2	identify, attend, and facilitate ethical considerations including maintaining physical, interpersonal, spiritual, emotional and psychological boundaries for clients and client systems and demonstrates the ability to assess and address barriers to safety for clients across the lifespan	1	2	3	4	5
1.3	engage in self-reflection, self-regulation strategies, and self-care practices that prevent and address compassion fatigue, burnout, and vicarious trauma	1	2	3	4	5

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

Direct practice social workers apply knowledge of trauma and trauma-informed practices to advance human rights and social, racial, economic, and environmental justice. Direct practice social workers convey an understanding that every person regardless of their position in society has fundamental human rights. Direct practice social workers recognize that trauma adaptation and growth are most attainable when the fundamental rights of individuals, families, communities, and populations are upheld and restored. Direct practice social workers are knowledgeable about how traumatic events do not occur evenly across societal groups and understand that the contextual realities of trauma survivors often affect their ability to recover and thrive in ongoing post traumatic circumstances. Direct practice social workers exhibit awareness about the many ways in which trauma can impact clients and constituents. They use critical reflection to engage multilevel and interpersonal response strategies while maintaining self-awareness of their own biases, trauma responses and need for self-care. Direct practice social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected.

EVALUATION OF COMPETENCY 2

2.1	recognize and strive to redress human rights, social, economic, and environmental injustices at the individual, family, group, organizational, and community system levels	1	2	3	4	5
2.2	demonstrate skills in providing trauma-informed social work practices across local, regional, and global environments	1	2	3	4	5

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

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

EVALUATION OF COMPETENCY 3

3.1	engage in the ongoing process demonstrating ADEI practices at the individual, family, group, organizational, community, research, and policy levels	1	2	3	4	5
3.2	integrate the meaning of trauma and responses to trauma into practices grounded in cultural humility for all clients and constituencies	1	2	3	4	5

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

Direct practice social workers incorporate knowledge of trauma and trauma-informed practices when engaging with practice-informed research and research-informed practice. Direct practice social workers understand the role of trauma and its relationship to evidence-based interventions. Direct practice social workers can apply neurobiological and other relevant research to understand the impact of trauma experiences and to explain biopsychosocial and cultural factors related to trauma. Direct practice social workers apply the profession's values in their practice-informed research and research-informed practice. They use trauma-informed, ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Direct practice social workers document challenging trauma cases to inform ongoing research, conduct trauma-informed research, and collaborate with trauma researchers to ensure clinically relevant interventions. Direct practice social workers use trauma informed strategies to regulate their own cognitive and affective processes to avoid compassion fatigue and vicarious trauma.

EVALUATION OF COMPETENCY 4

4.1	use trauma relevant theories and research to inform and conduct scientific inquiry and research	1	2	3	4	5
4.2	use research to adopt, adapt, and translate practices and policies that are most appropriate to trauma-informed social work practices	1	2	3	4	5

Competency 5: Engage in Policy Practice

Direct practice social workers engage in policy practice using frameworks grounded in trauma-informed principles: safety, trustworthiness and transparency, peer support, collaboration and mutuality, empowerment voice and choice, and the relevance of cultural, historical, and gender issues. Direct practice social workers recognize how these principles impact social policy at the local, state, federal, and global levels and as such impact well-being, human rights and justice, service delivery, and access to social services. Direct practice social workers use a trauma-informed lens and critical thinking to approach policy practice at all levels and across all fields of practice to prevent retraumatization by systems and within systems. Direct practice social workers seek to advance policy that recognizes and builds on the resilience of trauma-affected systems through policy analysis and advocacy.

EVALUATION OF COMPETENCY 5

5.1	advocate for trauma informed policies to enhance the delivery of and access to social services	1	2	3	4	5
5.2	engage in policy work to ensure trauma informed principles and practices are incorporated across all levels and fields to promote resiliency, trauma recovery, and to avoid retraumatization	1	2	3	4	5

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

Direct practice social workers use a trauma-informed lens to engage with individuals, families, groups, organizations, and communities. Direct practice social workers recognize that clients and constituencies affected by trauma may have experienced a variety of emotional and psychological disturbances and therefore the process of engagement must use strategies that are restorative and build trust. Direct practice social workers understand a collaborative alliance with clients and continents formed during the engagement process provides safety for the client and acknowledges that disclosure occurs at the client's own pace. Direct practice social workers critically consider the impacts trauma may have on human relationships. Direct practices social workers incorporate trauma theories with other theories of human behavior and person-in-environment to critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Direct practice social workers are self-reflective and understand how trauma, bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies.

EVALUATION OF COMPETENCY 6

6.1	identify, understand, respect, and address the wide range of coping strategies trauma survivors may demonstrate, and how trauma experiences may create barriers to engagement	1	2	3	4	5
6.2	implement trauma-informed principles to engagement with clients and constituencies	1	2	3	4	5

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

Direct practice social workers employ knowledge of trauma and trauma-informed practices to assess individuals, families, groups, organizations, and communities. Direct practice social workers assess the impact of trauma using a range of behavioral, cognitive, affective, spiritual, and neurological indicators and a review of risk factors, protective factors, strengths, and resiliency. Direct practice social workers collect and apply assessment data to inform the development of interprofessional, interorganizational, and collaborative systems for trauma-informed practices and use the data to assess the impact of compassion fatigue and vicarious trauma. Direct practice social workers respect each clients' willingness to disclose trauma at their own pace, and they encourage the disclosure of historical events and explore with clients the meanings and the impacts attached to those experiences. Direct practice social workers use a trauma-informed lens to assess presenting problems and understand that adaptive skills can be cultivated to increase healthy functioning. Direct practice social workers use developmental and ecological theories to ensure assessment is ongoing and trauma-informed at the micro, mezzo, and macros levels. Direct practice social workers value theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they demonstrate these theories in practice in culturally responsive assessment with all clients and constituencies. Direct practice social workers construct a collaborative assessment process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Direct practice social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Direct practice social workers are self-reflective and understand how trauma, bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

EVALUATION OF COMPETENCY 7

7.1	conduct trauma-informed assessments that examine the effects of trauma and assess for risks, strengths, and protective factors in a developmental context across the lifespan	1	2	3	4	5
7.2	demonstrate awareness of the ways in which one's own biases, experiences, potential countertransference processes, and values can affect a trauma-informed approach to assessment	1	2	3	4	5

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

Direct practice social workers employ knowledge of trauma and trauma-informed practices when intervening with individuals, families, groups, organizations, and communities. Direct practice social workers strive to create trauma-informed systems of care that recognize and respond effectively to signs of traumatic distress in human beings across their lifespan and throughout the various service settings. Direct practice social workers display a nonjudgmental attitude in their work and build relationships with clients based upon safety, support, respect, and trust. Direct practice social workers design interventions that increase psychological, emotional, physical, and spiritual safety in micro, mezzo, and macro settings. Direct practice social workers have a heightened awareness of the effect they can have on their clients as well as of the effect their client's histories can have on them. Direct practice social workers facilitate healing and resiliency with clients and systems by processing trauma experiences in a phase-based approach that attends to trauma-informed principles.

EVALUATION OF COMPETENCY 8

8.1	devise and implement trauma-informed interventions that are evidence-based and culturally competent	1	2	3	4	5
8.2	mobilize client strengths to increase individual, family, group, and community resiliency and wellbeing	1	2	3	4	5

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

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

EVALUATION OF COMPETENCY 9

9.1	use a trauma-informed lens to conduct assessment and evaluation	1	2	3	4	5
9.2	apply evaluation findings to improve trauma-informed practices with individuals, families, groups, organizations, and communities	1	2	3	4	5

Competency 10: Engage in Trauma Informed Social Work Practice

Direct practice social workers clearly articulate the complexity and pervasiveness of trauma and its multifaceted impact on individuals, families, groups, organizations, and communities. Direct practice social workers demonstrate trauma-informed principles: safety, trustworthiness and transparency, peer support, collaboration and mutuality, empowerment voice and choice, and the relevance of cultural, historical, and gender issues when working with all clients and constituents, in every practice setting, and across all systems. Direct practice social workers promote strength and resiliency among all clients and help clients to understand that although trauma creates unique and complex challenges, recovery from trauma is possible. Direct practice social workers participate in ongoing professional development and practice regular self-care to prevent compassion fatigue, burnout, and vicarious trauma and to lessen their impacts when prevention is not possible.

Evaluation of Competency #10:

10.1	comprehensively approach practice with a trauma informed lens	1	2	3	4	5
10.2	develop and employ trauma-informed practices with all clients and constituencies	1	2	3	4	5

Summative Comments

Please provide additional narrative summary of the students's performance in the practicum for the period covered by this evaluation. Identify areas of students growth, specific strengths, and suggest directions for future development.

<p>Comments:</p>

Students Comments and Self Evaluation:

Comments:

Please attach additional sheets as needed.

Overall Evaluation of Students (Circle one):

This intern is excelling in field placement by performing well above expectations for interns.	5
This intern is above expectations for interns.	4
This intern is meeting the expectations of a field placement intern.	3
This intern is functioning somewhat below the expectations of a field placement intern. There is a question whether this intern will be ready for beginning level social work practice by the end of placement.	2
This intern is functioning below the expectations of a field placement intern. There is considerable concern that this intern will not be ready for beginning level social work practice by the end of placement.	1

Final decisions concerning grades for the field practice class are determined by the faculty instructor and include students performance in the field practice seminar and written assignments.

Evaluation Signatures:

Field Instructor

Date

Students

Date

Faculty Liaison

Date

MSW Field Placement

Field Practice Evaluation Form

Macro Specialization

Brief Instructions: Please see Field Manual, available at [https://www.carlow.edu/uploadedFiles/Academics/Colleges_and_Programs/College of Leadership and Social Change/Social Work/MSW-Field-Manual-2019 v2.pdf](https://www.carlow.edu/uploadedFiles/Academics/Colleges_and_Programs/College_of_Leadership_and_Social_Change/Social_Work/MSW-Field-Manual-2019_v2.pdf) for complete instructions and for additional downloadable copies of this form.

At the end of the semester, the field instructor shall complete and submit the evaluation to the field liaison (kjsmythe-leistico@carlow.edu) after reviewing the evaluation with the students and obtaining the students's signature. A new learning agreement shall be completed for additional semesters carrying forward relevant objectives. We recommend completing and maintaining electronic versions of this document.

Students Name	_____
Semester	Fall _____ Spring _____ Summer _____
Year	_____
Agency	_____
Field Instructor	_____
Telephone	_____
Email	_____
Additional Agency Supervisor/Task Supervisor	_____
Carlow Faculty Liaison:	<u>Ken Smythe-Leistico, EdD, LSW</u>
Phone:	<u>412.578.6369</u>
Email:	<u>kjsmythe-leistico@carlow.edu</u>

Macro Practice:

Macro practice builds on the advancement of human rights through a lens of advocacy and social justice. Through course work and assignments, the curriculum establishes that macro practice social workers learn about practice of all the dimensions of the client experience including intervention methods for working with large groups, communities, and organizations. It is grounded in the person-in-the-environment framework, trauma informed care, human rights and social and economic justice. Students are taught best practices with large systems and frameworks for advocating for and achieving change. This specialization is designed for students seeking careers in community advocacy, public policy, human service leadership, non-profit leadership and other public service roles.

Evaluation:

At the conclusion of the semester use the scale below to assess the students' achievement of each of the competencies and practice behaviors identified in this learning agreement and evaluation.

5	The intern has excelled in this area
4	The intern is functioning above expectations for interns in this area
3	The intern has met the expectations for interns in this area
2	The intern has not as yet met the expectations in this area, but is demonstrating improvement
1	The intern has not met the expectations in this area

- (1) The intern has not met the expectations in this area
- (2) The intern has not as yet met the expectations in this area, but is demonstrating improvement
- (3) The intern has met the expectations for interns in this area
- (4) The intern is functioning above expectations for interns in this area
- (5) The intern has excelled in this area

Macro Practice Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Macro social workers demonstrate the capacity, integrity, and commitment to act in an ethical manner that promotes inclusive participation in decision making, public policy, and community building. They ensure that practice in complex systems respects every individual's and community's right to human dignity and worth by opposing sources and structures of racism and other forms of oppression. Macro practitioners are facilitative leaders and organizers across all realms of practice and maintain a commitment to a vision and mission that supports the collective process of social change. To ensure ethical practice with communities, with organizations, and in the policy arena, these social workers use self-reflection, self-regulation, supervision, consultation, and lifelong learning to address how their attitudes and biases influence their personal and professional identity, values, and behaviors. Social workers in macro practice represent the profession's values in interactions with clients, interprofessional colleagues, policymakers, and community

stakeholders. They understand and promote organizational, community, and individual rights regarding policy, political activity, and other forms of social action. Macro practitioners recognize ethical issues in practice. They distinguish between professional decision-making frameworks to navigate ethical dilemmas and their personal values, their identity, the values of the profession, and the values, interests, and rights of individuals, families, groups, organizations, and communities.

EVALUATION OF COMPETENCY 1

1.1	critically apply an anti-racist, anti-oppression ethical decision-making framework that integrates the principles included in the NASW and International Federation of Social Workers (IFSW) ethical codes, as well as relevant evidence-based knowledge, and relevant legal and policy-related information	1	2	3	4	5
1.2	assess internal and external policies, regulations, and laws that govern nonprofit and public agencies for their compatibility with social work values, their anti-racist and anti-oppressive effects, and their prioritization of the voices of affected populations;	1	2	3	4	5
1.3	use self-evaluation and reflection to critically navigate competing personal and professional values, as well as trade-offs involved in making strategic decisions in macro practice;	1	2	3	4	5
1.4	model appropriate professional use of self in the different social work roles required in professional macro environments	1	2	3	4	5
1.5	use social work supervision as an accountability mechanism in supporting ethical and professional macro social work practice.	1	2	3	4	5

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

Macro practice social workers advance human rights and social, racial, economic, and environmental justice with, and on behalf of, individuals, families, organizations, communities, and larger social structures. Human rights and social justice are fundamental to social work and necessary for every human being to live in freedom and with dignity, security, and equality. Informed by theories of justice, human rights, power dynamics, intersectionality, and other frameworks, macro practice social workers advance human rights and social, racial, economic, and environmental justice locally and globally. Macro social workers recognize historical legacies of racism, oppression, and discrimination. They critically analyze and challenge social policies and practices that tolerate or promote racism, sexism, heterosexism, and other discriminatory treatments of people based on identities including age, disability, religion, and national origin. They understand that the realization of human rights is mediated and influenced by local, state, federal, and international policies. Macro social workers design and advance public policies using the Universal Declaration of Human Rights, which guarantees all people the right to work, housing, healthcare, education, leisure, privacy, economic security, and a clean, safe, and sustainable environment. They promote the right to vote, the right to protest, and other forms of civic participation to fully and freely engage in democratic processes.

EVALUATION OF COMPETENCY 2

2.1	integrate knowledge of human rights theories, frameworks, international documents, conventions, and covenants into practice to improve social, racial, economic, and environmental well-being	1	2	3	4	5
2.2	engage members of society in designing and promoting trauma-informed programs and services that address human rights to access resources that ensure social, racial, economic, and environmental equity;	1	2	3	4	5
2.3	identify issues, develop strategies, evaluate outcomes, and promote human rights and social justice with affected clients and constituencies	1	2	3	4	5
2.4	analyze and participate in the political process and political climate when engaging in trauma-informed organizational, community, and policy change on behalf of human rights and social justice	1	2	3	4	5

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

Macro practitioners engage with a variety of individuals, families, organizations, communities, and other stakeholder groups to dismantle White supremacy and other systems of oppression. Macro practitioners build on the strength of diversity and the history of people, organizations, and communities to inform collaborative engagement processes. They use an intersectional lens and anti-racist and anti-oppressive approaches to develop strategies for engaging and collaborating with people and communities who are marginalized on the basis of dimensions of diversity, which are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers in macro practice use communication skills and tools in complex contexts, working with those holding different perspectives and worldviews, recognizing the complexities and contradictions that can arise when addressing multiple oppressions and disparities. They educate diverse stakeholders about how organizational, community, and policy decisions affect vulnerable communities to craft interventions designed to create equity and inclusion. Macro social workers apply research-informed knowledge and the lived experience of affected groups when working with diverse populations to address organizational, community, and societal issues. Macro practitioners are committed to critically and reflectively examining how power, implicit and explicit bias, privilege, and oppression are manifested in the social work profession and in their own practice.

EVALUATION OF COMPETENCY 3

3.1	formulate inclusive, anti-racist, anti-oppressive, trauma-informed engagement strategies based on an intersectional analysis of systems of power, privilege, and oppression both within and outside organizational, community, and policy contexts	1	2	3	4	5
3.2	engage in practices that advance social, economic, and environmental justice	1	2	3	4	5
3.3	apply a variety of communication styles to effectively engage diverse stakeholders from a position of cultural humility, understanding how personal biases, power, and privilege affect the engagement process and all aspects of macro practice	1	2	3	4	5

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

Macro practitioners recognize environmental, sociocultural, and historical factors that affect the inclusion of underrepresented populations in research. They understand how this research enhances service delivery and contributes to broader knowledge building within social work practice. In collaboration with key program stakeholders and those directly affected by social problems, macro practitioners build culturally informed knowledge to promote human rights and social, racial, and economic justice for vulnerable and oppressed populations. Macro social workers understand that many types of evidence, from personal narrative to analysis of large data sets, inform the development, analysis, and critique of social policies and interventions. They use a wide range of research methods, including logic, scientific inquiry, and culturally informed and ethical approaches, to develop effective responses to social, economic, political, and environmental challenges and to shape policies and programs. They recognize that research is not value free and that biases can skew programs and policies. They critically assess research methods and findings for the influence of values and biases, whether their own or others. They communicate research-based arguments to inform policies and programs and translate research findings into actionable planned change efforts and policies. Macro social workers understand that defining, conducting, and presenting research findings and their implications includes political and resource considerations.

EVALUATION OF COMPETENCY 4

4.1	engage in critical analysis and ongoing review of research findings, macro practice models, and practice wisdom to inform ethical, anti-racist, trauma-informed organizational, community, and policy practice	1	2	3	4	5
4.2	identify, critically evaluate, and use data and scholarship to build new knowledge and inform the development, implementation, and evaluation of social policy and community and organizational programs	1	2	3	4	5
4.3	consciously and collaboratively integrate the voices and experiences of those directly affected by social, racial, economic, and political inequality throughout the research process, recognizing the differences in conducting research with, research by, and research on an organizational or community entity	1	2	3	4	5
4.4	identify anticipated obstacles and opposition to the conduct and dissemination of research, including ethical, political, and economic dilemmas.	1	2	3	4	5

Competency 5: Engage in Policy Practice

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

values. They engage and build the capacity of affected constituencies to participate in advocacy and direct and indirect lobbying, including working through coalitions, to advance rights based, anti-oppressive, and anti-racist, evidence-informed policies that support well-being.

EVALUATION OF COMPETENCY 5

5.1	analyze policies at local, state, national, and international levels to assess their impact on individuals, families, groups, organizations, and communities and on the values of human rights and social, racial, economic, and environmental justice	1	2	3	4	5
5.2	strategically document and disseminate persuasive information to key policymakers and relevant audiences about unmet needs and policy and program accomplishments by using research evidence, practice wisdom, stories of lived experience, and human rights based, anti-racist, and anti-oppressive lenses	1	2	3	4	5
5.3	use interpersonal communication, relationship building, group work, and organizing skills to form coalitions, lobby policymakers, engage and mobilize constituents, and leverage political capital to challenge structures of power and privilege and effect positive change	1	2	3	4	5
5.4	develop ethical, anti-racist, trauma-informed policy proposals for implementation at the organizational, community, or societal levels, recognizing and rewarding professionalism, diversity, high-quality consumer service, and employee and client engagement and empowerment	1	2	3	4	5

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

Effective macro practice with individuals, families, groups, organizations, and communities begins with engaging key stakeholders to better understand social problems, identify resources and assets, and develop strategies to address stakeholder concerns. It is an ongoing, iterative, and dynamic process that starts with initial engagement and continues through assessment, intervention, and evaluation. Macro social workers must recognize interconnections and interdependencies between micro, mezzo, and macro systems. Macro social workers must be adept at moving across these systems to engage community members, organizations, policymakers, and other community leaders. They create, nurture, and deepen authentic and strategic relationships and consider power dynamics in selecting, implementing, and modifying engagement strategies. They manage conflict and disagreement with respect, seek common ground, and interact effectively with both allies and opponents while maintaining a commitment to social justice and the needs of vulnerable populations. Macro social workers build collaborative relationships that bring together stakeholders at the grassroots and interorganizational levels for a common purpose to improve social, economic, and environmental well-being. Using an ecological systems perspective, macro social workers understand and apply a range of theories (e.g., critical race theory, feminist theory) that examine the structural and institutional forces and power dynamics that shape the context of the social problem. Macro practitioners understand that their personal experiences and affective reactions may affect how they engage with diverse stakeholders and audiences and how clients, constituencies, and stakeholders may engage with them based on their identities and background.

EVALUATION OF COMPETENCY 6

6.1	actively engage with individuals, families, groups, communities, and organizations affected by issues or problems from a position of cultural humility, demonstrating self- and other- awareness and communicating value and respect for their expertise, knowledge, and culture	1	2	3	4	5
6.2	develop and implement multiple engagement strategies that reflect an understanding of structural, environmental, and power dynamics; policymakers' characteristics and objectives; and the strengths, priorities, and interests of stakeholder groups	1	2	3	4	5
6.3	use interpersonal, and relationship-building skills to gain credibility with allies, clients, and constituents at the grassroots level in defining and communicating community and organizational needs and advancing potential solutions with decision makers	1	2	3	4	5
6.4	use the roles of facilitator, organizer, educator, coach, trainer, and/or bridge builder to engage with community members, groups, and organizations to address mutually identified problems or conditions	1	2	3	4	5

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

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

EVALUATION OF COMPETENCY 7

7.1	assess and analyze assets, needs, benefits, gaps in services, rights, and the inequitable distribution of resources and power to identify appropriate macro interventions	1	2	3	4	5
7.2	develop, select, and conduct collaborative assessments using appropriate metrics, analytical methods, frameworks, and tools, including primary data sources (e.g., surveys, interviews)	1	2	3	4	5
7.3	prepare reports that summarize and analyze collected data and frame options for intervention	1	2	3	4	5
7.4	design and conduct assessments of the structure, composition, process, and environmental factors that affect organizational performance and community and policy practice activities	1	2	3	4	5

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

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

EVALUATION OF COMPETENCY 8

8.1	select and implement strengths-based, theoretically, and empirically informed interventions to achieve community, organizational, and policy goals that enhance well-being for clients and constituencies	1	2	3	4	5
8.2	negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies and facilitate their participation in macro interventions	1	2	3	4	5
8.3	initiate and facilitate interprofessional collaborations within and between organizational, community, and policy partners to achieve positive system change	1	2	3	4	5
8.4	build and effectively manage organizations that initiate and sustain positive social change interventions	1	2	3	4	5
8.5	draw on policy analyses and a nuanced understanding of policy processes, contexts, and windows of opportunities to develop effective advocacy strategies	1	2	3	4	5
8.6	formulate educational materials and deliver persuasive arguments through written and oral communications, such as fact sheets, case vignettes, testimony, and policy briefs	1	2	3	4	5

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

Macro social workers use research methods to evaluate programs, interventions, organizations, communities, and policies by using multiple sources of knowledge including professional experience, practice knowledge, and stakeholder input. They consider research and theories on organizational, community, and political processes in addressing the causes and consequences of social problems, inequality, and systematic oppression. Macro social workers evaluate the processes and outcomes of change efforts to ensure that evaluation findings are used to promote social, racial, political, and economic justice, sustainable and accessible services and programs, and evidence-based practice. Macro social workers ensure that evaluation design, measurement, implementation, and use of findings are customized to the target population and diverse settings

and that they are culturally responsive, accurate, and timely. They recognize that evaluation is a complex activity that does not occur in a vacuum and that factors such as measurement issues, multiple goals, and changing systemic contexts contribute to success or failure. They understand that values and politics can influence evaluation processes and findings. They critically appraise methods and findings for these influences and engage in self-reflection to examine how and why their own values and biases may influence evaluation design and processes. They strive to include the perspectives, input, and participation of stakeholders and community members throughout the evaluation process.

EVALUATION OF COMPETENCY 9

9.1	integrate theoretical and conceptual frameworks into evaluation strategies that facilitate an understanding of community, organizational, and policy dynamics and outcomes	1	2	3	4	5
9.2	develop ethical, culturally appropriate, anti-racist, and anti-oppressive evaluation plans that include clear goals, outputs, and outcomes, and operationalize all aspects of a planned evaluation, including partners, measures, data collection, analysis, and dissemination	1	2	3	4	5
9.3	demonstrate the ability to use and apply quantitative and qualitative data analyses and current technological processes and resources, such as specialized software, geographic information systems, administrative data, and management information systems, to inform and enhance evaluation activities	1	2	3	4	5
9.4	use and translate evaluation outcomes to increase the effectiveness and sustainability of organizations and communities and to advocate for policies and planned change efforts that advance social work values	1	2	3	4	5

Competency 10: Engage in Trauma Informed Social Work Practice

Trauma-informed macro social workers understand the complexity and pervasiveness of trauma and its multifaceted impact on individuals, families, groups, organizations, and communities. Informed by international and national studies related to historic trauma within groups and communities, as well as the impacts of natural and unnatural disasters, communal and societal violence and war, and the slow violence of climate change, macro social workers apply a trauma-informed lens to their work. Working in complex environments that require multi-level interventions, trauma-informed macro social workers support and facilitate safety, trustworthiness and transparency, peer support, collaboration and mutuality, and the empowerment of voice and choice, attending to relevant cultural, historical, and gender issues. Macro social workers promote strength and resiliency among all clients and help clients to understand that although trauma creates unique and complex challenges at the community, organization, and societal levels, macro-level recovery from trauma is possible. Informed by international and national developments in work with communities, organizations and policy-stakeholders, macro social workers design and implement trauma-informed interventions at the community, organizational, and societal levels. Macro social workers participate in ongoing professional development and practice regular self-care to prevent compassion fatigue, burnout, and vicarious trauma and to lessen their impacts when prevention is not possible.

Evaluation of Competency #10:

10.1	comprehensively approach practice with communities, organizations, and in the policy arena with a trauma informed lens	1	2	3	4	5
10.2	develop and employ trauma-informed practices with all clients and constituencies at the community, organization, and policy level of practice	1	2	3	4	5

Summative Comments

Please provide additional narrative summary of the students's performance in the practicum for the period covered by this evaluation. Identify areas of students growth, specific strengths, and suggest directions for future development.

Comments:

Students Comments and Self Evaluation:

Comments:

Please attach additional sheets as needed.

Overall Evaluation of Students (Circle one):

This intern is excelling in field placement by performing well above expectations for interns.	5
This intern is above expectations for interns.	4
This intern is meeting the expectations of a field placement intern.	3
This intern is functioning somewhat below the expectations of a field placement intern. There is a question whether this intern will be ready for beginning level social work practice by the end of placement.	2
This intern is functioning below the expectations of a field placement intern. There is considerable concern that this intern will not be ready for beginning level social work practice by the end of placement.	1

Final decisions concerning grades for the field practice class are determined by the faculty instructor and include students performance in the field practice seminar and written assignments.

Evaluation Signatures:

Field Instructor

Date

Students

Date

Faculty Liaison

Date

MSW Field Placement

Field Practice Evaluation Form

School Social Work Specialization

Brief Instructions: Please see Field Manual, available at [https://www.carlow.edu/uploadedFiles/Academics/Colleges_and_Programs/College of Leadership and Social Change/Social Work/MSW-Field-Manual-2019 v2.pdf](https://www.carlow.edu/uploadedFiles/Academics/Colleges_and_Programs/College_of_Leadership_and_Social_Change/Social_Work/MSW-Field-Manual-2019_v2.pdf) for complete instructions and for additional downloadable copies of this form.

At the end of the semester, the field instructor shall complete and submit the evaluation to the field liaison (kjsmythe-leistico@carlow.edu) after reviewing the evaluation with the students and obtaining the students's signature. A new learning agreement shall be completed for additional semesters carrying forward relevant objectives. We recommend completing and maintaining electronic versions of this document.

Students Name	_____
Semester	Fall _____ Spring _____ Summer _____
Year	_____
Agency	_____
Field Instructor	_____
Telephone	_____
Email	_____
Additional Agency Supervisor/Task Supervisor	_____
Carlow Faculty Liaison:	Ken Smythe-Leistico, EdD, LSW
Phone:	412.578.6369
Email:	kjsmythe-leistico@carlow.edu

School Social Work:

The School Social Work specialization builds on the foundation of Generalist Practice course work and the core values, ethics, and skills of social work. Through course work and assignments, the curriculum establishes that school social workers learn about practice of all the dimensions of the client experience including focus on best practices for a range of intervention methods for working with students, families, communities and organizations. Students are also taught best practices with large systems and frameworks for advocating for and achieving change. It is grounded in the person-in-the-environment framework, trauma informed care, and a commitment to human rights and social and economic justice. This specialization is designed for students seeking careers in educational settings working with PK-12 students.

Evaluation:

At the conclusion of the semester use the scale below to assess the students' achievement of each of the competencies and practice behaviors identified in this learning agreement and evaluation.

5	The intern has excelled in this area
4	The intern is functioning above expectations for interns in this area
3	The intern has met the expectations for interns in this area
2	The intern has not as yet met the expectations in this area, but is demonstrating improvement
1	The intern has not met the expectations in this area

CSWE School Social Work Competencies

Competency 1: Demonstrate Ethical and Professional Behavior (PA School SW Competency 1: Social Work Ethics)

School social workers demonstrate a commitment to the values and ethics of the social work profession and use of NASW's professional school social work standards and Code of Ethics as a guide to ethical decision-making. School social workers demonstrate ethical and professional behavior while using a trauma-informed approach to practice. School social workers are trauma-informed as they recognize the pervasiveness and impact of trauma across systems, and they demonstrate the key characteristics of trauma-informed practice. With this knowledge, school social workers comprehend and critically engage with the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with students, families, groups, organizations, and communities. School social workers use a trauma-informed lens, to apply frameworks of ethical decision making and apply critical thinking in practice, research, and policy arenas. School social workers recognize and manage personal values and the distinction between personal and professional values. School social workers understand how their evolving worldview, personal experiences, trauma history, and affective reactions influence their professional judgment and behavior, and they consistently incorporate cultural humility into practice. School social workers have high regard for the importance of human rights, and the impacts of trauma while working toward social, racial, economic, and environmental justice in their practice. School social workers recognize the impact of collective trauma, vicarious trauma, and traumatic stress and take measures to care for themselves professionally and

personally, understanding that self-care is paramount for competent and ethical social work practice. School social workers adhere to the ethical responsibility to represent themselves as competent only within the boundaries of their education, training, supervised experience, or other relevant professional experience. School social workers understand the role of other professionals and engage in interprofessional practice. School social workers demonstrate lifelong learning through a commitment to ongoing skill development to ensure relevant and effective practice. School social workers maintain ethical standards when using digital technology in practice.

EVALUATION OF COMPETENCY 1

1.1	make ethical decisions incorporating the understanding of trauma and trauma-informed practice, the National Association of Social Workers Code of Ethics, models for ethical decision making, and relevant laws, policies, and regulations	1	2	3	4	5
1.2	identify, attend, and facilitate ethical considerations including maintaining physical, interpersonal, spiritual, emotional and psychological boundaries for clients and client systems and demonstrates the ability to assess and address barriers to safety for clients across the lifespan	1	2	3	4	5
1.3	engage in self-reflection, self-regulation strategies, and self-care practices that prevent and address compassion fatigue, burnout, and vicarious trauma	1	2	3	4	5

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

School social workers apply knowledge of trauma and trauma-informed practices to advance human rights and social, racial, economic, and environmental justice. School social workers convey an understanding that every child regardless of their position in society has fundamental human rights. School social workers recognize that trauma adaptation and growth are most attainable when the fundamental rights of students, families, communities, and populations are upheld and restored. School social workers are knowledgeable about how traumatic events do not occur evenly across societal groups and understand that the contextual realities of trauma survivors often affect their ability to recover and thrive in ongoing post traumatic circumstances. School social workers exhibit awareness about the many ways in which trauma can impact clients and constituents. They use critical reflection to engage multilevel and interpersonal response strategies while maintaining self-awareness of their own biases, trauma responses and need for self-care. School social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected.

EVALUATION OF COMPETENCY 2

2.1	recognize and strive to redress human rights, social, economic, and environmental injustices at the individual, family, group, organizational, and community system levels	1	2	3	4	5
2.2	demonstrate skills in providing trauma-informed social work practices across local, regional, and global environments	1	2	3	4	5

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

(PA School SW Competency 5: Characteristics of Students Populations)

School social workers demonstrate knowledge of and sensitivity to cultural, racial, gender, and ethnic diversity. School social workers understand the needs of at-risk children, gifted children, and children with disabilities. School social workers demonstrate knowledge of biological and societal stressors that affect children's ability to function effectively in school. School social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. School social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. School social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. School social workers understand that this intersectionality means that a child's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. School social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. School social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

EVALUATION OF COMPETENCY 3

3.1	engage in the ongoing process demonstrating ADEI practices at the individual, family, group, organizational, community, research, and policy levels	1	2	3	4	5
3.2	integrate the meaning of trauma and responses to trauma into practices grounded in cultural humility for all clients and constituencies	1	2	3	4	5
3.3	Integrate knowledge of cultural, racial, gender and ethnic diversity when working with children of varied needs	1	2	3	4	5

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

School social workers incorporate knowledge of trauma and trauma-informed practices when engaging with practice-informed research and research-informed practice. School social workers understand the role of trauma and its relationship to evidence-based interventions. School social workers can apply neurobiological and other relevant research to understand the impact of trauma experiences and to explain biopsychosocial and cultural factors related to trauma. School social workers apply the profession's values in their practice-informed research and research-informed practice. They use trauma-informed, ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. School social workers document challenging trauma cases to inform ongoing research, conduct trauma-informed research, and

collaborate with trauma researchers to ensure clinically relevant interventions. School social workers use trauma informed strategies to regulate their own cognitive and affective processes to avoid compassion fatigue and vicarious trauma.

EVALUATION OF COMPETENCY 4

4.1	use trauma relevant theories and research to inform and conduct scientific inquiry and research	1	2	3	4	5
4.2	use research to adopt, adapt, and translate practices and policies that are most appropriate to trauma-informed social work practices	1	2	3	4	5

Competency 5: Engage in Policy Practice

(PA School SW Competency 8: Public Education and Federal and State Laws)

School social workers incorporate knowledge of and compliance with federal, state, and local legislations, regulations and policies. School social workers engage in policy practice using frameworks grounded in trauma-informed principles: safety, trustworthiness and transparency, peer support, collaboration and mutuality, empowerment voice and choice, and the relevance of cultural, historical, and gender issues. School social workers recognize how these principles impact social policy at the local, state, federal, and global levels and as such impact well-being, human rights and justice, service delivery, and access to social services. School social workers use a trauma-informed lens and critical thinking to approach policy practice at all levels and across all fields of practice to prevent re-traumatization by systems and within systems. School social workers seek to advance policy that recognizes and builds on the resilience of trauma-affected systems through policy analysis and advocacy.

EVALUATION OF COMPETENCY 5

5.1	advocate for trauma informed policies to enhance the delivery of and access to social services	1	2	3	4	5
5.2	engage in policy work to ensure trauma informed principles and practices are incorporated across all levels and fields to promote resiliency, trauma recovery, and to avoid re-traumatization	1	2	3	4	5
5.3	Demonstrate knowledge of and work within legislation, regulations and policies	1	2	3	4	5

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

(PA School SW Competency 4: Theories of Human Behavior and Development)

School social workers utilize knowledge and understanding basic to the social work profession, specialization knowledge and understanding, and theories of human development. School social workers use a trauma-informed lens to engage with students, families, groups, organizations, and communities. School social workers recognize that clients and constituencies affected by trauma may have experienced a variety of emotional and psychological disturbances and therefore the process of engagement must use strategies that are restorative and build trust. School social

workers understand a collaborative alliance with clients and constituents formed during the engagement process provides safety for the client and acknowledges that disclosure occurs at the client's own pace. School social workers critically consider the impacts trauma may have on human relationships. School social workers incorporate trauma theories with other theories of human behavior and the person-in-environment perspective to critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including students, families, groups, organizations, and communities. School social workers are self-reflective and understand how trauma, bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies.

EVALUATION OF COMPETENCY 6

6.1	identify, understand, respect, and address the wide range of coping strategies trauma survivors may demonstrate, and how trauma experiences may create barriers to engagement	1	2	3	4	5
6.2	implement trauma-informed principles to engagement with clients and constituencies	1	2	3	4	5
6.3	utilize specialization knowledge and understanding and theories of human development to engage with children, families, and communities	1	2	3	4	5

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

(PA School SW Competency 6: Methods of School Social Work Practice)

School social workers utilize diagnostic assessment for effective service to children, families, and personnel of local education agencies and the community. School social workers use developmental, ecological, strength-based and preventative models of assessment and treatment. School social workers employ knowledge of trauma and trauma-informed practices to assess students, families, groups, organizations, and communities. School social workers assess the impact of trauma using a range of behavioral, cognitive, affective, spiritual, and neurological indicators and a review of risk factors, protective factors, strengths, and resiliency. School social workers collect and apply assessment data to inform the development of interprofessional, interorganizational, and collaborative systems for trauma-informed practices and use the data to assess the impact of compassion fatigue and vicarious trauma. School social workers respect each clients' willingness to disclose trauma at their own pace, and they encourage the disclosure of historical events and explore with clients the meanings and the impacts attached to those experiences. School social workers use a trauma-informed lens to assess presenting problems and understand that adaptive skills can be cultivated to increase healthy functioning. School social workers use developmental and ecological theories to ensure assessment is ongoing and trauma-informed at the micro, mezzo, and macros levels. School social workers value theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they demonstrate these theories in practice in culturally responsive assessment with all clients and constituencies. School social workers construct a collaborative assessment process of defining presenting challenges and identifying strengths with students, families, groups, organizations, and communities to develop a mutually agreed-upon plan. School social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. School social workers are self-reflective and understand how trauma, bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

EVALUATION OF COMPETENCY 7

7.1	conduct trauma-informed assessments that examine the effects of trauma and assess for risks, strengths, and protective factors in a developmental context across the lifespan	1	2	3	4	5
7.2	demonstrate awareness of the ways in which one's own biases, experiences, potential countertransference processes, and values can affect a trauma-informed approach to assessment	1	2	3	4	5
7.3	Demonstrate knowledge of appropriate diagnostic assessment tools for children, family and personnel	1	2	3	4	5
7.4	Demonstrate skills in utilizing developmental, ecological, strength-based and preventative models of assessment and treatment	1	2	3	4	5

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

(PA School SW Competency 3: Social Work Modalities and Procedures)

School social workers demonstrate knowledge of the following social work modalities: individual, group, and family therapy, casework/case management, conflict mediation and resolution, crisis intervention, group work, community organization, advocacy, consultation, effective educational strategies, and system record keeping. School social workers employ knowledge of trauma and trauma-informed practices when intervening with students, families, groups, organizations, and communities. School social workers strive to create trauma-informed systems of care that recognize and respond effectively to signs of traumatic distress in human beings across their lifespan and throughout the various service settings. School social workers display a nonjudgmental attitude in their work and build relationships with clients based upon safety, support, respect, and trust. School social workers design interventions that increase psychological, emotional, physical, and spiritual safety in micro, mezzo, and macro settings. School social workers have a heightened awareness of the effect they can have on their clients as well as of the effect their client's histories can have on them. School social workers facilitate healing and resiliency with clients and systems by processing trauma experiences in a phase-based approach that attends to trauma-informed principles.

EVALUATION OF COMPETENCY 8

8.1	devise and implement trauma-informed interventions that are evidence-based and culturally competent	1	2	3	4	5
8.2	mobilize client strengths to increase individual, family, group, and community resiliency and wellbeing	1	2	3	4	5
8.3	Implement approaches for case management, conflict mediation and resolution, crisis intervention, effective educational strategies and system record keeping	1	2	3	4	5

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

School 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 students, families, groups, organizations, and communities. School social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. School social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. School social workers understand theories of human behavior and child-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. School social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

EVALUATION OF COMPETENCY 9

9.1	use a trauma-informed lens to conduct assessment and evaluation	1	2	3	4	5
9.2	apply evaluation findings to improve trauma-informed practices with students, families, groups, organizations, and communities	1	2	3	4	5

Competency 10: Engage in Trauma Informed Social Work Practice

School social workers clearly articulate the complexity and pervasiveness of trauma and its multifaceted impact on students, families, groups, organizations, and communities. School social workers demonstrate trauma-informed principles, including: safety, trustworthiness and transparency, peer support, collaboration and mutuality, empowerment voice and choice, and the relevance of cultural, historical, and gender issues when working with all clients and constituents, in every practice setting, and across all systems. School social workers promote strength and resiliency among all clients and help clients to understand that although trauma creates unique and complex challenges, recovery from trauma is possible. School social workers participate in ongoing professional development and practice regular self-care to prevent compassion fatigue, burnout, and vicarious trauma and to lessen their impacts when prevention is not possible.

Evaluation of Competency #10:

10.1	comprehensively approach practice with a trauma informed lens	1	2	3	4	5
10.2	develop and employ trauma-informed practices with all clients and constituencies	1	2	3	4	5

Additional PA D.O.E. School Social Work Competencies

School Social Work Competency 2: Professional Development and Management Skills

School social workers manage appropriate priorities for service delivery. School social workers develop systematic needs in accordance with the expectations of the system, the demands of the program, time limits, and professional skills.

Evaluation of SSW Competency #2:

SSW 2.1	Develop priorities for service delivery to students	1	2	3	4	5
SSW 2.2	Demonstrated ability to develop systematic needs	1	2	3	4	5

School Social Work Competency 7: Multidisciplinary and Interdisciplinary Activities

School social workers work collaboratively to mobilize resources of local education agencies and the community to meet the needs of children and families. School social workers initiate and support activities to overcome institutional barriers, to promote school safety, and to identify and remediate gaps in services. School social workers demonstrate trust, open communication, mutual respect, ongoing collaboration, and effective coordination that facilitate the achievement of the objectives of the interdisciplinary team.

Evaluation of SSW Competency #7:

SSW 7.1	Implement collaborative strategies within the school, education agencies, and/or community	1	2	3	4	5
SSW 7.2	Implement activities to overcome barriers, improve school safety, and fill gaps in services	1	2	3	4	5
SSW 7.3	Utilize effective coordination by demonstrating skills to create trust, rapport and communication	1	2	3	4	5

Summative Comments

Please provide additional narrative summary of the students's performance in the practicum for the period covered by this evaluation. Identify areas of students growth, specific strengths, and suggest directions for future development.

Comments:

Students Comments and Self Evaluation:

Comments:

Please attach additional sheets as needed.

Overall Evaluation of Students (Circle one):

This intern is excelling in field placement by performing well above expectations for interns.	5
This intern is above expectations for interns.	4
This intern is meeting the expectations of a field placement intern.	3
This intern is functioning somewhat below the expectations of a field placement intern. There is a question whether this intern will be ready for beginning level social work practice by the end of placement.	2
This intern is functioning below the expectations of a field placement intern. There is considerable concern that this intern will not be ready for beginning level social work practice by the end of placement.	1

Final decisions concerning grades for the field practice class are determined by the faculty instructor and include students performance in the field practice seminar and written assignments.

Evaluation Signatures:

Field Instructor

Date

Students

Date

Faculty Liaison

Date

APPENDIX J: STUDENTS EVALUATION OF FIELD AGENCY AND INSTRUCTOR

**Carlow University MSW Field Placement
Students Evaluation of Field Agency and
Instructor**

Students Name: <u>First Last</u>
Field Placement Agency: <u>Agency Name</u>
Field Instructor: <u>First Last</u>
Date Form Completed: _____

Students: On a scale of 1-5, please rate the following related to your field placement.

	Unacceptable (1)	Minimal (2)	Acceptable (3)	Above Expectations (4)	Excellent (5)
I was provided with a variety of learning experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff incorporated me into the agency/department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My field instructor regularly made time for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My field instructor provided me with supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My field instructor assisted me in fulfilling the goals set forth in the Learning Agreement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had professional development opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I would recommend this agency for future field placement students	<input type="checkbox"/> Yes	<input type="checkbox"/> No
I would recommend this field instructor for future students	<input type="checkbox"/> Yes	<input type="checkbox"/> No

The MOST valuable aspect of my field placement agency for my professional development was:

The LEAST valuable aspect of my field placement agency for my professional development was:

Additional Comments:

APPENDIX K: STUDENTS EVALUATION OF FIELD EDUCATION PROGRAM

**Carlow University MSW Field Placement
Students Evaluation of Field Education Program**

Students Name: <i>First Last</i>
Field Placement Agency: <i>Agency Name</i>
Field Instructor: <i>First Last</i>
Director of Field Education Name: <i>First Last</i>
Date Form Completed:

Students: On a scale of 1-5, please rate the following related to the Field Education Program and Director of Field Education:

	Unacceptable (1)	Minimal (2)	Acceptable (3)	Above Expectations (4)	Excellent (5)
Carlow's field placement expectations were clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carlow's field placement program is well organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Director of Field Education was available for consultation if needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Field My Field Instructor (MSW Supervisor) was available for consultation as needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The supervision I received from my non-MSW Task Supervisor aided in my professional growth during field (please only respond if you had a Task Supervisor)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Director of Field Education communicated expectations clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Director of Field Education supported me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Carlow Field Education Program prepared me to work as a generalist Social Worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The MOST valuable part of the Field Education program to my professional development was:

The LEAST valuable part of the Field Education program to my professional development was:

Additional Comments:

APPENDIX L: FIELD INSTRUCTOR EVALUATION OF CARLOW PROGRAM

**Field Instructor Evaluation
of Carlow MSW Field Education Program**

Field Instructor Name: First Last
Agency: Agency Name
Students Intern Name: First Last
Date Form Completed:

Field Instructor/Supervisor: Please complete this evaluation after the students has finished field placement. Your input and comments are important to us and will help us to improve our program. On a scale of 1-5, please rate the following:

	Unacceptable (1)	Minimal (2)	Acceptable (3)	Above Expectations (4)	Excellent (5)
Carlow's Field program expectations were clearly communicated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students's interests and abilities were matched with agency's purpose and need	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visits from Carlow faculty to the agency were well coordinated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visits from Carlow faculty to the agency were helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consideration and respect for agency routines and procedures was given	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regular contact was maintained from Carlow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Director of Field Education was responsive to solving problems (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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I would like to have an MSW intern from Carlow in the future	<input type="checkbox"/> Yes	<input type="checkbox"/> No
I would recommend Carlow to other agencies interested in having a MSW intern	<input type="checkbox"/> Yes	<input type="checkbox"/> No

The MOST valuable aspect of having a Carlow MSW intern was:

The LEAST valuable aspect of having a Carlow MSW intern was:

Additional Comments:

APPENDIX M: LIST OF EXAMPLE PLACEMENT AGENCIES

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Site Name	Web Address	Communities Served
Achieva - Stone Point Landing	https://www.achieva.info/	Individuals with disabilities and their families
Allegheny County - Area Agency on Aging	https://www.alleghenycounty.us/Human-Services/About/Offices/Area-Agency-on-Aging.aspx	Aging, Advocacy, Policy & Administration
Allegheny County - Children Youth & Family Services	https://www.alleghenycounty.us/Human-Services/About/Offices/Children,-Youth-and-Families.aspx	Public Welfare, Family and Child Assessment, Case Mgt., Community Services, Court Services
Allegheny County Department of Human Services	https://www.alleghenycounty.us/human-services/index.aspx	Drugs and alcohol, Incarceration support, Disability, LGBTQ, Mental Health, Veterans Services, Child & Families Counseling, Adult Counseling
Allegheny County Jail	https://www.alleghenycounty.us/jail/index.aspx	Forensic, Mental Health Counseling, Case Mgt., Groups, Community Services
Allegheny County Juvenile Probation	https://www.alleghenycourts.us/family/juvenile/	Justice; Juvenile Court Intake Case Mgt. Family Counseling
Allegheny General Hospital	https://www.ahn.org/locations/allegheny-general-hospital?gclid=Cj0KCQjwvdXpBRCoARIsAMJSKqJaOV5RnxDMp11UpOKa5e9bCQjvxh-AxPz5xKPLkeHIHsT1m0neVU4aAsAUEALw_wcB&gclsrc=aw.ds	Medical, General Medical/Surgical, Renal, Emergency Department, Women's Health OB/GYN
Allies Pittsburgh (formerly 'Pittsburgh AIDS Task Force')	https://alliespgh.org/	Community Organization, Individual/Group Counseling, Case Mgt., Community Advocacy
Alzheimer's Association	https://www.alz.org/pa	Senior Services, Mental Health Intake, Assessment, Family Support Services, Family Counseling

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American Civil Liberties Union	https://www.aclupa.org/chapters/greater-pittsburgh	Justice/Legal Rights Services Intake Counseling, Referral Services, Volunteer Groups, Community Services, Advocacy
Caring Place	https://www.highmarkcaringplace.com/cp2/index.shtml	Grief services, Child & Family
Catholic Charities of Greene County	https://www.ccpgh.org/pages/services/services_county_greene	Basic needs services, Disaster relief, Counseling, Social Services, Pregnancy & parenting, Child & Families <i>All requests go through Allegheny County Office</i>
Catholic Charities of Pittsburgh	https://www.ccpgh.org/page.aspx?pid=329	Basic needs services, Disaster relief, Counseling, Social Services, Pregnancy & parenting, Child & Families
Center for Spirituality in 12 Step Recovery	https://www.guidestar.org/profile/25-1608735	Drug/Alcohol
Center for Victims	https://www.centerforvictims.org/	Crisis intervention, counseling/therapy, advocacy, victims services, legal assistance
Center of Emergency Medicine of Western Pennsylvania, Inc. (CONNECT)	http://centerem.org/	EMS/Paramedic Community Base Program
City of Pittsburgh/ Department of Public Safety	https://pittsburghpa.gov/publicsafety/	Crisis intervention, Child/family services, disaster relief
Cornell Abraxas Center	https://abraxasyfs.com/	Forensic Services for Adolescent Females, Individual Counseling, Groups,
County of Allegheny	https://www.alleghenycounty.us/	Human services, health department, government
CSF Adoption Services		Administrative/Legal Home Studies, Case Mgmt., Ind. & Couples Counseling
Day One	https://www.dayonepgh.org/	Residential Program for young women and children

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Every Child, Inc.	https://www.everychildinc.org/	Adoption, Foster Care, Case Mgt., Family support
Family Links	https://familylinks.org/	Family Services, Addictions, Counseling, Family Support
Family Services of Western PA (Wesley Spectrum)	https://wfspa.org/	Family Services Counseling, Prevention, Foster Care, Support and Rehabilitation Services
Garfield Jubilee	http://www.garfieldjubilee.org/	Job Training, Adolescent Counseling At-risk Youth
Gateway Health Plan	https://www.gatewayhealthplan.com/	Managed Medical Care, Case Mgt., Intake Case Referral, Administrative
Gateway Hospice	https://gatewayhospice.com/	Outpatient Hospices
Good Grief (Ursuline Support Center)	http://ursulinesupportservices.org/	Grief services, protective services, guardianship services
Good Samaritan Hospice	https://www.concordialm.org/locations/good-samaritan-hospice?utm_source=GoogleBusiness&utm_medium=GSH&service=45	Serving terminally ill and families
Gwen's Girls	http://www.gwensgirls.org/	Clinical services, after school programs, counseling (individuals, families, and groups), crisis intervention
Hearth Housing	https://www.hearth-bp.org/	Homeless, family services (Non-traditional internship -evening and weekends possible)
Highmark	https://www.highmark.com/hmk2/index.shtml	Grief, family/child counseling services, interventional services
Homeless Children Education Fund	https://homelessfund.org/	Children/Adolescent families
Institute of Politics - University of Pittsburgh	https://iop.pitt.edu/	Macro practice, Program development, public policy

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Jeremiah Place	http://jeremiahsplace.org/	Daycare child care
Jewish Association on Aging	https://www.jaapgh.org/	Hospice/palliative care, vulnerable adult services, nursing home services
Jewish Family & Children's Service of Pittsburgh	https://www.jfcspgh.org/	Refugee and Immigrant Services
Jewish Residential Services Howard Levin Club House	http://jrspgh.org/howard-levin-clubhouse	MH Services
Jubilee Association	http://jubileesoupkitchen.org/	Soup Kitchen
Just Harvest	https://www.justharvest.org/	Hunger, advocacy, community engagement
Latino Community Center	http://www.latinocommunitycenter.org/	Immigration, advocacy, community engagement
Light of Life	https://www.lightoflife.org/	Homeless Women & Children, D/A Not sure they take women; Men;s Shelter and Bridge Housing
Manchester Youth Development Corp.	https://www.mydc.org/	Family Services School Social Work, Counseling Youth Programs, Parenting Classes
New Freedom Recovery Center	http://www.newfreedomrecovery.org/	Addiction treatment, individual/family counseling
PA Women Work	https://www.pawomenwork.org/	Services for Women, employment etc
People's Oakland	http://www.peoplesoakland.org/	Mental Health
Pgh Action Against Rape PAAR	https://paar.net/	Domestic Violence Advocacy, Intake and Assessment

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Pittsburgh Community Services, Inc (PCSI)	https://www.pghcsi.org/	Case management, anti-hunger initiatives, housing services, workforce development
Pittsburgh Mercy	http://www.pittsburghmercy.org	Community MH-AOD Center Adult and Child Adolescent Services, Outpatient, Residential, Crisis, Intellectual Disabilities Homeless Services, OSN, Community Organization, Individual/Group Counseling, Case Mgt., Community Advocacy
Pittsburgh Mercy Family Health	https://www.pittsburghmercy.org/	Addiction services, behavioral health, intellectual disabilities, intervention services, homeless, veterans
Pittsburgh Mercy Family Health Center/n Behavioral Health	https://www.pittsburghmercy.org/behavioral-health/pittsburgh-mercy-behavioral-health/	Crisis services, adult/child/adolescent counseling, intellectual disabilities services
Pittsburgh Mercy, Bellwood TAP	https://www.pittsburghmercy.org/behavioral-health/mental-health-residential-services/	Mental Health resident services
POWER	http://www.power-recovery.com/contact.html	AOD Women Residential and other services
Primary Care Health Care Services, Inc.	http://pchspitt.org/	Medical/Public Health Outpatient Services, Mental Health, Community Health Programs
Public Allies	https://publicallies.org/pittsburgh/	Education and career assistance
Ridgeview, Adolescent Behavioral Center	https://www.pyramidhealthcarepa.com/locations/western-pennsylvania/ridgeview-teen-residential-treatment-gibsonia/?utm_source=google&utm_medium=organic&utm_campaign=gmb_gibsonia	Adolescent Drug and Alcohol
Shaler School District	http://www.sasd.k12.pa.us/	Middle and High School Opportunities

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Sojourner House	http://www.sojournerhousepa.org/	AOD
SPHS Care Center	http://www.sphs.org/	Rape Crisis
The Program for Offenders	https://www.theprogrampgh.org/	Criminal Justice, Women and Men
Three Rivers Hospice & Palliative Care	https://www.qualitylifeservices.com/three-rivers-hospice/	Hospice
Trinity Hospice	https://npino.com/hospice/1821049404-trinity-hospice/	Hospice
UPMC Mercy	https://www.upmc.com/locations/hospitals/mercy	Community Mental Health, AOD, Adult, Child and Adolescent Services. Residential Services MH and Intellectual Disabilities, Crisis, Homeless Services, Medical/Behavioral Social Work, Case Management, Rehabilitation
Urban League of Pittsburgh	http://ulpgh.org/	Hunger services, housing assistance, economic self-reliance, youth leader development, family support, advocacy
Victim's Services of Beaver County	http://www.beavercountypa.gov/Depts/DA/Victim/Pages/default.aspx	Legal assistance, victim services, counseling, advocacy, witness management, crisis intervention
Vincentian Home	https://vcs.org/vincentian-home/	Retirement assistance community
Western Pennsylvania Hospital	https://www.ahn.org/locations/west-penn-hospital?gclid=Cj0KCQjwvdXpBRCoARIsAMJSKqLPAv8DFIlyPquD_Ofg0kydgaGNaqvV9GlrBWrsuN2WB0lpLCtXpQ8aAgXFEALw_wcB&gclidsrc=aw.ds	Medical, Community Resources, Case Mgt., Aging, Community
Westmoreland County Victim/Witness Services	https://www.co.westmoreland.pa.us/305/Victim-Witness-Services	Legal assistance, victim services, counseling, advocacy, witness management, crisis intervention
Wilkins House Nursing and Rehabilitation Center		Long-term Nursing Care, Intake Assessment, Family Counseling, Recreation Groups, Administrative
Wilksburg Community Ministry	http://wcm15221.org/	Outreach, Aging, Case Mgt., Advocacy

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Women's Center and Shelter of Greater Pittsburgh	https://www.wcspittsburgh.org/	Domestic Violence Advocacy, Intake and Assessment
Women's Center of Beaver County	https://www.womenscenterbc.org/	Crisis services, transitional housing, Adult/youth counseling