



UNIVERSITY OF CENTRAL FLORIDA

SCHOOL OF SOCIAL WORK

OFFICE OF FIELD EDUCATION

Health and Public Affairs I

12805 Pegasus Drive

Orlando, FL 32816

To: Prospective Agencies:

The University Of Central Florida School Of Social Work welcomes your inquiry about our Field Education Program. We believe that the field placement experience offered by social service agencies in the Central Florida area is a critical component of the School of Social Work's educational program. Once we receive your application, we will contact your agency to schedule a site visit.

Enclosed you will find an agency application form and an in-depth overview of field education. In order for an agency to become an internship placement, a few basic requirements should be noted for both the agency and the agency field instructor (supervisor).

The Agency Field Instructor:

1. Holds a Bachelor of Social Work (BSW) degree (with five years' post-bachelor's experience) and/or a Master of Social Work (MSW) degree (with two years post-master's experience) from an accredited school of Social Work. Graduate level social work interns must be supervised by an MSW
2. Must have the ability to provide a minimum of one hour of individual, face-to-face, regularly scheduled supervision each week, on an on-going basis
3. Must submit a current resume to the Field Education Office
4. New agency field instructors must attend a one time, 16-hour Field Instructor Training held in fall or spring
5. Must attend annual field orientation

The Agency:

1. Must complete the Application for Interns and subsequent affiliation agreement forms
2. Should demonstrate educational opportunities available for the social work student
3. The agency administrator or director must be willing to release the agency field instructor to attend at least one field orientation and/or field instructor training (new field instructors only)
4. Must allow the agency field instructor adequate time (minimum of one hour per week) to devote to the supervision and education of the intern.

Once we receive your completed application, we will contact your agency within a few weeks to arrange a site visit and initiate the University-Agency affiliation agreement. If you have any questions, please feel free to call our office. We look forward to learning more about your agency and to the rich learning opportunities your agency will offer our students.

Sincerely,

Jacquie Withers

Jacquie Withers, LCSW
Coordinator of Field Education

Shelley Hall

Shelley Hall, MSW
Assistant Coordinator of Field Education

OVERVIEW OF FIELD EDUCATION

The UCF Office of Field Education maintains high standards of professionalism that are guided by the Council on Social Work Education (CSWE) integrated Educational Policy Accreditation Standards (EPAS). All students must demonstrate mastery of the EPAS standards which consist of 10 Core Competencies and 41 Practice Behaviors. Clinical students must be proficient with the 10 Core Competencies and 41 Practice Behaviors in addition to 31 Advanced Practice Behaviors.

An integral part of social work education is the field education experience, which engages community agencies and programs as the central form of instruction and learning for all social work students. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practice setting (CSWE-EPAS, 2009).

Field placements expose students to the broad field of social work, as well as to a wide range of experiences. The internship experience is directly related to classroom learning and serves to synthesize theory and practice. Through this experience, students gather more information about their commitment to social work values and ethics and their professional identity. Becoming a professional social worker demands that a student embark on an exploration of challenging theories, complex analyses of policies and programs and self-examination as he or she uses new information to deal with the complex problems presented in professional social work field education.

Students complete internship hours during the traditional workday, as defined as the normal hours services are provided to clients and supervision available; evening, night and weekend hours are the exception. No internship can be completed entirely during evening or weekend hours because it is essential that students participate in staff meetings and other normal agency activities that occur during the day.

Responsibility for placement of students rests with the Field Education Faculty. **Students are not permitted to approach agencies directly to arrange their own field placement.**

Because of the nature of professional social work practice, the School of Social Work has different expectations of students than do non-professional programs. Social workers traditionally serve vulnerable and/or disadvantaged populations. Schools of Social Work, in conjunction with agency supervisors, have an ongoing responsibility to protect consumers, and to ensure that graduating social work students are competent to begin practice and meet professional ethical standards. The School's policies are linked to students' abilities to become effective social work professionals and are provided so that students and faculty can be clear about expectations and procedures to address academic performance concerns (which include professional behavior). The School of Social Work requires students to demonstrate professional demeanor, appropriate relationships, and ethical behavior. Failure to meet these ethical standards may result in a grade of Failing and expulsion from the MSW Program. (*Refer to the UCF School of Social Work Student Handbook for more detailed information on Student Performance Review/Expulsion from Program*).

The School of Social Work Field Education Program addresses each of the Council on Social Work Education (CSWE) Core Competencies and Practice Behaviors at the Foundation and Concentration levels. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. (Educational Policies and Accreditation Standards, Council on Social Work Education, Inc., 2008, 2012).

AGENCY SELECTION

The School of Social Work selects agencies which have reputations for quality service delivery and which provide broad social work experiences with a variety of clients. To be considered as a placement agency, agencies must complete an agency application for interns. The Field Office then conducts a site visit to the agency to clarify and expand the information provided in the application, to orient the supervisor to the policies and procedures of the UCF field education program, and to initiate a university-agency affiliation agreement. The Field Office may endorse the agency as a bachelor-level (BSW), masters-level (MSW generalist) placement, an advanced placement (MSW clinical), or all three if the setting can meet both sets of learning competencies.

Agency Criteria

Agencies selected, as internship sites must meet the following minimal requirements:

1. Knowledge of the School's curriculum and practice content and orientation.
2. Commitment to the ethics and values of social work as demonstrated through the policies, program design, delivery of services of the agency, and supervision of the student.
3. A desire to work collaboratively with the faculty and field liaison for the purpose of meeting student educational needs, and be available to consult with the liaison as needed in regards to the students' performance.
4. Availability of necessary learning experiences for students to meet the competencies for field internship as identified on the syllabus for the course(s).
5. Willingness to provide students with assignments geared to learning needs rather than to the scheduling demands and workload of the agency.
6. Willingness by agency administrators to release the supervisor(s) to attend at least one supervision workshop and one field orientation meeting per year, to adjust workload so that a minimum of one hour per week of supervision with the student(s) can occur, and to foster an atmosphere where the primary emphasis is on the student's learning needs rather than agency staffing needs.
7. Provision of adequate work space and physical supports for the student.
8. An adequate number of clients and activities for students to complete set competencies.
9. Supervision by an approved BSW or MSW. (If the agency does not have a social worker on staff, the agency must provide a social worker to provide at least one hour per week of face-to-face supervision. This social worker must meet the criteria for an approved supervisor.)

Agency Responsibilities

Occasionally, some agencies do not employ bachelor-level (BSW) or masters-level social workers (MSW) on their staff. The Field Office is willing to utilize a combination of an on-site Task Supervisor and an off-site BSW/MSW supervisor with the following guidelines and procedures:

1. The agency makes arrangements with a BSW/MSW supervisor who is familiar with the agency's mission, purpose, functioning and staff. Suggestions for potential BSW/MSW supervisors are:
 - a. A member of the agency's Board of Directors
 - b. One of the agency's referral sources
 - c. A BSW/MSW who uses the agency as a referral source
 - d. A BSW/MSW in private practice who specializes in the issue or client population served by the agency and is available on a contract basis (or pro bono) to provide supervision for the agency
2. The agency takes responsibility for locating a BSW/MSW supervisor and submitting information on this person to the School of Social Work for approval. The School can assist in the process by offering names of individuals who might be interested in providing this service for a fee or pro bono basis, as well as providing the identified potential BSW/MSW supervisor with more information if needed.
3. The agency must submit to the Field Office a current resume and for the proposed BSW/MSW supervisor.
4. A supervisor application, which describes the potential BSW/MSW supervisor's teaching style, area of expertise, and contact information, must be submitted to the Field Office.

FIELD INSTRUCTOR SELECTION CRITERIA

One of the standards of the Council on Social Work Education (CSWE), is that all Agency Field Instructors have obtained a Bachelor of Social Work (BSW) degree from an accredited school of Social Work and five years of post-bachelor's experience. Graduate students must be supervised by a staff member with a Master of Social Work (MSW) from an accredited school of Social Work with two years of post-master's experience.

Continuing supervision relationships with the School will depend on a number of factors including student evaluations of internship experiences, faculty liaison contacts and evaluation, and participation in annual supervisory trainings and orientations along with the agency's compliance with the Affiliation Agreement.

Supervision Requirements

Agency Field Instructors are primarily responsible for supervising and educating student social workers throughout their field placement. Agency Field Instructors are expected to provide opportunities to help students move toward increasing autonomy as learners, to develop accountability as professional social workers, and to take responsibility for their own learning.

In addition to general task supervision, Agency Field Instructors must meet with student(s) for a minimum of one-hour face-to-face contact per week; however, supervision may be more frequent if needed. Group supervision can be used up to 50% of the time with multiple students.

Supervision should encompass these areas:

- Specific agency functions, goals, procedures, decision-making processes, and task completion
- Review student activities including all documentation
- Student's professional development
- Student's congruence with personal and professional values and ethics
- Student's critical thinking skills
- Student's progress on fulfillment of the learning plan competencies

Agency Field Instructor Responsibilities

The Agency Field Instructor also has the responsibility to submit to the Field Office student semester evaluations. Students should participate in the evaluation process to enhance their self-assessment skills. Both Agency Field Instructor and student must read and sign semester evaluations and the student and supervisor are encouraged to make a copy of the instrument for their personal files.

In special circumstances when a BSW/MSW supervisor is not available at the agency on a day to day basis, the agency can select a Task Supervisor to provide day to day supervision under the supervision of an off-site BSW/MSW supervisor. The BSW/MSW should communicate regularly with the agency's on-site Task Supervisor regarding student performance.

When the BSW/MSW supervisor is off-site, and a Task Supervisor assumes the primary role in daily interaction and supervision of the student, roles can often become confusing. Below is a brief description outlining the different roles and responsibilities of the BSW/MSW supervisor and the Task Supervisor when Task Supervisor is utilized:

Distinction between BSW/MSW Supervisor and Task Supervisor roles and responsibilities:

BSW/MSW Supervisor	Task Supervisor
<ul style="list-style-type: none"> ▪ Provides orientation to the agency including agency procedures and policies, safety, service population ▪ Orients student to the ethics, values, standards and profession of social work ▪ Ensures student’s daily task assignments are assisting student to meet competencies of the learning contract and internship ▪ Assists student in integrating daily tasks to learning competencies ▪ Consults with Task Supervisor when indicated ▪ Is available and accessible for meetings with Field Faculty Liaison and/or Field Office ▪ Is available and accessible for student to consult on placement concerns or questions ▪ Assists student and provides input on student’s learning plan ▪ Completes documentation for School of Social Work by due dates. 	<ul style="list-style-type: none"> ▪ Orients student to agency ▪ Assigns student’s daily tasks ▪ Monitors student’s task completion ▪ Consults BSW/MSW when appropriate ▪ Consults with Field Faculty Liaison and/or Field Office when appropriate ▪ Provides input for student evaluations ▪ Is available for meetings with faculty liaison and BSW/MSW supervisor ▪ Provides input into the student’s learning plan ▪ Qualified to present social work skills, values and ethics to the student



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AGENCY APPLICATION FOR STUDENT INTERNS

Agency Name: _____

Department/Program: _____

Agency Address: _____
 Number & Street City State County Zip Code

Telephone Number: _____ Fax Number: _____

Are there other program locations where students may be placed? Yes [] No []

Alternate Location Address: _____

City & State: _____ County: _____ Zip Code: _____

Telephone Number: _____ Fax Number: _____

What level of student are you interested in?

<input type="checkbox"/>	BSW Full-Time	420 Total Field Hours 28 hours/week during Spring semester (block placement)	Entry-Level Practice - Assessing Needs, Case Mgmt., Obtaining, Providing, Developing Resources
<input type="checkbox"/>	BSW Part-Time	420 Total Field Hours 17 hours/week Spring semester (250 hrs.) 14 hours/week Summer semester (170 hrs.)	Entry-Level Practice - Assessing Needs, Case Mgmt., Obtaining, Providing, Developing Resources
<input type="checkbox"/>	MSW Generalist Full-Time	400 Total Field Hours 14 hours/week Fall & Spring semester (200 hrs. each semester) Start internship 2nd week of class	Entry-Level Practice - Assessing Needs, Case Mgmt., Obtaining, Providing, Developing Resources
<input type="checkbox"/>	MSW Generalist Part-Time	400 Total Field Hours 10 hours/week Fall & Spring (150 hrs. each semester) 8 hours/week Summer semester (100 hrs.)	Entry-Level Practice - Assessing Needs, Case Mgmt., Obtaining, Providing, Developing Resources
<input type="checkbox"/>	MSW Clinical Full-Time	600 Total Field Hours 20 hours/week Fall & Spring semester (300 hrs. each semester)	Clinical Practice with Individuals, Families, Groups
<input type="checkbox"/>	MSW Clinical Part-Time	600 Total Field Hours 14 hours/week Fall & Spring semester (200 hrs. each sem.) 10 hours/week Summer semester (200 hrs.)	Clinical Practice with Individuals, Families, Groups

Agency Description: Briefly describe the function of your agency, the setting and the population served:

1. Transportation:

List bus routes convenient to your agency: _____

Is there travel associated with the placement? Yes No Occasionally

2. Does your agency have any of the following available?

- Elevator
- Wheelchair accessibility
- Special Equipment (e.g., TTY, visual aids)
- Other (specify): _____

3. Would you consider a student with minor background issues?

Yes No

4. Does your agency require any of the following?

Physical exam	<input type="checkbox"/> No	<input type="checkbox"/> Yes
<u>Tests/immunizations:</u> PPD/TB, Rubella, Hepatitis B, Measles, Chicken Pox, Other:	<input type="checkbox"/> No	<input type="checkbox"/> Yes
Fingerprinting	<input type="checkbox"/> No	<input type="checkbox"/> Yes
Child Abuse Clearance	<input type="checkbox"/> No	<input type="checkbox"/> Yes
Criminal Background Check	<input type="checkbox"/> No	<input type="checkbox"/> Yes

Will the agency pay for the costs associated with any of the requirements above? Yes No

5. Scheduling:

What days and hours is the agency open? _____

Please specify if it is essential that the student be present in the agency on a particular day or during specific hours:

Does your agency offer evening or weekend internship hours? Yes No

Will the student be able to do direct client services in your agency? Yes No

How soon after the internship begins will the student be assigned cases? _____

Fields of Practice:

Please check **ONE** category that best describes this placement:

<input type="checkbox"/> Aging/Gerontology Social Work	<input type="checkbox"/> Developmental Disabilities
<input type="checkbox"/> Developmental Disabilities	<input type="checkbox"/> Family Services
<input type="checkbox"/> Alcohol, Drug, or Substance Abuse	<input type="checkbox"/> Group Services
<input type="checkbox"/> Child Welfare	<input type="checkbox"/> Health Care
<input type="checkbox"/> Corrections/Criminal Justice	<input type="checkbox"/> Mental Health/Community Mental Health
<input type="checkbox"/> Public Assistance/Welfare (Not Child Welfare)	<input type="checkbox"/> School Social Work
<input type="checkbox"/> Other (Specify):	

Specialization Areas:

Placement involves: (Check all that apply)

<input type="checkbox"/> Adolescent Pregnancy	<input type="checkbox"/> Crisis Intervention
<input type="checkbox"/> Alzheimer's/Dementia	<input type="checkbox"/> Domestic Violence
<input type="checkbox"/> End of Life/Palliative Care	<input type="checkbox"/> Dual Diagnosis
<input type="checkbox"/> HIV/AIDS	<input type="checkbox"/> Eating Disorders
<input type="checkbox"/> Homelessness	<input type="checkbox"/> LGBTQ
<input type="checkbox"/> Immigrant Populations	<input type="checkbox"/> Trauma
<input type="checkbox"/> Other (Specify):	

Types of Assignments:

Assignments in this placement will involve: (Check all that apply)

<input type="checkbox"/> Advocacy	<input type="checkbox"/> Assessment
<input type="checkbox"/> Case Management	<input type="checkbox"/> Counseling
<input type="checkbox"/> Crisis Intervention	<input type="checkbox"/> Discharge Planning
<input type="checkbox"/> Outreach	<input type="checkbox"/> Other (Please Describe):

Modalities: A student will have an opportunity to have assignments with: (Check all that apply)

<input type="checkbox"/> Individual	<input type="checkbox"/> Group
<input type="checkbox"/> Family	<input type="checkbox"/> Other Assignments (Specify):

Clients: This placement will involve assignments with the following groups: (Check all that apply)

<input type="checkbox"/> Children/Adolescents/Families	<input type="checkbox"/> Adults
<input type="checkbox"/> Elderly	<input type="checkbox"/> Other (Specify):

Average number of direct client contact student will average each week: _____



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Agency Field Instructor Application

Thank you for your interest in serving as an Agency Field Instructor for the University of Central Florida, School of Social Work. Please answer all the questions to help us determine your qualifications and how we might best involve you in our Field Education Program. We also ask that the Agency Field Instructor submit a current resume with this form.

Please note: Agency Field Instructors for BSW students must have a minimum of 5 years post BSW experience. Agency Field Instructors for all other levels must have at least 2 years post MSW experience. All first time Agency Field Instructors must attend a free, 16-hour Field Instructor Training session concurrent with supervising the student.

Fax or scan and email this application form to: UCF School of Social Work, Field Education Office – FAX: 407-823-5230 or Jacquie.withers@ucf.edu

Name: _____

Agency: _____

Address: _____ **City & Zip Code:** _____

Phone: _____ **Fax:** _____ **Email:** _____

1. BSW/MSW degree date (mm/dd/yy): ____/____/____

2. Please list all professional licenses and certifications you currently hold: _____

3. 16-Hour Field Instructor Training completed? Yes No

If yes, where? _____ When? (mm/dd/yy) ____/____/____

4. How many students at each level will you be supervising?

B.S.W _____ **MSW Generalist** _____ **MSW Clinical** _____

5. Do you have previous experience as an Agency Field Instructor? Yes No

If you selected "yes", please indicate the education level of the student you supervised (BSW, MSW Generalist or MSW Clinical) and the school with which you were affiliated. _____

6. Identify your areas of professional expertise. _____

7. Describe your current social work responsibilities. _____

In signing this Agency Field Instructor application, I acknowledge that I am able to provide each student with at least one hour individual supervision each week during the semester. In addition, I attest that I have no history of, or have pending charges before any state licensing board for violations of the NASW Code of Ethics, nor have I been convicted of, or have pending charges for a felony or misdemeanor criminal violation.

Signature: _____ **Date:** _____



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Field Instructor Degree Verification and Notice of Required Training

Thank you for submitting your application to become an Agency Field Instructor and your willingness to be an essential part of the education of a University of Central Florida School of Social Work student. New Agency Field Instructors or Agency Task Supervisors from social work and other related disciplines are strongly encouraged to attend orientation and trainings before supervising a student; particularly during the first term of field instruction. If unable to attend these trainings and/or orientations it is advised that at a minimum Agency Field Instructors or Agency Task Supervisors successfully complete the online "Introduction to Field" instruction module.

The information you receive from the training will introduce elements essential to the education of a student of social work as mandated by the Council on Social Work Education. Additionally, the training will help to make your experience as an Agency Field Instructor productive and as mutually beneficial as possible to both you and the student.

Please provide the following information and return with your application:

Name: _____

- I have a BSW degree
- I have a MSW degree
- I am a Licensed Clinical Social Worker (LCSW)
- I do not have an MSW or BSW degree
- Other _____

Please contact the Field Education Office at 407-823-5230 for more information and to register for one of these trainings.

Once again, thank you for your services and commitment to educating the next generation of social work professionals. We greatly appreciate all that you do.

Respectfully,

Jacquie Withers, LCSW
Coordinator of Field Education

SOCIAL WORK FIELD EDUCATION CORE COMPETENCIES AND PRACTICE BEHAVIORS
CSWE 2008 EPAS Competencies & Practice Behaviors

EP 2.1.1 Identify as a professional social worker and conduct oneself accordingly: Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

Practice Behaviors

1. Advocate for client access to the services of social work;
2. Practice personal reflection and self-correction to assure continual professional development;
3. Attend to professional roles and boundaries;
4. Demonstrate professional demeanor in behavior, appearance, and communication;
5. Engage in career-long learning; and
6. Use supervision and consultation.

EP 2.1.2 Apply social work ethical principles to guide professional practice: Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

Practice Behaviors

7. Recognize and manage personal values in a way that allows professional values to guide practice;
8. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
9. Tolerate ambiguity in resolving ethical conflicts;
10. Apply strategies of ethical reasoning to arrive at principled decisions.

EP 2.1.3 Apply critical thinking to inform and communicate professional judgments: Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Practice Behaviors

11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom;
12. Analyze models of assessment, prevention, intervention, and evaluation;
13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

EP 2.1.4 Engage diversity and difference in practice: Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Practice Behaviors

14. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
16. Recognize and communicate their understanding of the importance of difference in shaping life experiences;
17. View themselves as learners and engage those with whom they work as informants.

EP 2.1.5 Advance human rights and social and economic justice:

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Practice Behaviors

18. Understand the forms and mechanisms of oppression and discrimination;
19. Advocate for human rights and social and economic justice;
20. Engage in practices that advance social and economic justice.

EP 2.1.6 Engage in research-informed practice and practice-informed research:

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery.

Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Practice Behaviors

21. Use practice experience to inform scientific inquiry;
22. Use research evidence to inform practice.

SOCIAL WORK FIELD EDUCATION CORE COMPETENCIES AND PRACTICE BEHAVIORS
CSWE 2008 EPAS Competencies & Practice Behaviors (continued)

EP 2.1.7 Apply knowledge of human behavior and the social environment: Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

Practice Behaviors

23. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation;
24. Critique and apply knowledge to understand person and environment

EP 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services:

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

Practice Behaviors

25. Analyze, formulate, and advocate for policies that advance social well-being;
26. Collaborate with colleagues and clients for effective policy action.

EP 2.1.9 Respond to contexts that shape practice:

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

Practice Behaviors

27. Continuously discover, appraise, and attend to locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services;
28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

EP 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities:

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10 (a) Engagement

Practice Behaviors

29. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
30. Use empathy and other interpersonal skills;
31. Develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10 (b) Assessment

Practice Behaviors

32. Collect, organize, and interpret client data;
33. Assess client strengths and limitations;
34. Develop mutually agreed-on intervention goals and objectives;
35. Select appropriate intervention strategies.

Educational Policy 2.1.10 (c) Intervention

Practice Behaviors

36. Initiate actions to achieve organizational goals;
37. Implement prevention interventions that enhance client capacities;
38. Help clients resolve problems;
39. Negotiate, mediate, and advocate for clients;
40. Facilitate transitions and endings.

Educational Policy 2.1.10 (d) Evaluation

Practice Behaviors

41. Critically analyze, monitor, and evaluate interventions.

SOCIAL WORK FIELD EDUCATION CLINICAL ADVANCED PRACTICE BEHAVIORS

(MSW clinical students only)

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Advanced practitioners in community-based clinical social work recognize the importance of the therapeutic relationship, the person-in-environment and strengths perspectives, the professional use of self with clients, and adherence to ethical guidelines of professional behavior. Advanced practitioners in community-based clinical social work readily identify as social work professionals and:

42. demonstrate professional use of self with client(s);
43. understand and identify professional strengths, limitations and challenges; and
44. develop, manage and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

Advanced practitioners in community-based clinical social work are knowledgeable about ethical issues, legal parameters and shifting societal mores that affect the therapeutic relationship. Advanced practitioners in community-based clinical social work:

45. apply ethical decision-making skills to issues specific to community-based clinical social work;
46. identify and use knowledge of relationship dynamics, including power differentials; and
47. recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients' well-being

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

Advanced practitioners understand and differentiate the strengths and limitations of multiple practice theories and methods, clinical processes and technical tools, including differential diagnosis. They deconstruct theories and methods to evaluate how they relate to clients and client systems within their environmental context. They regularly question and reflect on their own assumptions and consider how these might affect practice. Advanced practitioners in community-based clinical social work:

48. engage in reflective practice;
49. identify and articulate clients' strengths and vulnerabilities;
50. evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations; and
51. communicate professional judgments to other social workers and to professionals from other disciplines in both verbal and written format

Educational Policy 2.1.4—Engage diversity and difference in practice.

Advanced practitioners are knowledgeable about many forms of diversity and difference and how these influence the therapeutic relationship and clients' presenting issues. Advanced practitioners are knowledgeable about the ways in which various dimensions of diversity affect (a) explanations of illness, (b) help-seeking behaviors, and (c) healing practices (Cal-SWEC, 2006). Advanced practitioners are cultural beings and understand how clinical practice choices can be culture-bound. Advanced practitioners in community-based clinical social work:

52. research and apply knowledge of diverse populations to enhance client wellbeing;
53. work effectively with diverse populations; and
54. identify and use practitioner/client differences from a strengths perspective.

SOCIAL WORK FIELD EDUCATION CLINICAL ADVANCED PRACTICE BEHAVIORS

(MSW clinical students only, cont.)

Educational Policy 2.1.5—Advance human rights and social and economic justice.

Advanced practitioners in community-based clinical social work understand the oppressive nature of systems/policies that deny access and professions that employ methods of coercion. Advanced practitioners understand the ways in which systems and policies violate rights and deny justice. Advanced practitioners also understand the ways in which social work can be used for both oppressive and anti-oppressive purposes. They understand strategies for advancing human rights and social and economic justice through anti-oppressive practice, system change, and policy change. Advanced practitioners in community-based clinical social work:

55. advocate for the creation and revision of practices and tools that support anti-oppressive practice.
56. advocate for systems and policies that create and provide equal access for all populations.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

Advanced community-based clinical practitioners are knowledgeable about evidence-based interventions, best practices, and the evidence-based research process. Advanced practitioners in community-based clinical social work:

57. use the evidence-based practice process in clinical assessment and intervention with clients;

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

Advanced practitioners understand how to synthesize and differentially apply the theories of human behavior and the social environment (biological, developmental, psychological, social, cultural, and spiritual). They are familiar with diagnostic classification systems used in the formulation of a comprehensive assessment. Advanced practitioners understand how familial and sociocultural contexts influence definitions of psychopathology. They have a working knowledge of psychotropic medications that are typically used in the treatment of mental health disorders, including expected results and side effects. Advanced practitioners in community-based clinical social work:

58. synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice;
59. use bio-psycho-social-spiritual theories and systems in formulation of comprehensive assessments

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services

Advanced practitioners in community-based clinical social work understand the power of decision-making within inter-disciplinary teams and systems. Further, they understand the implications of these decisions for the well-being of their clients and the importance of the social work role within these decision-making spheres. They understand strategies for advancing both the well-being of the client and the voice of the profession. Advanced practitioners in community-based clinical social work:

60. analyze policy with regards to the policy's impact on clients and practice; and
61. advocate for social policies or agency policies that will advance the social and economic well-being of clients.

SOCIAL WORK FIELD EDUCATION CLINICAL ADVANCED PRACTICE BEHAVIORS

(MSW clinical students only, cont.)

Educational Policy 2.1.9—Respond to contexts that shape practice.

Advanced practitioners in community-based clinical social work are knowledgeable about how relational, organizational, and community systems may impact clients. They anticipate and react to evolving cultural, technological, geographical, political, legal, economic, and environmental contexts. They encourage clients to affect changes within these contexts. Advanced practitioners in community-based clinical social work:

62. assess the quality of clients' interactions within their social contexts;
63. work collaboratively with others to impact systemic change that is sustainable.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Educational Policy 2.1.10(a)—Engagement

Advanced practitioners in community-based clinical social work:

64. develop a culturally responsive therapeutic relationship;
65. establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.

Educational Policy 2.1.10(b)—Assessment

Advanced practitioners in community-based clinical social work:

66. use bio-psycho-social-spiritual assessment tools that are evidence-based and culturally sensitive;
67. assess clients' readiness for change;
68. assess client coping strategies to reinforce and improve adaptation to life situations, circumstances, and events; and engage in continuous clinical assessment and modify as needed

Educational Policy 2.1.10(c)—Intervention

Advanced practitioners in community-based clinical social work:

69. critically evaluate, select, and apply best practice theories and evidence-based interventions;
70. demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed; and
71. collaborate with other professionals to coordinate treatment interventions

Educational Policy 2.1.10(d)—Evaluation

Advanced practitioners in community-based clinical social work

72. use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions