

Graduate Student Field Practicum Manual

Division of Social and Behavioral Sciences

Masters of Social Work

TABLE OF CONTENTS

SOCIAL WORK FACULTY & STAFF INFORMATION: 4
MISSION STATEMENT, PURPOSE & VALUES: 6
MSW PROGRAM COMPETENCIES & PRACTICE BEHAVIORS: 6
MSW PROGRAM GENERALIST COMPETENCIES: 6
MSW PROGRAM CLINICAL MENTAL HEALTH COMPETENCIES: 10
MSW PROGRAM INTERCULTURAL: LOCAL AND GLOBAL COMPETENCIES 15
DIVERSITY, EQUITY, INCLUSION, & ACCESSIBILITY POLICIES: 20
PURPOSE OF THE MANUAL: 22
FIELD PLACEMENT CALENDAR: 22
THE SOCIAL WORK PROGRAM AT MALONE UNIVERSITY: 23
OVERVIEW OF THE FIELD EXPERIENCE: 25
CONTENT REQUIREMENTS FOR FIELD PLACEMENT: 27
DOCUMENTATION: 30
GRADES: 33
CRITERIA FOR FIELD EXPERIENCE AGENCIES: 35
STUDENT RESPONSIBILITIES: 36
FIELD INSTRUCTOR RESPONSIBILITIES: 37
FACULTY LIAISON AND SEMINAR INSTRUCTOR RESPONSIBILITIES: 38
FIELD EDUCATION PROGRAM PROCESSES & POLICIES: 39
Process for identifying field education settings 39
Process for approving field education settings 40
Process for Orienting Field Instructors 41
Process for placing students 42
Process for monitoring and supporting student learning 43
Process for implementing student safety protocols 44
Process for Evaluating Student Learning Congruent with the Ten Social Work Competencies: 46
Required field instructor qualifications 48
Policy Related to field placements in an organization in which the student is also employed 50
Evaluation 51
If Problems Arise 52
Policies Regarding Termination from the MSW Program 53
Policies Regarding Termination from Field Placement 54
APPENDIX I: INTERNSHIP FORMS: 55
APPENDIX 1: Agency Affiliation Agreement 57
APPENDIX 2: MSW Field Instructor Application and Agreement 59
APPENDIX 3: Field Placement Match Confirmation Form 61

APPENDIX 4: Field Learning Plan - Generalist 63
APPENDIX 5: Field Learning Plan - Advanced Clinical Mental Health 72
APPENDIX 6: Field Learning Plan - Advanced Intercultural: Local & Global 83
APPENDIX 7: Field Liaison Visit Documentation Form 95
APPENDIX 8: Field Evaluation - Generalist 97
APPENDIX 9: Field Evaluation - Advanced Clinical Mental Health 112
APPENDIX 10: Field Evaluation - Advanced Intercultural: Local and Global 129
APPENDIX 11: Student Field Placement Evaluation Survey 146

DIVISION OF SOCIAL AND BEHAVIORAL SCIENCES

Masters of Social Work

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Field Education Communication and Support

Students and field education partners are encouraged to communicate promptly when questions or concerns arise.

Questions regarding placement approval, agency agreements, Field Instructor qualifications, or changes to placement arrangements: Contact the MSW Field Practicum Director.

Questions regarding ongoing field learning, supervision, Field Learning Plans, Field Evaluations, or routine placement concerns: Contact the assigned Field Liaison.

Questions regarding Field Practicum Seminar assignments, course expectations, or academic grades: Contact the assigned Field Practicum Seminar Instructor.

Serious safety concerns, ethical violations, or circumstances that may jeopardize continuation of a placement: Contact the assigned Field Liaison and MSW Field Practicum Director immediately. In an emergency, follow applicable emergency procedures first.

The assigned Field Liaison and Seminar Instructor may be the same individual or different faculty members, depending on program assignments.

MISSION STATEMENT, PURPOSE & VALUES:

The Malone University Master of Social Work Program draws on its unique context as an Evangelical Friends institution with access to urban, rural, and international practice opportunities to prepare advanced practice social work practitioners who are capable of culturally appropriate practice across diverse populations to advance human rights, social, economic and environmental justice through anti-oppressive practice, and who can ethically integrate Christian faith with social work practice. This foundation fosters the growth of practice wisdom and scientific inquiry with an overarching purpose of enhancing the quality of life for micro, mezzo, and macro systems in relation to their environment.

Profession's Purpose:

"The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social, racial, economic, and environmental justice, the creation of conditions that facilitate the realization of human rights, the elimination of poverty, and the enhancement of the quality of life for all people, locally and globally." (EP 1.0, 2022 EPAS)

Profession's Values:

"Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values, along with an anti-racist and anti-oppressive perspective, underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social, racial, economic, and environmental justice." (EP 1.0, 2022 EPAS)

MSW PROGRAM COMPETENCIES & PRACTICE BEHAVIORS:

Field education at Malone University is organized around the competencies established by the MSW Program, including the nine social work competencies identified in the Council on Social Work Education's 2022 Educational Policy and Accreditation Standards (EPAS) and Malone University's additional competency addressing the ethical integration of Christian faith and spirituality in professional social work practice.

The competencies and associated practice behaviors presented in the following sections establish the educational expectations for Generalist, Advanced Clinical Mental Health, and Advanced Intercultural: Local and Global field education.

Students and MSW Field Instructors use the practice behaviors associated with the student's level of field education to develop the Field Learning Plan, identify appropriate educational activities, and assess student performance through the Field Evaluation.

Each practice behavior must be addressed through the Field Learning Plan and evaluated in accordance with the MSW Program's established competency assessment procedures. Students completing the final semester of a field education sequence must demonstrate the minimum competency requirements outlined in this manual.

The competency statements and practice behaviors included in this manual must remain consistent with the MSW Program's approved curriculum and assessment instruments.

MSW PROGRAM GENERALIST COMPETENCIES:

Competency 1: Demonstrate Ethical & 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.

Social workers:

- 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; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights & Social, Racial, Economic, & 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 workers:

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

Competency 3: Engage Anti-Racism, Diversity, Equity, & 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.

Social workers:

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

Competency 4: Engage in Practice-Informed Research & 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.

Social workers:

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

Competency 5: Engage in Policy Practice

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, 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.

Social workers:

- use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, & 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.

Social workers:

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

Competency 7: Assess Individuals, Families, Groups, Organizations, & 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.

Social workers:

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

Competency 8: Intervene with Individuals, Families, Groups, Organizations, & 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.

Social workers:

- 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.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, & 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.

Social workers:
- select and use culturally responsive methods for evaluation of outcomes; and
- critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Competency 10: Appropriately integrate Christian faith with professional social work practice & recognize the importance of spirituality to the human experience.

The social work profession developed in part due to Christian charitable work in the late 19th century. As a result, Christian faith and the profession of social work share a number of values, including: a holistic understanding of human need; a high view of human potential; a desire for human flourishing; a concern for the plight of the poor, marginalized, disenfranchised, and oppressed; and a commitment to justice and reconciliation. Yet, Christian faith has also been utilized historically as a mechanism to justify oppression. Social workers recognize spirituality as an important aspect of the human experience, yet they also recognize that religion, faith and spirituality can be oppressive forces, negatively impacting human flourishing. Social work professionals know how to appropriately integrate spirituality as well as Christian faith within these settings towards effective anti-oppressive practice.

Social workers:
- understand the Christian faith's commitment to caring for and empowering poor, disenfranchised, marginalized, and/or oppressed people groups;
- recognize the importance of spirituality to the human experience;
- articulate points of convergence and divergence between orthodox Christianity and the profession of social work; and
- consider both the empowering and oppressive use of faith and spirituality in the assessment and intervention process and plan anti-oppressive interventions that consider these factors.

MSW PROGRAM CLINICAL MENTAL HEALTH COMPETENCIES:

Competency 1: Demonstrate Ethical & Professional Behavior

Clinical and mental health social workers practice and provide leadership within the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that impact practice. Social workers understand that ethics are informed by principles of human rights and apply them toward social, racial, economic, and environmental justice within their practice and the broader profession of social work. Social workers understand complex frameworks of ethical decision making and apply principles of critical thinking to those frameworks in clinical and mental health practice and all systems of practice that impact their work. They practice critical self-reflection and utilize supervision and consultation to recognize

and manage personal values and the distinction between personal and professional values in order to resolve ethical dilemmas. Social workers understand how their evolving worldview, personal experiences, faith and spiritual perspectives and affective reactions influence their professional judgment and behavior and correct behaviors as needed. They practice professional use of self and care for themselves professionally and personally, understanding the importance of self-care for competent and ethical practice. Social workers understand the role of other professionals and know how to engage in successful and collaborative interdisciplinary practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their practice and technical skills to ensure relevant and effective clinical and mental health practice.

Social workers:

- engage in reflective practice to understand and reflect upon strengths, limitations and challenges;
- use supervision and consultation to guide reflective practice, professional judgment and behavior to improve practice and resolve complex ethical dilemmas within clinical and mental health practice;
- understand and manage personal biases and how they impact the therapeutic relationship with clients and the delivery of services at all system levels;
- apply critical thinking and ethical decision making to resolve ethical dilemmas within clinical and mental health practice; and
- demonstrate leadership in professional and ethical behavior; appearance; and oral, written, and electronic communication and technology for clinical and mental health practice.

Competency 2: Advance Human Rights & Social, Economic, & Environmental Justice

Clinical and mental health social workers engage in anti-oppressive advocacy towards clinical and mental health practice that acknowledges fundamental human rights for all people. They practice and lead within a trauma-informed framework that considers the globally intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Clinical and mental health 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. They advocate for and engage in complex strategies that are trauma-informed and trauma-responsive. They work 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 workers:

- apply trauma-informed, anti-oppressive, and intersectionality frameworks to guide clinical and mental health social work practice; and
- advocate for equitable access to social resources, protections, and rights by working to eliminate structural barriers and uphold civil, political, economic, social, and cultural human rights through informed, justice-oriented clinical interventions.

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

Clinical and mental health social workers engage in anti-racist and anti-oppressive clinical and mental health practice that supports diversity, equity, and inclusion as an essential aspect of their work. They understand the pervasive impact of colonialism, White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist clinical and mental health practice. The dimensions of diversity and intersectionality 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. Clinical and mental health 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. They understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Clinical and mental health 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 that impacts mental health.

Social workers:

- understand how bias, prejudice, privilege, power, and dominant culture values can impact clinical and mental health assessments and practice methods;
- demonstrate leadership within the clinical and mental health fields through cultural humility, critical reflection, self-awareness, and self-regulation to prevent the influence of bias, power, privilege, and values in assessment and practice methods with clients and constituencies, acknowledging clients as subject matter experts of their own lived experiences; and
- demonstrate leadership in promoting anti-racist and anti-oppressive clinical and mental health social work practice methods.

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

Clinical and mental health social workers engage in ethical, culturally informed, anti-racist, and anti-oppressive approaches to conduct research and build knowledge towards advancing clinical and mental health practice methods. They use research to inform their advanced practice decision making and articulate how their practice experience informs research and evaluation decisions. They critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. They 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 that inform their clinical and mental health practice. They demonstrate knowledge and advanced practice 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. They can articulate and share research findings in ways that are usable to a variety of clients and constituencies, most specifically in areas that relate to clinical and mental health practice. Clinical and mental health social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- use evidenced-based research findings to inform and improve clinical and mental health assessments, practice, policy, and programs;
- 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 clinical and mental health social work; and
- use research methodology to advance their area of specialization and inform clinical and mental health practice.

Competency 5: Engage in Policy Practice

Clinical and mental health social workers identify and assess social policy at the local, state, federal, and global levels that directly impacts clinical assessment, diagnostic formulation, and the availability of evidence-informed mental health interventions. They recognize how these policies can create institutional barriers to the therapeutic alliance and client engagement.
They recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect clinical and mental health-related social policy. They understand and critique the history and current structures of social policies and services and the role of policy in clinical and mental

health service delivery through rights-based, anti-oppressive, and anti-racist lenses. Clinical and mental health social workers lead and influence policy formulation, analysis, implementation, and evaluation within clinical and mental health practice settings at all system levels. They apply an anti-oppressive lens to clinical documentation and treatment planning, ensuring that policy-driven requirements do not dehumanize or pathologize the client's lived experience. They lead efforts to reform agency-level clinical protocols that hinder trauma-informed care.

Clinical and mental health social workers:

- understand how social welfare policies affect the delivery of and access to clinical and mental health services, including clinical assessment, treatment planning, and availability of evidence-based interventions;
- lead systems for the provision of socially just, anti-racist and anti-oppressive clinical and mental health treatment plans and processes; and
- lead, influence, develop and advocate for policies that advances human rights and social, racial, economic, and environmental justice in areas that impact clinical and mental health.

Competency 6: Engage with Individuals, Families, & Groups

Clinical and mental health social workers understand that engagement is an ongoing component of the dynamic and interactive process of clinical and mental health practice with and on behalf of individuals, families, and groups. They emphasize the role of human relationships in fostering a therapeutic alliance based on mutual agreement. They can critically evaluate and apply multiple culturally relevant practice theories and strategies to advance practice effectiveness. They 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 within clinical and mental health settings, in particular. They use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Clinical and mental health social workers:

- apply advanced practice knowledge and interprofessional conceptual frameworks to complex situations in order to engage with clients and constituencies within clinical and mental health settings;
- use empathy, reflection, and interpersonal skills to engage in culturally responsive clinical and mental health practice with clients and constituencies as they view clients as experts on their own lived experience; and
- establish a therapeutic alliance grounded in a person centered approach grounded in a person centered approach that encourages clients to be equal participants in establishing a mutually agreed upon intervention plan, including goals and outcomes.

Competency 7: Assess Individuals, Families, & Groups

Clinical and mental health social workers understand that assessment is an ongoing component of the complex, dynamic, and interactive process of advanced clinical and mental health social work practice. They understand a variety of bio-psycho-social and spiritual theories, assessment, and diagnosis, and they critically evaluate and apply this knowledge in culturally responsive assessment with individuals, families, and groups within their social environments. Assessment involves a collaborative process of defining presenting capacity and motivation for change, coping strategies, along with challenges and strengths, to develop a mutually agreed-upon plan. They have the skills for ongoing clinical assessment in order to adapt the intervention process as needed. They understand and can use their knowledge of medication in client assessments. Clinical and mental health social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Clinical and mental health social workers are self reflective and understand how bias, power, privilege, and their personal values

and experiences may affect their assessment and decision making in clinical and mental health practice.

Clinical and mental health social workers:

- apply multiple theories, bio-psycho-social and spiritual assessment frameworks, and culturally-responsive practice to develop comprehensive and holistic assessments and diagnoses with individuals, groups, and families that recognize historical and intersectional identities;
- apply interprofessional knowledge to work collaboratively and holistically towards clinical and mental health goals, including an understanding of medication and other interprofessional treatment;
- demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan; and
- practice continual assessment in order to modify or adapt interventions as needed.

Competency 8: Intervene with Individuals, Families, & Groups

Clinical and mental health social workers understand that intervention is an ongoing component of the complex, dynamic, and interactive process of advanced clinical and mental health social work practice. Social workers understand a variety of bio-psycho-social and spiritual theories, assessment, and diagnosis and they critically evaluate and apply this knowledge in culturally responsive prevention methods and interventions with individuals, families, and groups within their social environments. Intervention involves a collaborative process of defining presenting capacity and motivation for change, coping strategies, along with challenges and strengths to develop a mutually agreed-upon intervention plan. They can adapt the intervention process as needed. They understand and can use their knowledge of medication in client intervention. Clinical and mental health social workers recognize the implications of the larger practice context in the intervention 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 decision making in clinical and mental health practice intervention and they work to reduce any biases they have. They understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. They facilitate effective transitions and endings.

Clinical and mental health social workers:

- critically select and implement cultural and identity responsive, evidence-informed prevention methods and interventions to achieve client and constituency goals in clinical and mental health practice;
- demonstrate a range of appropriate clinical practice methods relevant to diagnosis and multiple assessed concerns; and
- incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies through interprofessional collaboration and coordination.

Competency 9: Evaluate Practice with Individuals, Families, & Groups

Clinical and mental health social workers understand that clinical evaluation is an ongoing component of the complex, dynamic and interactive process with and on behalf of diverse individuals, families, and groups within clinical and mental health practice. They evaluate processes at the clinical level to refine therapeutic techniques, improve outcomes to increase practice, policy, and service delivery effectiveness. Clinical and mental health social workers critically analyze and apply anti-racist and anti-oppressive perspectives in evaluating outcomes, ensuring that positive clinical and mental health outcomes are defined by the client's self-determined goals rather than dominant cultural standards. They understand a range of specialized, evidenced-based interprofessional conceptual frameworks and critically evaluate and apply this knowledge in evaluating outcomes. Clinical and mental health social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness in measuring clinical symptom reduction and functional improvement.

Clinical and mental health social workers:

- evaluate clinical and mental health interventions to refine therapeutic techniques towards anti-oppressive and culturally responsive practice outcomes;
- apply anti-racist and anti-oppressive perspectives to critically analyze outcomes that are determined by clients' goals and self-determination; and
- use advanced research methods to measure clinical symptom reduction and functional improvement for client systems.

Competency 10: Appropriately integrate Christian faith with clinical and mental health social work practice & recognize the importance of spirituality to the human experience.

The social work profession developed in part due to Christian charitable work in the late 19th century. As a result, Christian faith and the profession of social work share a number of values, including a holistic understanding of human need, a high view of human potential, a desire for human flourishing, a concern for the plight of the poor, marginalized, disenfranchised, and oppressed, and a commitment to justice and reconciliation. Yet, Christian faith has also been utilized historically as a mechanism to justify oppression. Social workers practicing within clinical and mental health settings recognize spirituality as an important aspect of mental health, yet they also recognize that religion, faith, and spirituality can be oppressive forces, negatively impacting human flourishing. Clinical and mental health professionals know how to appropriately integrate spirituality as well as Christian faith within these settings towards effective anti-oppressive clinical and mental health practice.

Social workers:

- understand the Christian faith's commitment to caring for and empowering poor, disenfranchised, marginalized, and/or oppressed people groups, including their mental health;
- recognize the importance of spirituality as part of holistic mental health;
- can articulate points of convergence and divergence between Christianity and the profession of social work as it relates to clinical mental health practice; and
- consider both the empowering use of faith and spirituality and the oppressive forms of religions and spiritual expression and plan anti-oppressive interventions that consider these factors.

MSW PROGRAM INTERCULTURAL: LOCAL AND GLOBAL COMPETENCIES

Competency 1: Demonstrate Ethical & Professional Behavior

Interculturally informed social workers at the local and global level practice and provide leadership within the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that impact practice. They understand that in global, local, and intercultural settings social work ethics are informed by principles of human rights. They apply culturally informed ethics towards social, racial, economic, and environmental justice within their practice and the broader profession of social work. Social workers understand complex frameworks of ethical decision making and apply principles of critical thinking to those frameworks in all systems of practice that impact their work. They practice critical self-reflection and utilize supervision and consultation to recognize and manage personal values and the distinction between personal and professional values in order to resolve ethical dilemmas in a culturally informed manner. Social workers understand how their evolving worldview, personal experiences, culture, faith, and spiritual perspectives and affective reactions influence their professional judgment and behavior and correct behaviors as needed. They practice professional use of self and care for themselves professionally and personally, understanding the importance of self-care for competent and ethical practice. Social workers understand the role of other professionals and know how to engage in successful interdisciplinary practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their practice and technical skills to ensure relevant and effective location-based and culturally informed practice.

Interculturally informed social workers:

- engage in reflective practice to understand and reflect upon strengths, limitations and challenges;
- use supervision and consultation to guide reflective practice, professional judgment and behavior to improve culturally informed practice and resolve complex ethical dilemmas;
- understand and manage personal biases and how they impact the therapeutic relationship with clients and the delivery of services at all system levels in intercultural contexts;
- apply critical thinking and ethical decision making to resolve ethical dilemmas within intercultural contexts; and
- demonstrate culturally appropriate leadership in professional and ethical behavior, appearance, and oral, written, and electronic communication and technology.

Competency 2: Advance Human Rights & Social, Economic, & Environmental Justice

Interculturally informed social workers engage in advocacy towards culturally informed, anti-oppressive practices that acknowledge fundamental human rights for all people. They practice and lead within a trauma-informed framework that considers the globally 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 within various cultural contexts of society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. They advocate for and engage in complex strategies that are trauma-informed and work 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.

Interculturally informed social workers:

- apply trauma-informed, anti-oppressive, and intersectionality frameworks to guide culturally relevant practice in global and local settings;
- critically examine and address the historical and ongoing roles of social work in systems of oppression by analyzing the distribution of power and privilege in society, and lead within the development of ethical, accountable strategies that promote racial, social, cultural, economic, and environmental justice; and
- advocate for equitable access to social resources, protections, and rights by working to eliminate structural barriers and uphold civil, political, economic, social, and cultural human rights through informed, justice-oriented interventions.

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

Interculturally informed social workers engage in anti-racist and anti-oppressive culturally-informed and place-based practice that supports diversity, equity, and inclusion as an essential aspect of their practice and leadership. They value and empower local leadership, clients and client systems as experts on their own lived experiences in the contexts of their own locality, culture and identity. They understand and critically reflect on the pervasive impact of colonialism, White supremacy, and privilege on intercultural practice and use their intercultural practice based knowledge, awareness, and skills to engage in anti-racist, culturally informed and anti-oppressive practice within diverse intercultural contexts. They understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination that have been embedded not only in society, but also within social work practice, leading to culturally imperialistic methods of practice. Interculturally informed social workers understand that intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power and that these experiences must be assessed and understood within the appropriate cultural context They apply cultural humility to practice to recognize and regulate personal biases and intersectionality of identity that may create privilege and power resulting in systemic oppression that impacts clients and client systems and they develop practice methods that work against any forms of

oppression that may exist. They lead change by developing new practice models that are culturally informed and anti-oppressive and can design and implement anti-racist and anti-oppressive clinical and culturally informed interventions across intercultural contexts and systems of practice to work against any forms of oppression that impact clients and client systems.

Interculturally informed social workers:

- understand how bias, prejudice, privilege, power, and dominant culture values can impact interculturally informed assessments and practice methods;
- demonstrate leadership through cultural humility, critical reflection, self-awareness, and self-regulation to prevent the influence of bias, power, privilege, and values in assessment and practice methods with clients and constituencies, acknowledging clients and local cultures as subject matter experts of their own lived experiences;
- demonstrate leadership in promoting anti-racist and anti-oppressive, culturally informed social work practice methods; and
- recognize and empower local, indigenous leadership as integral to ADEI and interculturally informed practice.

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

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

Interculturally informed social workers:

- use evidence-based research findings to inform and improve culturally informed assessments, practice, policy, and programs;
- 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 their work; and
- use research methodology to advance their area of specialization within unique cultural contexts.

Competency 5: Engage in Policy Practice

Interculturally informed social workers identify and assess social policy at the unique local, state, federal, and global level that directly impact micro, mezzo, and macro practice for those within unique localities and cultural settings. They recognize the need to implement policy and advocate for change in policy that creates culturally imperialistic and oppressive barriers and impedes anti-oppressive practice. They understand and critique the historic, social, racial, economic, and global influence that affect current structures of social policies, services, and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. They ensure that policies do not dehumanize or pathologize the client's lived experience. They encourage local leadership to influence culturally informed policy formulation, analysis, implementation,

and evaluation within intercultural practice settings at all system levels. They actively engage in, advocate for, and lead culturally informed, anti-racist, and anti-oppressive policy practice to effect change in local, global, and intercultural settings.

Interculturally informed social workers:

- understand and assess how social welfare policies affect the delivery of and access to services in unique cultural settings, including assessment, planning, and availability of evidence-based interventions;
- influence systems for the provision of socially just, locally led, culturally informed, anti-racist and anti-oppressive policies that advance human rights and social, racial, economic, and environmental justice; and
- lead, influence, develop, and advocate for policies that advance culturally informed and culturally relevant systems of practice in local contexts.

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

Interculturally informed social workers understand that locally-based and culturally-relevant engagement is an ongoing component of the dynamic and interactive process of culturally-informed practice with and on behalf of individuals, families, groups, organizations, and communities. They value the importance of local, indigenous leadership to foster human relationships that develop culturally relevant plans at all levels of practice. They can critically evaluate and apply culturally relevant practice theories and strategies to advance practice effectiveness. They are self-reflective and understand how cultural bias, power, and privilege as well as their personal values and experiences may affect their ability to engage effectively with diverse clients and constituencies within unique cultural settings, in particular. They use the principles of cultural humility, interdisciplinary and intercultural collaboration, and diverse leadership to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- apply advanced practice knowledge, interprofessional and intercultural conceptual frameworks to complex situations in order to engage with clients and constituencies within cross-cultural and intercultural settings;
- use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies as they view local and indigenous clients and client systems as experts on their own lived experience; and
- establish relationships that encourage local and indigenous leadership in establishing intervention plans, including goals and outcomes.

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

Interculturally informed social workers understand that assessment is an ongoing component of the complex, dynamic and interactive process of culturally-informed advanced social work practice. They understand a variety of bio-psycho-social and spiritual theories, as well as individual and community-based assessment approaches. They critically evaluate and apply this knowledge in culturally responsive assessment with individuals, families, groups, organizations, and communities within their social environments. Assessment involves a collaborative process of defining presenting capacity and motivation for change, coping strategies, challenges, and strengths to develop a mutually agreed-upon plan. They have the skills for ongoing culturally relevant assessments in order to adapt the intervention process as needed. They understand and can use their knowledge of culture to create and facilitate culturally- informed, anti-oppressive assessments at all levels of practice. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional, local and indigenous-based collaboration in this process. They are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Interculturally informed social workers:

- apply multiple theories, bio-psycho-social and spiritual assessment frameworks and culturally responsive practice to develop comprehensive and holistic assessments and with individuals, groups, and families that recognize historical and intersectional identities;
- assess clients' strengths, vulnerabilities, coping strategies, capacity, and readiness for change;
- apply interprofessional knowledge to work collaboratively and holistically towards culturally responsive goals that are appropriate for the context;
- demonstrate respect for client and client system self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon, culturally sensitive plan; and
- practice continual assessment in order to modify or adapt interventions as needed.

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

Interculturally informed social workers understand that intervention is an ongoing component of the complex, dynamic and interactive process of culturally informed social work practice. Social workers understand a variety of bio-psycho-social and spiritual theories, assessment, and diagnosis, and they critically evaluate and apply this knowledge in culturally responsive interventions with individuals, families, groups, organizations, and communities within their social environments. Culturally informed intervention involves a collaborative process of defining the client or client systems' presenting capacity and motivation for change, identifying coping strategies, and assessing challenges, assets and strengths. These elements inform the development of mutually agreed-upon, culturally sensitive intervention plans. They can adapt the intervention process as needed. Social workers recognize the implications of the larger practice context and use interprofessional and locally-focused collaboration throughout the intervention process. Social workers engage in critical self-reflection to understand how bias, power, privilege, cultural imperialism, and their personal values and experiences may influence their decision-making in practice and intervention. They actively strive to reduce any biases they hold. They understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. They facilitate effective transitions and endings that prioritize local, indigenous leadership.

Interculturally informed social workers:

- critically select and implement culturally and identity responsive, evidence-informed interventions to achieve client and constituency goals;
- demonstrate different practice methods, appropriate to the cultural context, to address assessed concerns; and
- incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies through interprofessional collaboration and coordination.

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

Interculturally informed social workers understand that evaluation is an ongoing component of the complex, dynamic and interactive process with and on behalf of diverse individuals, families, groups, organizations, and communities. They evaluate processes and outcomes to create a culturally informed practice, policy, and service delivery where relevant and improve the delivery of current services. Social workers apply anti-racist and anti-oppressive perspectives in evaluating culturally sensitive and culturally informed outcomes at the micro, mezzo, and macro levels of practice. Interculturally informed social workers understand a range of interprofessional conceptual frameworks and critically evaluate and apply this knowledge in evaluating outcomes. They recognized culturally imperialist models and worked to provide alternative models that are anti-oppressive and culturally informed. Interculturally informed social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness within global, local, and

intercultural practice contexts.

Interculturally informed social workers:

- select and use culturally responsive methods for evaluation within global, local, and intercultural contexts;
- recognize when oppressive or culturally imperialistic models are being used and advocate towards culturally-informed delivery of services relevant to the local context; and
- use advanced research methods to improve culturally sensitive practice effectiveness with individuals, families, groups, organizations, and communities.

Competency 10: Appropriately integrate Christian faith with intercultural social work practice & recognize the importance of spirituality to the human experience.

The social work profession developed in part due to Christian charitable work in the late 19th century. As a result, Christian faith and the profession of social work share a number of values, including a holistic understanding of human need, a high view of human potential, a desire for human flourishing, a concern for the plight of the poor, marginalized, disenfranchised, and oppressed, and a commitment to justice and reconciliation. Yet, Christian faith has also been utilized historically as a mechanism to justify oppression. Social workers practicing within intercultural settings recognize spirituality as an important aspect of the human experience, yet they also recognize that religion, faith, and spirituality can be oppressive forces, negatively impacting human flourishing. Intercultural social workers know how to appropriately integrate spirituality as well as Christian faith within these settings towards effective anti-oppressive, cultural and locality sensitive practice.

Social workers:

- understand the Christian faith's commitment to caring for and empowering poor, disenfranchised, marginalized, and/or oppressed people groups;
- recognize the importance of spirituality as part of holistic intercultural social work practice;
- can articulate points of convergence and divergence between Christianity and the profession of social work as it relates to culturally sensitive, anti-oppressive practice; and
- consider both the empowering use of faith and spirituality and the oppressive forms of religions and spiritual expression and plan culturally-responsive anti-oppressive interventions that consider these factors.

DIVERSITY, EQUITY, INCLUSION, & ACCESSIBILITY POLICIES:

The Malone University Master of Social Work (MSW) Program is committed to preparing social workers who recognize the dignity and worth of every person, promote human rights and social justice, and engage in ethical, culturally responsive, anti-racist, and anti-oppressive professional practice.

Grounded in Malone University's Christian heritage and the values of the social work profession, the MSW Program encourages students to engage critically and reflectively with diverse perspectives, experiences, beliefs, and identities. Students are expected to examine how personal values, cultural backgrounds, assumptions, biases, and experiences may influence their professional judgments and relationships.

The MSW Program is committed to providing educational experiences that support equitable participation and meaningful professional development. Field education is an essential component of this commitment and should provide opportunities for students to develop and demonstrate professional competencies within diverse practice environments.

Malone University's official nondiscrimination policies govern the University's programs and activities. Students, faculty, and field education partners are expected to comply with applicable University policies and relevant federal, state, and local laws.

Accessibility & Accommodations in Field Education
Malone University recognizes that students may require reasonable accommodations to participate fully in educational activities, including field education.

Students seeking disability-related accommodations should work with the University's Center for Student Success, our designated disability services office. This office will help students work through its established procedures. Students should refer to the Center for Student Success website link and contact the appropriate staff member for relevant services. Students can also contact Ann St. John, Social Work Administrative Assistant, at astjohn@malone.edu and she will make sure to get students in contact with the right person.

The MSW Field Practicum Director and assigned Field Liaison will collaborate with the student, the appropriate University office, and the placement agency as needed to facilitate approved accommodations within the field education environment.

Students are encouraged to communicate accommodation-related needs sufficiently early to allow for appropriate planning and coordination. Students are not required to disclose a disability diagnosis or confidential medical information to their Field Instructor or placement agency beyond information necessary to implement an approved accommodation.

Accommodation planning should consider the educational requirements of the field placement, relevant agency responsibilities, student safety, and the specific circumstances of the practice setting.

Reasonable accommodations may support students in accessing educational opportunities and demonstrating professional competencies through appropriate methods. Accommodations do not eliminate required MSW competencies, practice behaviors, or essential field education requirements.

Students who experience barriers related to accessibility or the implementation of approved accommodations are encouraged to contact the appropriate University disability services office, their assigned Field Liaison, or the MSW Field Practicum Director for assistance.

MSW Field Instructors and placement agencies are expected to collaborate with Malone University in implementing approved accommodations relevant to the field education experience. Information regarding a student's disability or accommodation needs will be shared only as appropriate and necessary for coordination and implementation, consistent with applicable University policies and confidentiality requirements.

Diversity & Social Work
Recognition of human diversity and commitment to social justice are foundational to the social work profession. Social workers are expected to engage ethically and effectively with individuals, families, groups, organizations, and communities whose identities, values, cultures, beliefs, and lived experiences may differ from their own.

The Malone University MSW Program prepares students to engage in professional practice informed by cultural humility, critical self-reflection, respect for human dignity, and an understanding of the influence of power, privilege, discrimination, and structural inequality.

Students are expected to demonstrate professional conduct consistent with the NASW Code of Ethics and the competencies established by the MSW Program. These expectations include recognizing personal biases, respecting client self-determination, maintaining professional boundaries, and advocating for individuals and communities experiencing discrimination, oppression, or barriers to accessing resources and opportunities.

Field education settings should provide opportunities for students to develop culturally responsive and

inclusive professional skills. Students are encouraged to engage with diverse populations and constituencies while examining how social, economic, political, environmental, cultural, and institutional factors influence human experiences and access to services.

Consistent with Malone University's educational mission, students are also encouraged to examine the relationship between faith, spirituality, personal values, and professional social work practice. Such reflection must remain grounded in professional ethics, respect for diverse beliefs, and the right of clients and communities to self-determination.

Students, MSW Field Instructors, Task Supervisors, and University personnel share responsibility for supporting educational environments that promote professional respect, ethical practice, meaningful learning opportunities, and the development of culturally responsive social workers.

Concerns involving discrimination, harassment, accessibility barriers, or other circumstances that may interfere with a student's educational experience should be addressed through applicable University policies and the MSW Field Education Program's established procedures for communicating and resolving placement concerns.

PURPOSE OF THE MANUAL:

The Malone University Master of Social Work (MSW) Field Practicum Manual provides students, MSW Field Instructors, Task Supervisors, Field Liaisons, and other field education partners with information regarding the policies, procedures, expectations, and educational requirements of the MSW Field Education Program.

Field education is an essential component of professional social work preparation and provides opportunities for students to integrate classroom learning with supervised professional practice. This manual establishes guidelines for field placement approval, educational supervision, student responsibilities, competency development, evaluation, documentation, and successful completion of field education requirements.

The policies and procedures outlined in this manual apply to Generalist and Specialized MSW field education, including the Advanced Clinical Mental Health and Advanced Intercultural: Local and Global specializations.

The Field Learning Plan serves as the syllabus for the field placement experience, guiding the development and demonstration of required competencies and practice behaviors. Experiential Learning Cloud (ELC) serves as the primary platform for completing and maintaining field education documentation.

Students and field education personnel are expected to become familiar with the information contained in this manual and to follow applicable Malone University policies, MSW Program requirements, professional ethical standards, and agency procedures.

This manual should be used in conjunction with the MSW Program Handbook, applicable Field Practicum course syllabi, and other relevant University policies and procedures. Where University or program policies are updated, the most current approved policies will govern.

FIELD PLACEMENT CALENDAR:

The MSW Field Education Program follows the academic calendar established by Malone University. Specific field education deadlines and course requirements are provided in the applicable Field Practicum course syllabi:

- MSW 530: Generalist Social Work Practicum I

- MSW 580: Generalist Social Work Practicum II
- MSW 630: Advanced Social Work Practicum I
- MSW 680: Advanced Social Work Practicum II

Students and MSW Field Instructors are responsible for reviewing applicable course deadlines and ensuring that all field education requirements are completed within the established timeframes.

The following requirements apply throughout the field education experience:

Prior to Beginning Field Placement: Students must receive final placement approval from the MSW Field Practicum Director, and all required agency, Field Instructor, and student approval processes must be completed before field hours may be accrued.

Within the First Six Weeks of Placement: Students and MSW Field Instructors must collaboratively complete and submit the Field Learning Plan through Experiential Learning Cloud (ELC). The approved plan guides learning across both semesters of the applicable field year.

Throughout Each Semester: Students must maintain accurate field timesheets in ELC, participate in required weekly supervision, and complete all assigned Field Practicum Seminar activities.

Each Semester: Students, MSW Field Instructors, and assigned Field Liaisons must participate in at least one formal Field Liaison visit, conducted in person or through live video conferencing.

At the Conclusion of Each Semester: Students and MSW Field Instructors must complete the required Field Evaluation, verify completed field hours, and fulfill all academic and documentation requirements.

At the Conclusion of Each Field Placement: Students must complete the Field Placement Evaluation Survey to provide feedback regarding the agency, supervision, and overall educational experience.

Students anticipating difficulty meeting an established field education deadline should communicate promptly with their MSW Field Instructor and MSW Field Practicum Director. Requests for field hour extensions are reviewed by the MSW Field Practicum Director on a case-by-case basis, with any associated academic decisions governed by University and MSW Program policies.

Students should consult the applicable course syllabus for specific submission dates and additional requirements.

THE SOCIAL WORK PROGRAM AT MALONE UNIVERSITY:

Malone University's approach to social work education is rooted in its Christian heritage, commitment to academic excellence, and longstanding tradition of service to individuals and communities. Founded in 1892 by Walter and Emma Malone as Cleveland Bible College, the institution emerged from the Evangelical Friends tradition and a commitment to integrating faith, education, and compassionate service. The founders' concern for individuals experiencing poverty and social disadvantage helped establish a tradition of community engagement that continues to inform the University's educational mission.

Malone University moved to Canton, Ohio, in 1957 and subsequently expanded its educational offerings as a Christian liberal arts institution. Throughout its history, the University has emphasized intellectual development, spiritual growth, ethical responsibility, and service to others. These commitments provide an important foundation for social work education, particularly in their shared emphasis on human dignity, meaningful relationships, social responsibility, and concern for individuals and communities experiencing marginalization or injustice.

The University's undergraduate social work program began in the late 1970s and received initial accreditation from the Council on Social Work Education (CSWE) in 1984. Over subsequent decades, the program expanded its educational offerings, strengthened community partnerships, and developed opportunities for students to engage in professional learning across varied practice settings. The introduction of online undergraduate social work education further expanded the University's experience in preparing and supporting students beyond its immediate geographic region.

Building upon this foundation, Malone University established its Master of Social Work (MSW) Program to prepare students for professional social work practice through rigorous academic preparation, experiential learning, and the integration of professional values and ethical standards. The MSW Program offers Generalist and Specialized education, including Advanced Clinical Mental Health and Advanced Intercultural: Local and Global practice.

Malone's approach to graduate social work education emphasizes the integration of knowledge, values, skills, and professional judgment. Consistent with the University's Christian mission and the values of the social work profession, the MSW Program prepares students to engage in ethical, culturally responsive, anti-racist, and anti-oppressive practice while respecting the dignity, self-determination, beliefs, and lived experiences of the individuals and communities they serve.

Social Work Education in the Community

Malone University's location in Canton, Ohio, provides access to a diverse regional environment that includes urban, suburban, and rural communities. The surrounding communities of Canton, Akron, Cleveland, and northeastern Ohio offer varied opportunities for social work education and professional practice. These settings reflect different population needs, organizational structures, community strengths, social challenges, and service delivery systems.

Throughout its history, Malone's Social Work Program has developed relationships with community organizations and professional practitioners who contribute to the education and preparation of future social workers. These partnerships are an essential component of field education and provide opportunities for students to apply classroom learning within authentic professional environments.

The University's online educational model also supports students who reside outside the immediate northeastern Ohio region. As a result, the MSW Field Education Program works to identify and approve appropriate field education opportunities across different geographic locations. Placement approval is based on educational suitability, the availability of qualified supervision, and the agency's ability to provide learning experiences aligned with the competencies and practice behaviors associated with the student's level of education.

Field education opportunities may be available through social service agencies, behavioral health organizations, healthcare systems, educational institutions, community development initiatives, advocacy organizations, and other settings engaged in professional social work practice. Such placements may emphasize direct services, clinical intervention, community engagement, policy practice, organizational leadership, program development, or other forms of professional practice.

The diversity of these educational settings reflects the breadth of the social work profession and supports the development of practitioners capable of responding to complex challenges across micro-, mezzo-, and macro-level systems. While the nature of learning activities varies by setting and specialization, all approved

placements must provide meaningful opportunities for competency development, professional supervision, and the integration of social work knowledge, values, and skills.

The MSW Field Education Program values collaborative relationships with Field Instructors, Task Supervisors, and participating agencies. These partnerships support student learning, strengthen connections between the University and professional practice communities, and contribute to the ongoing development and evaluation of field education experiences.

Relationship to the MSW Program Mission & Accreditation

The Malone University MSW Program's educational mission reflects the University's Christian heritage and its commitment to preparing social workers who advance human rights, promote social, racial, economic, and environmental justice, engage in culturally responsive and anti-oppressive practice, and ethically consider the relationship between faith, spirituality, and professional social work.

Field education serves as an essential component of fulfilling this mission. Recognized by the Council on Social Work Education (CSWE) as the signature pedagogy of social work education, field education provides opportunities for students to integrate classroom knowledge with supervised professional practice and to demonstrate the competencies required for professional preparation.

The Malone University MSW Program incorporates the nine social work competencies established in the 2022 CSWE Educational Policy and Accreditation Standards (EPAS), together with the University's additional competency addressing the ethical integration of Christian faith and spirituality in social work practice. These ten competencies guide the curriculum, field learning experiences, student evaluation, and assessment of professional competency development.

The MSW Field Education Program is designed to support these educational objectives through the approval of appropriate placement settings, qualification and orientation of MSW Field Instructors, development of individualized Field Learning Plans, ongoing supervision, Field Liaison involvement, and competency-based evaluation.

Field education policies and procedures are established to promote consistent educational expectations while allowing sufficient flexibility to accommodate diverse practice environments, student learning needs, and areas of specialization.

The MSW Field Practicum Manual serves as the primary resource for policies and procedures governing field education. Additional information regarding the history, governance, educational mission, accreditation, and academic policies of the Malone University MSW Program is provided in the MSW Program Policy Manual. Students and field education partners should consult both documents, as applicable, to understand the full range of program expectations and requirements.

OVERVIEW OF THE FIELD EXPERIENCE:

Field education is recognized by the Council on Social Work Education (CSWE) as the signature pedagogy of social work education. Through supervised professional practice experiences, students integrate social work knowledge, values, skills, and cognitive and affective processes within real-world practice settings.

The purpose of field education at Malone University is to provide students with opportunities to develop and demonstrate the competencies necessary for professional social work practice. Field experiences are designed to support the integration of classroom learning and practice while encouraging professional identity development, ethical decision-making, critical reflection, and progressively greater independence.

Students complete field education experiences appropriate to their level of study, including Generalist, Advanced Clinical Mental Health, and Advanced Intercultural: Local and Global practice.

Field Education Course Sequence & Required Hours
Students enrolled in the traditional MSW program complete a minimum of 900 field education hours across the Generalist and Specialization years.

- Generalist Field Education - 400 Hours
    - MSW 530: Generalist Social Work Practicum I - 200 hours
    - MSW 580: Generalist Social Work Practicum II - 200 hours

- Specialization Field Education - 500 Hours
    - MSW 630: Advanced Social Work Practicum I -250 hours
    - MSW 680: Advanced Social Work Practicum II - 250 hours

Students admitted to the Advanced Standing MSW pathway enter with an eligible BSW degree from a CSWE-accredited program and complete the 500-hour Specialization field education sequence.

All students must complete the field education hours required for their approved MSW pathway.

Field Placement Scheduling & Attendance
Students are expected to establish a consistent field placement schedule in collaboration with their MSW Field Instructor and placement agency.

The number of hours completed each week may vary based on the student's course requirements, agency operations, and approved placement arrangements. Students are responsible for planning their schedules to ensure completion of the required hours by the applicable semester deadline.

Students must communicate scheduling changes, absences, or anticipated difficulties completing required hours promptly to their MSW Field Instructor and, when appropriate, their assigned Field Liaison.

Time missed because of illness, personal leave, or other absences does not count toward completed field hours unless the student has participated in an otherwise approved field education activity. Students remain responsible for fulfilling all required hours.

Students may complete approved field activities during University academic breaks when permitted by the placement agency and consistent with the student's approved field education arrangement.

Students are expected to complete all required field education hours by the end of the semester in which they are enrolled.

When extenuating circumstances interfere with a student's ability to complete the required hours, the student must communicate with the MSW Field Practicum Director as early as possible.

Requests for extensions to field education completion deadlines will be reviewed and approved on a case-by-case basis by the MSW Field Practicum Director. Approval of an extension does not reduce the required number of field education hours or eliminate any competency, supervision, or documentation requirements.

When an extension requires an Incomplete grade or another academic accommodation, the applicable University and MSW Program policies and approval procedures will be followed.

Field Learning & Supervision

Students participate in supervised learning experiences appropriate to their level of field education and the competencies associated with their MSW program.

An approved MSW Field Instructor provides at least one hour of formal educational supervision each week. Supervision may be conducted individually or in a group and must support critical reflection, ethical practice, professional development, and competency attainment.

Students and MSW Field Instructors collaboratively develop a Field Learning Plan within the first six weeks of the placement. The plan identifies learning activities for every required practice behavior and serves as the syllabus for field education across both semesters of the applicable field year.

Field Practicum Seminar
Field education is completed in conjunction with the applicable Field Practicum Seminar course.

Students are required to participate in seminar learning activities, complete assigned coursework, and meet academic expectations established in the course syllabus.

The Field Practicum Seminar provides opportunities for students to integrate theoretical knowledge, research, professional values, and ethical frameworks with experiences encountered in their field placements.

Field Education Documentation & Evaluation
Students are responsible for documenting field hours through Experiential Learning Cloud (ELC) and obtaining required MSW Field Instructor verification.

Students participate in at least one formal Field Liaison visit each semester, conducted in person or through live video conferencing.

At the conclusion of each semester, MSW Field Instructors complete the required Field Evaluation in collaboration with students. Students also complete the required self-evaluation and reflection.

Successful completion of field education requires fulfillment of applicable field hour requirements, documentation, academic coursework, and competency expectations established by the MSW Program.

Professional & Ethical Expectations
Students are expected to demonstrate professional conduct consistent with the NASW Code of Ethics, applicable laws and professional regulations, Malone University policies, and approved agency procedures.

Students must maintain professional boundaries, safeguard confidential information, follow agency safety protocols, and communicate concerns regarding supervision, ethical practice, or safety promptly.

Concerns involving student performance or professional conduct will be addressed in accordance with the MSW Program's established policies and procedures.

CONTENT REQUIREMENTS FOR FIELD PLACEMENT:

Malone University recognizes that professional social work practice occurs across diverse settings and includes work with individuals, families, groups, organizations, and communities.

Field education experiences must provide students with meaningful opportunities to integrate classroom

knowledge with professional practice and to develop and demonstrate the competencies and practice behaviors associated with their level of field education.

Specific learning activities may vary according to the agency's mission, available practice opportunities, student learning needs, and the expertise of the MSW Field Instructor. However, all approved placements must meet the educational expectations established by the MSW Program.

Required Educational Content

1. Orientation to the Agency and Professional Practice Environment

Students must receive an appropriate orientation to the placement agency, including its mission, organizational structure, services, practice approaches, populations or constituencies served, and relevant policies and procedures.

Orientation must address expectations for professional conduct, confidentiality, ethical practice, client rights, safety, communication, and agency procedures.

2. Integration of Social Work Values and Ethics

Students must have opportunities to apply the NASW Code of Ethics and relevant professional standards to practice situations.

Learning experiences should promote ethical decision-making, recognition of professional boundaries, culturally responsive practice, and critical reflection regarding social work values and responsibilities.

3. Development of Professional Practice Competencies

Field placements must provide opportunities for students to develop and demonstrate the ten competencies established by the Malone University MSW Program.

Learning activities must align with the practice behaviors associated with the student's level of field education: Generalist, Advanced Clinical Mental Health, or Advanced Intercultural: Local and Global.

Students should engage in a range of meaningful learning experiences that support the application of knowledge, values, skills, and cognitive and affective processes within professional practice.

Field education experiences should provide opportunities for students to understand the interconnected nature of micro-, mezzo-, and macro-level social work practice. Whenever feasible, students should participate in learning activities across multiple system levels. The specific balance of activities will vary according to the student's level of field education, specialization, and approved placement setting, provided that all required competencies and practice behaviors can be demonstrated.

4. Engagement with Diverse Populations and Systems

Students must have opportunities to understand and respond to the needs, strengths, experiences, and circumstances of diverse populations and constituencies.

Depending on the placement setting, learning activities may involve direct practice, clinical services, advocacy, community engagement, policy practice, program development, organizational administration, or other relevant forms of social work practice.

Students should be encouraged to consider how social, economic, cultural, political, and environmental factors influence individuals, families, groups, organizations, and communities.

5. Progressive Development of Practice Responsibilities

Students should be provided with opportunities to assume progressively greater responsibility for

appropriate professional practice activities as their knowledge, skills, confidence, and demonstrated competencies develop.

The nature and extent of these responsibilities will vary according to the student's level of field education, agency setting, available learning opportunities, and supervisory assessment of readiness.

Responsibilities may include direct service activities, participation in assessments or interventions, independent projects, program evaluation, advocacy, policy analysis, community initiatives, or other professional tasks aligned with the student's Field Learning Plan.

Students must receive appropriate supervision and guidance as they assume additional responsibilities.

6. Integration of Theory, Research, and Evidence-Informed Practice
Students must have opportunities to apply relevant social work theories, conceptual frameworks, research findings, and evidence-informed approaches to their field education activities.

MSW Field Instructors should support students in critically examining practice decisions, assessing interventions or strategies, and connecting classroom learning with professional experiences.

7. Commitment to Anti-Racism, Diversity, Equity, Inclusion, and Social Justice
Field education experiences must support the development of culturally responsive, anti-racist, and anti-oppressive professional practice consistent with MSW Program competencies.

Students should have opportunities to examine the influence of power, privilege, discrimination, structural inequality, and intersecting identities within the practice environment.

Learning activities should promote critical reflection, cultural humility, respect for human dignity, and advocacy for human rights and social, racial, economic, and environmental justice.

8. Integration of Faith, Spirituality, and Professional Social Work Practice
Consistent with Malone University's mission and the MSW Program's tenth competency, field education should provide opportunities for students to explore the ethical and appropriate consideration of faith, religion, and spirituality within professional social work practice.

Learning activities should emphasize professional ethics, respect for diverse beliefs and experiences, client self-determination, and culturally responsive engagement.

9. Educational Supervision and Professional Reflection
Students must receive at least one hour of formal educational supervision each week from an approved MSW Field Instructor.

Supervision must provide opportunities to examine practice experiences, professional development, ethical considerations, competency attainment, and areas for continued growth.

When an off-site MSW Field Instructor is approved, the required on-site Task Supervisor must provide appropriate day-to-day guidance in coordination with the MSW Field Instructor.

10. Field Learning Plan and Competency Development
Students and MSW Field Instructors must collaboratively develop a Field Learning Plan within the first six weeks of placement.

The plan must identify at least one specific learning activity for every required practice behavior

associated with the student's level of field education.

The Field Learning Plan serves as the syllabus for the field placement experience and guides learning across both semesters of the applicable field year.

11. Ongoing Evaluation and University Collaboration
Students and MSW Field Instructors must participate in the required semester Field Evaluations, including assessment of progress toward competency attainment and identification of areas for continued growth.

Students must also participate in required Field Liaison visits and complete the academic and documentation requirements associated with their Field Practicum Seminar courses.

Field Instructors and students are expected to communicate concerns regarding educational experiences, supervision, student performance, or professional conduct to the assigned Field Liaison in accordance with MSW Program policies.

DOCUMENTATION:

All students, MSW Field Instructors, and Field Liaisons are responsible for completing the field education documentation applicable to their respective roles. Experiential Learning Cloud (ELC) serves as the primary platform for submitting, reviewing, and maintaining field education records.

The required forms are described below and included as addenda to this manual, as applicable.

Documentation Required Before Beginning Field Placement

Criminal Background Checks and Agency Screening Requirements
All MSW students are required to complete a criminal background check in accordance with Malone University policies before beginning their field placement. Criminal background checks are administered through the appropriate University office, which is responsible for coordinating the screening process and maintaining the required documentation.

Students are responsible for completing all University-required screening procedures within established timeframes.

Field placement agencies may establish additional screening requirements, including criminal background checks, child abuse clearances, fingerprinting, health screenings, or other documentation relevant to their practice setting. Students are responsible for completing these additional requirements before beginning activities that require such clearance.

Students should communicate with their proposed placement agency regarding specific screening requirements and allow sufficient time for completion before their anticipated field placement start date.

A1 Background Check, located in North Canton, is Malone University's local background check processing agency. Offering continual service to our students and departments, A1 Background Check accepts appointments at their Main Street office. If you are not local, you can complete your background check in your local area and send a copy of the results to Malone University's administrative assistant, so the information can be added to your file.

If students complete their background check with AI, students are required to complete an "A1 Background Check Waiver Form" and "Malone's BCI/FBI Background Check Waiver Form" prior to their appointment.

Both forms are available to students through Malone Xpress under Student Resources. Forms are also on the Faculty tab of Malone Xpress.

The student must know the reason, type of background check, and whether or not the results need to be sent elsewhere prior to their appointment. Please note: Students needing a background check and the results are to be sent to the Ohio Social Work Board – a copy of the results cannot be sent to Malone. Students must request a copy of their BCI results from the Ohio Social Work Board. Directions on separate sheet.

* The student will also need to provide their Malone University ID and their driver's license at the time of their background check appointment to receive special pricing.

Students can charge the cost to their student account or pay A1 directly (cash or check only). The cost is the same.

The Business Office is responsible for student billing, and providing copies of background check results. Background check results are valid for one year. The Business Office is not responsible for validating that background check results are sufficient for department requirements. Each department will be required to review their student's results.

Background checks results normally are received within two (2) weeks. However, it can take up to thirty (30) days for processing. Please encourage students to plan accordingly.

Contact information for remote background check:
A1 Background Check
Doug Haubert – Owner
452 North Main St
North Canton, Ohio 44720
Phone: 330-353-3733
Email: dphaubert@neo.rr.com
A1backgroundcheck.net

Please contact the Business Office at 330-471-8117 with any questions.

Agency Affiliation Agreement
Each field placement agency must have a current Affiliation Agreement with Malone University before hosting an MSW student. The agreement establishes the formal relationship between the University and agency and is valid for five years, subject to its renewal provisions. Agency agreements are maintained by the MSW Field Education Program.

Malpractice Insurance
Malone University carries liability insurance that covers all students in practicum placements. Any site may request a copy of the Certificate of Liability Insurance through the MSW Field Practicum Director and a copy will be provided.

MSW Field Instructor Application and Agreement
Prospective MSW Field Instructors must complete an application and provide documentation of their professional qualifications, including a résumé or curriculum vitae, a copy of their MSW diploma, and applicable professional licensure information.

The MSW Field Practicum Director reviews and approves the application. Approved Field Instructors are not required to complete a new application for each student they supervise.
Field Instructors must also complete the required MSW Field Instructor Orientation before supervising their

first Malone MSW student.

Field Placement Match Confirmation Form
After a student and agency have agreed upon a proposed field placement, the student completes the Field Placement Match Confirmation Form in ELC.

The MSW Field Practicum Director reviews the proposed match and verifies that the agency, Field Instructor, and placement arrangement meet program requirements. Students may not begin accumulating field hours until their placement has received final approval and an authorized start date has been established.

Students seeking employment-based field placements must identify their employment status on this form and provide a brief explanation of how the proposed placement will meet educational requirements.

Documentation Required During Field Placement

Field Learning Plan
The student and MSW Field Instructor collaboratively develop a Field Learning Plan within the first six weeks of the placement. The plan identifies at least one specific learning activity for every practice behavior associated with the student's level of field education.

The Field Learning Plan serves as the syllabus for the field placement experience and guides learning across both semesters of the applicable field year.

Once approved, the Field Learning Plan does not require routine revision or resubmission. Significant changes to learning activities, placement responsibilities, or educational opportunities are documented in the Field Evaluation.

The Field Learning Plan is completed and submitted through ELC.

Field Timesheets
Students are responsible for accurately documenting their field education hours in ELC throughout the placement. Students are expected to record their hours weekly and obtain verification and approval from their MSW Field Instructor.

Students must complete all required hours and obtain final approval of their timesheets by the applicable semester deadline.

Field Liaison Visit Documentation Form
Each student participates in at least one Field Liaison visit per semester. Required semester visits must occur in person or through live video conferencing.

Following each visit, the assigned Field Liaison completes the Field Liaison Visit Documentation Form in ELC. This form documents communication regarding student safety, ethical practice, supervision, progress toward required hours, competency development, and any concerns or necessary follow-up.

A separate form must be completed for every formal Field Liaison visit, including additional visits conducted when concerns or challenges arise.

Documentation Required at the Conclusion of Each Semester
Field Evaluation

At the conclusion of each semester, the MSW Field Instructor completes the Field Evaluation appropriate to the student's practice level in collaboration with the student.

The cumulative Field Evaluation documents student performance and competency development across both semesters of the applicable field year. Semester 1 provides a developmental assessment, while Semester 2 documents final competency attainment.

The MSW Field Instructor provides ratings and required narrative feedback for each competency. Students complete the required self-evaluation and reflection. The evaluation is reviewed and discussed by the student and Field Instructor before submission in ELC.

Any necessary improvement plans, follow-up actions, or significant changes to the Field Learning Plan are documented within the evaluation.

Documentation Required at the Conclusion of Each Field Placement

Student Field Placement Evaluation Survey

Students complete a Field Placement Evaluation Survey at the conclusion of each placement to provide feedback regarding the quality of supervision, available learning opportunities, agency environment, and overall field education experience.

This survey is separate from the competency-based Field Evaluation and is used to support program evaluation, ongoing assessment of field education settings, and continuous improvement of the MSW Field Education Program.

GRADES:

Students enrolled in Malone University's MSW Field Practicum courses receive a letter grade based on the academic requirements outlined in the applicable course syllabus and MSW Program Handbook.

Student performance in field education is assessed through two complementary processes: evaluation of professional competency development within the field placement and assessment of academic learning through the concurrent Field Practicum Seminar.

Field Competency Ratings

MSW Field Instructors evaluate student performance using the program's five-point competency rating scale. These ratings assess the student's development and demonstration of the required practice behaviors associated with the ten program competencies.

Field competency ratings are not equivalent to academic letter grades and are not directly converted into percentage grades.

During Semester 1, competency ratings are developmental. Ratings below 3 (Competent) require documented improvement planning and Field Liaison review, as outlined in the program's Field Evaluation policies.

At the conclusion of Semester 2, students must receive a minimum rating of 3 (Competent) on every individual practice behavior and achieve an average rating of at least 3.00 for each of the ten competencies. Students who do not meet these minimum competency requirements will not receive a passing grade in the final Field Practicum course, regardless of their academic assignment average.

Academic Course Grades

The University faculty member responsible for the Field Practicum course assigns the final course grade based on student performance in the placement, completion of course assignments, participation in required learning activities, and fulfillment of applicable field education requirements.

The MSW Field Instructor's evaluation is an essential component of assessing successful field education performance; however, responsibility for assigning the final academic grade remains with the University faculty member.

The standard Malone University MSW grading scale will be used in accordance with the MSW Program Handbook and the applicable course syllabus.

Percentage Total Points	Grade
100-93	A
92-90	A-
89-87	B+
86-83	B
82-80	B-
79-77	C+
76-73	C
72-70	C-
69-67	D+
66-63	D
62-60	D-
59-0	F

Requirements for Successful Completion of Field Practicum

To successfully complete each semester of MSW Field Practicum, students must fulfill all applicable field education and academic requirements, including:

Completion of the required field practicum hours for the semester, as established by the MSW Program and applicable course syllabus.

Accurate documentation of field hours in Experiential Learning Cloud (ELC), including required MSW Field Instructor verification and approval.

Completion and submission of all required field education documentation, including the Field Learning Plan when applicable and the semester Field Evaluation.

Satisfactory completion of the academic requirements established in the concurrent Field Practicum Seminar.

In addition, students completing the final semester of their Generalist or Specialized field placement must demonstrate the minimum competency expectations established by the MSW Program, including a rating

of at least 3 (Competent) on every individual practice behavior and a competency average of at least 3.00 for each of the ten competencies.

Failure to meet required field education or academic expectations may result in an unsuccessful course outcome. Extensions, Incomplete grades, or other arrangements may be considered when appropriate and must be approved in accordance with University and MSW Program policies.

CRITERIA FOR FIELD EXPERIENCE AGENCIES:

Malone University MSW field education settings must provide appropriate opportunities for students to apply social work knowledge, values, and skills in professional practice environments. Field placement agencies are approved by the MSW Field Practicum Director based on their ability to support the educational objectives and competency expectations of the MSW Program.

To be considered for approval, field education settings must meet the following criteria:

1. Appropriate Practice Setting: The agency or organization must engage in activities relevant to professional social work practice. These may include direct services, clinical and mental health services, community development, advocacy, policy practice, organizational leadership, intercultural practice, or other activities consistent with social work's professional mission and values.
2. Commitment to Educational Objectives: The agency must demonstrate a commitment to supporting the educational objectives of the Malone University MSW Program and providing learning opportunities appropriate to the student's level of field education: Generalist, Advanced Clinical Mental Health, or Advanced Intercultural: Local and Global.
3. Qualified Field Supervision: The agency must support an approved supervision arrangement that provides the student with a qualified MSW Field Instructor. Field Instructors must possess an MSW degree from a CSWE-accredited program and have a minimum of two years of post-MSW professional practice experience. It is preferred that the MSW Field Instructor has a license in social work, but only required if it is required for their job duties and responsibilities. Students must receive at least one hour of formal educational supervision each week.
4. When a qualified MSW Field Instructor is not available on-site, an off-site MSW Field Instructor may be approved by the MSW Field Practicum Director. In these circumstances, the agency must designate an on-site Task Supervisor to provide day-to-day guidance and support. Task Supervisors are optional when an approved MSW Field Instructor is available on-site.
5. Educational Learning Opportunities: The agency must provide appropriate opportunities for students to develop and demonstrate the competencies and practice behaviors associated with their level of field education. Learning activities should support the student's professional growth and be consistent with the educational objectives documented in the Field Learning Plan.
6. Safe and Ethical Practice Environment: The agency must maintain appropriate policies and procedures addressing professional conduct, ethical practice, confidentiality, student safety, and supervision. Students must receive orientation to relevant agency policies and safety procedures.
7. Collaboration with the University: The agency must be willing to collaborate with the MSW Field Practicum Director, assigned Field Liaison, and approved MSW Field Instructor to support student learning, address concerns, and participate in required field education processes.
8. Agency Affiliation Agreement: The agency must have a current Affiliation Agreement with Malone University before hosting an MSW student. The agreement establishes the formal relationship between the agency and University and outlines applicable responsibilities and communication expectations.

Employment-based field placements are permitted when they meet these criteria and receive approval from the MSW Field Practicum Director in accordance with the program's employment-based placement policy.

STUDENT RESPONSIBILITIES:

Students participating in Malone University's MSW Field Practicum are expected to demonstrate professionalism, ethical behavior, accountability, and active engagement in their educational experiences. Students are responsible for understanding and complying with the policies and procedures outlined in the MSW Field Practicum Manual, MSW Program Handbook, and applicable agency policies.

Students are expected to:

1. Complete Required Placement Documentation and Screening. Complete all required University background checks, agency screening procedures, and placement approval documentation before beginning field education. Students must receive final placement approval from the MSW Field Practicum Director before accumulating field hours.
2. Maintain Professional Communication. Communicate professionally and promptly with their MSW Field Instructor, Task Supervisor when assigned, Field Liaison, and other relevant agency personnel. Students are responsible for notifying the appropriate individuals of scheduling changes, absences, or other circumstances affecting their placement.
3. Maintain Professional Attendance and Readiness. Students are expected to adhere to a regular field placement schedule established collaboratively with their MSW Field Instructor and agency. Students should arrive punctually, prepared to participate in assigned activities, and in accordance with agency expectations regarding professional appearance and conduct. Scheduling changes and absences must be communicated promptly in accordance with agency procedures.
4. Demonstrate Professional and Ethical Conduct. Adhere to the NASW Code of Ethics, applicable laws and regulations, Malone University policies, and agency requirements. Students are expected to maintain appropriate professional boundaries, protect confidential information, and demonstrate professional behavior in all aspects of their field experience.
5. Participate in Field Learning Activities. Actively engage in appropriate learning opportunities, professional practice activities, and assignments established in collaboration with their MSW Field Instructor. Students are expected to demonstrate initiative, openness to feedback, and a commitment to professional growth.
6. Develop and Implement the Field Learning Plan. Collaborate with the MSW Field Instructor to develop a Field Learning Plan within the first six weeks of the placement. The plan must identify at least one learning activity for each required practice behavior and guide learning across both semesters of the applicable field year.
7. Participate in Weekly Supervision. Attend and actively participate in a minimum of one hour of formal supervision each week with their MSW Field Instructor. Students should use supervision to discuss learning experiences, ethical considerations, professional development, and progress toward competency attainment.
8. Complete Required Field Hours and Documentation. Maintain accurate records of field education hours in Experiential Learning Cloud (ELC), updating timesheets weekly and obtaining required MSW Field Instructor verification. Students are responsible for completing the required hours and submitting all documentation within established deadlines.
9. Participate in Field Liaison Visits. Attend at least one required Field Liaison visit each semester with their MSW Field Instructor and assigned Field Liaison. Students are expected to participate openly in discussions regarding their learning experiences, supervision, safety, professional development, and progress toward field education requirements.
10. Participate in Field Evaluation and Reflection. Collaborate with the MSW Field Instructor in reviewing the Field Evaluation at the conclusion of each semester. Students are required to complete the student self-evaluation and reflection and actively participate in discussions regarding strengths, professional growth, and areas requiring improvement.
11. Communicate Concerns and Seek Support. Promptly communicate concerns regarding supervision, learning opportunities, professional conduct, safety, or other placement matters to the MSW Field Instructor or assigned Field Liaison. Students may contact the Field Liaison or MSW Field Practicum Director directly when they are uncomfortable discussing concerns with their Field

Instructor.

12. Fulfill Academic Requirements. Complete all assignments, discussions, and other learning activities required in the concurrent Field Practicum Seminar courses. Students are responsible for meeting the academic and professional expectations established by the MSW Program.
13. Maintain Accountability for Placement Changes. Notify the MSW Field Practicum Director promptly of changes in employment, agency supervision, placement responsibilities, or other circumstances that may affect the student's ability to fulfill field education requirements.
14. Evaluation of Field Placement Experiences. Students are responsible for completing the Student Field Placement Evaluation Survey through ELC at the conclusion of each field placement and providing thoughtful feedback regarding their experiences with the placement agency, Field Instructor, supervision, learning opportunities, and university field education support.

FIELD INSTRUCTOR RESPONSIBILITIES:

MSW Field Instructors play a central role in preparing students for professional social work practice. They provide educational supervision, facilitate opportunities for competency development, model ethical and professional behavior, and participate in the assessment of student learning.

MSW Field Instructors are expected to fulfill the following responsibilities:

1. Understand MSW Program Requirements. Become familiar with the educational objectives, competency expectations, field education policies, and documentation requirements of the Malone University MSW Program, including the expectations associated with the student's level of field education: Generalist, Advanced Clinical Mental Health, or Advanced Intercultural: Local and Global.
2. Complete Required Approval and Orientation Processes. Submit the MSW Field Instructor Application and Agreement and required qualification documentation for review and approval by the MSW Field Practicum Director. Complete the required MSW Field Instructor Orientation before supervising a Malone MSW student for the first time.
3. Collaborate in Developing the Field Learning Plan. Work collaboratively with the student to develop a Field Learning Plan within the first six weeks of the placement. The plan must identify at least one educational learning activity for every practice behavior associated with the student's level of field education and serve as the syllabus for the field placement experience across both semesters of the applicable field year.
4. Provide Appropriate Educational Experiences. Facilitate meaningful learning opportunities that allow the student to observe, participate in, and progressively demonstrate professional social work knowledge, values, skills, and behaviors. Assigned activities should be appropriate to the student's level of preparation and aligned with program competencies.
5. Provide Weekly Educational Supervision. Provide at least one hour of formal educational supervision each week. Supervision may be conducted individually or in a group and should provide opportunities for reflection, professional development, discussion of ethical issues, review of learning activities, and evaluation of progress toward competency attainment.
6. Provide Ongoing Guidance and Feedback. Offer constructive, timely feedback regarding the student's performance, professional behavior, strengths, and areas for growth. Address performance concerns early and collaborate with the student and assigned Field Liaison to develop improvement strategies when necessary.
7. Maintain Appropriate Supervisory Communication. Establish clear expectations regarding communication, supervision arrangements, professional responsibilities, and procedures for obtaining guidance when concerns or urgent circumstances arise. When an off-site MSW Field Instructor is approved, communicate regularly with the designated on-site Task Supervisor to coordinate the student's educational experience.
8. Monitor and Verify Field Hours. Review and approve the student's field timesheets in Experiential Learning Cloud (ELC), verifying that documented hours accurately reflect approved field education activities. Communicate concerns regarding attendance, hours, or completion of field requirements

to the student and assigned Field Liaison.

9. Participate in Field Liaison Visits. Participate in at least one formal Field Liaison visit per student each semester, conducted in person or through live video conferencing. Collaborate with the Field Liaison and student to review supervision, educational experiences, student safety, progress toward required hours, and competency development.
10. Complete Field Evaluations. Complete the required Field Evaluation at the conclusion of each semester, including ratings for individual practice behaviors and narrative feedback for each competency. Review and discuss the evaluation with the student and support the student's participation in self-evaluation and reflection.
11. Support Student Safety and Ethical Practice. Provide guidance regarding agency policies, client confidentiality, professional boundaries, ethical responsibilities, and relevant safety procedures. Ensure that students receive appropriate orientation to the agency's practice environment and expectations.
12. Communicate Concerns Promptly. Notify the assigned Field Liaison when concerns arise regarding student performance, supervision, professional behavior, or learning opportunities. Serious safety concerns, ethical violations, or circumstances that may jeopardize continuation of the placement must be reported immediately to the Field Liaison and MSW Field Practicum Director.
13. Collaborate with the University. Maintain an ongoing professional partnership with the MSW Field Practicum Director and assigned Field Liaison, participate in necessary consultation or problem-solving, and support the educational policies and procedures established by the MSW Program.
14. Maintain Continuity of Educational Supervision. MSW Field Instructors must notify the assigned Field Liaison and MSW Field Practicum Director when circumstances may interfere with their ability to provide required educational supervision. Temporary or permanent changes in supervision arrangements must be reviewed and approved by the MSW Field Practicum Director to ensure that students continue to receive appropriate educational guidance and support.

FACULTY LIAISON AND SEMINAR INSTRUCTOR RESPONSIBILITIES:

Malone University MSW faculty support student learning through field education oversight, academic instruction, competency assessment, and collaboration with approved field education settings.

The Field Liaison and Field Practicum Seminar Instructor serve complementary roles in supporting the integration of classroom learning and professional social work practice. Depending on faculty assignments, the same individual may fulfill both roles.

Faculty Field Liaison Responsibilities

The assigned Field Liaison serves as the primary University contact for the student and MSW Field Instructor during the field placement. Field Liaisons are responsible for:

1. Supporting Student Learning. Monitor student progress toward field education requirements and competency development through communication with students, MSW Field Instructors, and Task Supervisors when applicable.
2. Reviewing the Field Learning Plan. Review the Field Learning Plan developed collaboratively by the student and MSW Field Instructor to ensure that appropriate learning activities are identified for the practice behaviors associated with the student's level of field education.
3. Conducting Required Field Liaison Visits. Conduct at least one formal Field Liaison visit per student each semester. Required visits must occur in person or through live video conferencing and include an opportunity to discuss student progress, supervision, educational experiences, required hours, ethical practice, and safety.
4. Documenting Field Liaison Visits. Complete a separate Field Liaison Visit Documentation Form in Experiential Learning Cloud (ELC) following each formal visit. Additional visits must also be documented individually.
5. Providing Consultation and Support. Remain available to students and Field Instructors for

consultation regarding learning opportunities, supervision, professional development, and challenges that arise during the placement. Additional communication may occur through telephone calls, email, or other appropriate methods.

6. Addressing Student Performance Concerns. Collaborate with students and MSW Field Instructors to identify concerns, establish improvement strategies, and review student progress. When a student receives a rating of 1 (Unacceptable Progress) or 2 (Insufficient Competence) on any practice behavior during the Semester 1 Field Evaluation, review the required improvement plan with the student and Field Instructor.
7. Reviewing Field Evaluations. Review semester Field Evaluations for completeness, student progress, and concerns regarding competency attainment. Communicate significant concerns to the MSW Field Practicum Director and collaborate in determining appropriate follow-up.
8. Responding to Serious Concerns. Promptly notify and consult with the MSW Field Practicum Director regarding serious safety concerns, ethical violations, significant supervision problems, or circumstances that may jeopardize the continuation of a student's placement.
9. Collaborating with the MSW Field Practicum Director. Support the implementation of field education policies, assist in resolving placement concerns, and communicate relevant information regarding the quality of student learning experiences and field supervision.

Field Practicum Seminar Instructor Responsibilities

The Field Practicum Seminar Instructor is responsible for facilitating the academic component of field education and supporting the integration of theory, research, professional values, and practice experiences. Seminar Instructors are responsible for:

1. Providing Academic Instruction. Facilitate the Field Practicum Seminar in accordance with the approved course syllabus, learning objectives, and MSW Program requirements.
2. Integrating Classroom and Field Learning. Guide students in applying social work knowledge, theories, ethical frameworks, critical thinking, and professional values to experiences encountered in their field placements.
3. Supporting Reflective Practice. Facilitate discussions, assignments, and reflective learning activities that encourage students to examine their professional identity, practice decisions, use of supervision, and development across program competencies.
4. Monitoring Academic Progress. Assess student participation, assignments, and other seminar requirements, providing feedback to support student learning and academic success.
5. Coordinating Regarding Field Concerns. Communicate with the assigned Field Liaison and MSW Field Practicum Director when academic work or student disclosures indicate concerns that may affect field learning, professional conduct, safety, or competency development.
6. Assigning Final Course Grades. Determine and assign final academic grades in accordance with the approved course syllabus and MSW Program grading policies. Final grades must reflect the student's academic performance and fulfillment of required field education expectations, including completion of hours, documentation, and applicable competency standards.

Coordination of Responsibilities

When the Field Liaison and Seminar Instructor are different individuals, both are expected to communicate as appropriate regarding student progress and concerns while maintaining student confidentiality and adhering to University policies.

Final approval of field education settings, MSW Field Instructors, placement arrangements, and significant changes to or termination of a field placement remains the responsibility of the MSW Field Practicum Director.

FIELD EDUCATION PROGRAM PROCESSES & POLICIES:

Process for identifying field education settings

The MSW Field Practicum Director identifies field education settings through contacting social service agencies in the region that meet field practicum requirements. Agencies are sent a survey annually to confirm their willingness to host students and to indicate which levels of study they can accommodate (undergraduate, generalist year, or specialization). Agencies that opt to participate are asked to provide a description of the proposed field placement. The MSW Field Practicum Director uses this information to determine if the agency will be approved. Approved agencies are added to a Field Directory that students are given. If a student is outside of the region, the MSW Field Practicum Director will both assist the student in finding an appropriate agency, while also asking the student to share preferred agencies. If an agency meets Malone MSW criteria and CSWE's criteria, they will be approved for the student, even if not included in the Field Practicum Manual.

Process for approving field education settings

All agencies interested in serving as field education settings for Malone University MSW students must be approved by the MSW Field Practicum Director. Approval is based on the agency's ability to provide appropriate educational experiences, supervision, and opportunities for students to demonstrate the competencies and practice behaviors associated with their level of field education.

Agencies approved to host MSW students must have a current Affiliation Agreement with Malone University. The agreement establishes the formal relationship between the University and the agency, including provisions for communication and appropriate sharing of student-related information. Affiliation Agreements are valid for five years and may be renewed by mutual written agreement.

Each proposed MSW Field Instructor must complete a Field Instructor Application and Agreement and provide documentation verifying the required professional qualifications. Field Instructors must possess an MSW degree from a CSWE-accredited social work program and have a minimum of two years of post-MSW professional practice experience. Field Instructors are also required to complete Malone University's MSW Field Instructor Orientation before supervising their first Malone MSW student.

Approval of an agency does not automatically constitute approval of an individual Field Instructor or student placement. The MSW Field Practicum Director must verify that all applicable agency, Field Instructor, and placement requirements have been satisfied before a student's field placement is finalized.

Process for engaging with field education settings

The Malone University MSW Program maintains ongoing communication with Field Instructors throughout the field education experience to support student learning, professional development, and successful field placements.

Each MSW Field Instructor is supported by an assigned Field Liaison, who serves as the primary point of contact for questions or concerns related to an individual student's field experience. Field Liaisons communicate with Field Instructors as needed through email, telephone, virtual meetings, and in-person visits.

The MSW Field Practicum Director provides overall oversight of field education and remains available to assist Field Instructors and Field Liaisons with program requirements, placement challenges, and other matters requiring additional consultation.

Field Instructors may receive guidance and support regarding the development and implementation of Field Learning Plans, supervision expectations, student competency development, use of Experiential Learning Cloud (ELC), completion of Field Evaluations, and other aspects of field education.

Field Instructors are expected to communicate concerns regarding student performance, professional behavior, supervision, or the placement environment promptly to the assigned Field Liaison. Concerns

involving immediate threats to student or client safety, serious ethical violations, or circumstances that may result in termination of the field placement must be reported immediately to the Field Liaison and MSW Field Practicum Director. When an immediate safety concern arises, appropriate emergency procedures and agency safety protocols must also be followed.

Ongoing communication between the University and Field Instructors supplements the required semester Field Liaison visits and supports a collaborative approach to student learning and professional development.

Process for Orienting Field Instructors

Formal Orientation

All MSW Field Instructors are required to complete Malone University's MSW Field Instructor Orientation before beginning supervision of their first Malone MSW student.

As part of the Field Instructor Application and Agreement, prospective Field Instructors acknowledge their responsibility to review the MSW Field Practicum Manual, understand the educational objectives and requirements of the MSW Program, and complete the required orientation.

Orientation provides information regarding the MSW Program's educational objectives, competencies, expectations for field learning, supervision requirements, student evaluation procedures, and the use of Experiential Learning Cloud (ELC) for field documentation.

Orientation may be completed through an approved in-person, virtual, or online training format. Completion of orientation will be verified by the MSW Field Practicum Director before the Field Instructor begins supervising a student. Field Instructors are required to complete the initial MSW Field Instructor Orientation only once. Additional training or supplemental orientation may be provided when significant changes occur in program requirements, field education policies, or procedures.

Informal Orientation and Ongoing Support

In addition to formal orientation, the MSW Field Practicum Director and assigned Field Liaison are available to provide individualized guidance and consultation to Field Instructors throughout the field education experience.

This support may include assistance with developing the Field Learning Plan, understanding competency expectations, navigating ELC documentation, providing student feedback, completing Field Evaluations, and addressing questions or concerns that arise during the placement.

Field Instructors are encouraged to communicate with the Field Liaison or MSW Field Practicum Director whenever additional assistance or clarification is needed.

Process for evaluating field instructor and field site effectiveness

The MSW Field Practicum Director reviews student feedback collected through the Student Field Placement Evaluation Survey to identify concerns related to the quality of field education experiences, including agency learning environments, supervision, student support, and opportunities for professional development.

When concerns or negative feedback are identified, the MSW Field Practicum Director will evaluate the nature and significance of the concern and, as appropriate, communicate with the placement agency or Field Instructor to discuss the feedback and determine appropriate next steps.

Depending on the circumstances, improvement strategies may include:

- Providing additional guidance, resources, or training for Field Instructors or agency personnel.
- Recommending changes to supervision practices, learning opportunities, or student support processes.
- Requesting that the agency develop, review, or revise policies and procedures related to field education and student placements.
- Establishing a plan for addressing identified concerns and monitoring improvements.

The MSW Field Practicum Director will consider the nature of the concern, the agency's responsiveness, and its ability to provide an appropriate educational experience when determining whether future student placements should continue.

Serious concerns involving student safety, discrimination, harassment, or ethical violations will be addressed in accordance with applicable university policies and reporting procedures.

The MSW Program will use information gathered through this review process to strengthen field education partnerships and support ongoing program quality improvement.

Process for orienting students

Malone University MSW students receive preparation and orientation for field education throughout their academic program. Students are provided access to the MSW Program Handbook and MSW Field Practicum Manual, which outline program requirements, field education policies, student responsibilities, and expectations for professional conduct.

All MSW students participate in the required MSW Program Orientation, which introduces students to field education requirements, the placement process, and the responsibilities associated with participating in professional social work practice settings.

Additionally, MSW 505: Professionalism in Social Work provides foundational preparation for entering field education, including identifying prospective placement agencies, preparing professional materials, participating in placement interviews, and understanding expectations for professional behavior.

Prior to beginning field placement, students receive guidance regarding the placement approval process, MSW Field Instructor qualifications, supervision requirements, student safety, and professional ethics. Students will also receive an introduction to Experiential Learning Cloud (ELC), including instructions for accessing the platform, completing required field documentation, recording field hours, and participating in the Field Learning Plan and Field Evaluation processes. Additional technical guidance and support will be provided as needed throughout the field experience.

Students are responsible for reviewing the Field Practicum Manual, understanding relevant program policies, and completing all required placement approval documentation before beginning their field experience.

Throughout the field placement, students receive additional guidance and support through their Field Practicum Seminar courses, assigned Field Liaison, MSW Field Instructor, and MSW Field Practicum Director.

Process for placing students

The Malone University MSW Program supports students in identifying field education settings that provide appropriate learning opportunities aligned with their level of practice and educational goals. Students may explore potential placements independently or with assistance from the MSW Field Practicum Director. The program maintains relationships with approved agencies and may assist students in identifying appropriate opportunities within or outside the local region.

Students are generally responsible for initiating contact with prospective placement agencies, participating in interviews, and completing any application or screening requirements established by the agency. Both the student and agency should have the opportunity to determine whether the placement represents an appropriate match.

Before a student's placement can be finalized, the following requirements must be satisfied:

- Agency Approval: The placement agency must meet Malone University's MSW field education requirements and have an approved Affiliation Agreement on file.

- Field Instructor Approval: The proposed MSW Field Instructor must have an approved Field Instructor Application and Agreement on file, including verification of an MSW degree from a CSWE-accredited program and a minimum of two years of post-MSW professional practice experience. All MSW Field Instructors are required to complete Malone University's MSW Field Instructor Orientation prior to supervising their first Malone MSW student. Completion of the orientation is a condition of beginning field instruction. The MSW Field Practicum Director is responsible for verifying that this requirement has been met before authorizing the student to begin accumulating field practicum hours.

- Student Placement Confirmation: After the student and agency have agreed upon a proposed placement, the student must complete the Field Placement Match Confirmation Form in Experiential Learning Cloud (ELC). The MSW Field Practicum Director will review the proposed placement, verify that the agency and Field Instructor have met program requirements, and provide final approval.

Students may not begin accumulating field practicum hours until the placement has received final approval from the MSW Field Practicum Director and the authorized placement start date has been established.

Students completing employment-based placements must also receive approval under the program's employment-based field placement policy.

All required placement documentation will be maintained through ELC or other University-approved records systems.

Process for monitoring and supporting student learning

The Malone University MSW Program monitors and supports student learning throughout the field education experience through collaboration among the student, MSW Field Instructor, assigned Field Liaison, and MSW Field Practicum Director.

The MSW Field Practicum Director provides overall oversight of the field education program, while the assigned Field Liaison serves as a primary point of contact for monitoring individual student progress and supporting communication between the University and the field placement agency.

Field Learning Plan

The Field Learning Plan is developed collaboratively by the student and MSW Field Instructor and serves as the syllabus for the field placement experience across both semesters of the applicable field year. Once approved, the Field Learning Plan does not require routine revision or resubmission. Significant changes to learning activities, placement responsibilities, or educational opportunities that occur during the placement should be documented in the Field Evaluation. Students and Field Instructors should communicate with the assigned Field Liaison when changes may affect the student's ability to demonstrate required competencies

and practice behaviors.

Field Supervision
MSW Field Instructors provide a minimum of one hour of formal supervision each week. Supervision may occur individually or in a group setting and provides opportunities to discuss learning activities, reflect on practice experiences, review ethical and professional considerations, assess progress toward learning goals, and provide ongoing feedback.

Field Liaison Oversight
Each student is assigned a Field Liaison who monitors progress and facilitates communication between the University, student, and Field Instructor. The Field Liaison conducts at least one field visit per semester with the student and MSW Field Instructor. These visits must occur in person or through live video conferencing. Additional visits may be conducted when concerns arise or additional support is needed.

Following each visit, the Field Liaison completes a Field Liaison Visit Documentation Form in Experiential Learning Cloud (ELC), documenting the student's experience, progress, relevant concerns, and necessary follow-up.

Evaluation of Student Progress
Student progress is formally evaluated at the conclusion of each semester using the Field Evaluation appropriate to the student's level of practice. The Semester 1 evaluation provides developmental feedback, identifies strengths and areas for growth, and documents improvement plans when necessary. The Semester 2 evaluation builds upon the midyear assessment and documents the student's final attainment of the required competencies and practice behaviors.

Addressing Concerns
Concerns regarding student performance, professional behavior, safety, or the placement environment should be communicated promptly to the assigned Field Liaison. Significant concerns, including serious ethical violations, immediate safety risks, or circumstances that may jeopardize the placement, require immediate notification to the Field Liaison and MSW Field Practicum Director. Additional supervision, field visits, and individualized improvement planning may be implemented when appropriate.

Process for implementing student safety protocols
Malone University is committed to promoting student safety and wellbeing throughout the MSW field education experience. Students, MSW Field Instructors, Field Liaisons, and the MSW Field Practicum Director share responsibility for identifying and addressing safety concerns that may arise during field placements.

Agency Safety Orientation and Procedures
Field placement agencies are responsible for providing students with orientation to applicable organizational safety policies and procedures. This orientation should occur before students independently engage in activities that may present safety risks.

Safety preparation should address relevant aspects of the placement environment, which may include emergency response procedures, workplace safety, client interactions, community-based activities, home visits, transportation, confidentiality, use of technology, and procedures for reporting incidents or concerns.

Students are responsible for following applicable agency safety policies and participating in required safety training. Students should consult with their MSW Field Instructor whenever they have questions regarding the safety of an assigned activity.

Professional and Ethical Responsibilities
Students are expected to conduct themselves in accordance with the NASW Code of Ethics, applicable laws and regulations, Malone University policies, and the policies of their field placement agency.

Students must maintain appropriate professional boundaries and protect confidential information encountered during the field education experience. These responsibilities apply to in-person services, community-based activities, and virtual practice environments.

Identifying and Reporting Safety Concerns
Students should promptly communicate concerns regarding personal safety, workplace conditions, client interactions, or assigned field activities to their MSW Field Instructor and assigned Field Liaison.

In situations involving an immediate threat to safety or a serious incident, students should prioritize their immediate safety, follow applicable emergency procedures, and contact emergency services when appropriate. The MSW Field Instructor, Field Liaison, and MSW Field Practicum Director should be notified immediately once it is safe to do so.

Students are encouraged to communicate directly with the Field Liaison or MSW Field Practicum Director when they are uncomfortable discussing a safety concern with their Field Instructor or when the concern involves the Field Instructor.

Transportation and Community-Based Activities
Students may transport clients as part of their field placement responsibilities only when expressly authorized by the placement agency and when such transportation complies with applicable agency policies, insurance requirements, and federal, state, and local laws. Before transporting clients, students must receive appropriate guidance regarding transportation procedures, safety expectations, and applicable insurance coverage.

Students participating in community-based activities, home visits, or other off-site services must follow the agency's established safety policies and procedures. Students should discuss any concerns regarding transportation or community-based responsibilities with their MSW Field Instructor before undertaking these activities.

Students are not required to engage in activities that present unreasonable safety risks. Concerns that cannot be resolved with the Field Instructor should be referred to the assigned Field Liaison or MSW Field Practicum Director.

Inclement Weather and Emergency Conditions
Students should communicate with their MSW Field Instructor regarding inclement weather, unsafe travel conditions, or other circumstances that may affect their ability to attend field placement. Decisions regarding attendance and alternative learning activities should consider student safety, agency requirements, and the educational objectives of the placement.

Ongoing Safety Monitoring
The MSW Field Instructor provides ongoing supervision and guidance regarding safety and ethical practice throughout the placement.

Field Liaisons assess student safety as part of required semester Field Liaison visits and document relevant discussions and concerns in the Field Liaison Visit Documentation Form in Experiential Learning Cloud (ELC).

The MSW Field Practicum Director works collaboratively with students, Field Instructors, and Field Liaisons to address significant safety concerns and determine whether additional intervention, modifications to field activities, or changes to a placement are necessary.

Process for Evaluating Student Learning Congruent with the Ten Social Work Competencies:

The Malone University MSW Program evaluates student learning and competency attainment through a structured field education assessment process aligned with the ten program competencies and associated practice behaviors for the student's level of practice: Generalist, Advanced Clinical Mental Health, or Advanced Intercultural: Local and Global.

Field Learning Plan

Within the first six weeks of the placement, students collaborate with their MSW Field Instructor to develop a Field Learning Plan identifying specific educational activities that support the development of each required practice behavior. At least one learning activity must be identified for every practice behavior. The Field Learning Plan serves as the syllabus for the student's field education experience and guides learning across both semesters of the applicable field year.

Once approved, the Field Learning Plan does not require routine revision or resubmission. Significant changes to learning activities, placement responsibilities, or educational opportunities are documented in the Field Evaluation.

Field Evaluation

Student competency development is formally assessed at the conclusion of each semester using the Malone University MSW Field Evaluation appropriate to the student's level of practice.

The MSW Field Instructor evaluates each individual practice behavior using a five-point rating scale, with 3 (Competent) representing the minimum expected level of performance for successful completion of the field placement. A competency average is calculated from the numerical ratings assigned to the practice behaviors associated with that competency.

During Semester 1, the evaluation serves as a developmental assessment. Students may receive ratings below 3 as they continue developing their professional skills. Any practice behavior rated 1 or 2 requires a documented improvement plan. The designation NYO (Not Yet Observed) may be used only during Semester 1 and requires a specific plan for demonstrating the behavior during Semester 2. NYO ratings are excluded from competency averages.

Student Evaluation of Field Placement Experiences

The Malone University Master of Social Work (MSW) Program is committed to providing high-quality field education experiences that support professional development, competency attainment, and the integration of social work knowledge, values, and skills. Student feedback is an essential component of the program's ongoing evaluation of field education and its commitment to continuous quality improvement.

At the conclusion of each field placement, students are required to complete the Student Field Placement Evaluation Survey through the Electronic Learning Contract (ELC) system. For placements extending across two semesters, the survey is completed once at the conclusion of the placement rather than at the end of each semester.

The survey provides students with an opportunity to evaluate the quality of their field education experience, including:

- The placement agency's learning environment, orientation, resources, and safety practices.
- The quality and consistency of Field Instructor supervision, feedback, and professional mentorship.
- Opportunities to engage in meaningful learning activities and develop professional social work competencies.
- The agency's and Field Instructor's practices related to anti-racism, diversity, equity, inclusion, and accessibility.
- Communication, guidance, and support provided through the university's field education processes.
- Overall placement quality and recommendations for future student placements.
- Confidentiality and Use of Information

Survey responses are not anonymous. Because of the individualized nature of field placements and the size of the MSW Program, students may be identifiable through placement information or survey responses.

Individual survey responses will be accessible to the MSW Field Practicum Director and MSW Program Director, except when additional disclosure is required by university policy or applicable law.

The MSW Field Practicum Director and MSW Program Director review survey findings to identify strengths, opportunities for improvement, and concerns related to individual placement agencies or Field Instructors. This information may inform decisions about future student placements, continued agency partnerships, Field Instructor development, and improvements to field education policies and procedures.

When survey findings are used for Council on Social Work Education (CSWE) accreditation purposes or other program evaluation reporting, results will be presented in aggregate and de-identified form. Identifying details and small-group results will be withheld when necessary to protect student privacy.

Students are encouraged to provide honest, thoughtful, and constructive feedback regarding their field experiences. The survey is intended to support program evaluation and quality improvement and is distinct from the competency-based Field Evaluation used to assess student performance in field education.

Students should not wait until the conclusion of their placement to report concerns involving safety, discrimination, harassment, ethical violations, or other significant placement issues. Such concerns should be communicated promptly through established field education and university reporting procedures.

At the conclusion of Semester 2, students must achieve a rating of at least 3 on every individual practice behavior and a competency average of at least 3.00 for each of the ten competencies. NYO ratings are not permitted on the final evaluation. A competency average of 3.00 or higher does not compensate for any individual practice behavior rated below 3.

Field Instructors provide required narrative feedback for each competency, documenting student strengths, professional growth, learning needs, and progress toward competency attainment. Where improvement plans were established during Semester 1, the final evaluation documents the student's progress in addressing those areas.

Student Self-Evaluation and Reflection

Students participate in the evaluation process by reviewing their progress with their MSW Field Instructor and completing a required written self-evaluation and reflection as part of each semester's Field Evaluation. This reflection provides an opportunity to identify professional strengths, areas for continued development, and significant learning experiences.

Field Seminar Assessment

In addition to field-based evaluation, students engage in learning activities, assignments, discussions, and

reflection through their concurrent Field Practicum Seminar courses. These activities reinforce professional competency development and provide additional opportunities for faculty to assess and support student learning.

Addressing Competency Concerns
When a student receives a rating of 1 (Unacceptable Progress) or 2 (Insufficient Competence) on any practice behavior during the Semester 1 Field Evaluation, the MSW Field Instructor must develop a specific improvement plan in collaboration with the student. The assigned Field Liaison is required to review the improvement plan with the student and MSW Field Instructor to ensure that appropriate learning activities, supervision strategies, timelines, and methods for assessing progress have been established.

Field Liaison review may occur through consultation or a scheduled meeting and does not automatically require an additional formal field visit. However, an additional visit may be scheduled when concerns warrant closer monitoring or intervention.

Practice behaviors designated NYO (Not Yet Observed) during Semester 1 must also have a documented plan identifying how the student will demonstrate the behavior during Semester 2.

Significant concerns regarding student performance, professional conduct, or the ability to meet field education requirements must be communicated promptly to the MSW Field Practicum Director and addressed in accordance with program policies.

Required field instructor qualifications
MSW Field Instructors must possess a Master of Social Work (MSW) degree from a social work program accredited by the Council on Social Work Education (CSWE) and have a minimum of two years of professional social work practice experience following completion of their MSW degree.

Preference is given to Field Instructors who hold a current professional social work license appropriate to their scope of practice. Field Instructors must maintain any professional licensure required by applicable state laws and regulations for the services they provide.

All prospective MSW Field Instructors are required to complete the Malone University MSW Field Instructor Application and Agreement prior to supervising their first student. As part of the application, Field Instructors provide a current résumé or curriculum vitae, a copy of their MSW diploma, and information regarding applicable professional licensure, including license numbers.

The MSW Field Practicum Director reviews the application and supporting documentation to verify that the applicant meets the program's educational and professional experience requirements. Once the application is reviewed and approved, the individual is recognized as an approved Malone University MSW Field Instructor and may supervise subsequent students without completing another application.

Field Instructors must also complete Malone University's MSW Field Instructor Orientation prior to supervising their first Malone MSW student, consistent with the program's orientation requirements.

How required field instructor qualifications are reviewed
All MSW Field Instructors are required to have an application form on file with the MSW Field Practicum Director. This form will include their educational history, work experience, and licensure.

Process/mechanism for providing alternative field instruction/supervision for students without a qualified field instructor at their field setting
Malone University recognizes that some field education settings may offer appropriate learning

opportunities for MSW students without employing an individual who meets the program's MSW Field Instructor qualifications. In these circumstances, an alternative supervision arrangement may be approved by the MSW Field Practicum Director.

When an agency does not have an appropriately qualified MSW Field Instructor available, an approved MSW Field Instructor may provide educational supervision from an off-site location. All off-site Field Instructors must meet the same educational, professional experience, application, and orientation requirements as on-site Field Instructors.

When an off-site MSW Field Instructor is assigned, the placement agency must identify an on-site Task Supervisor who is available to provide day-to-day guidance, coordinate learning activities, support student safety, and assist with communication regarding the student's performance and learning experiences.

When an off-site MSW Field Instructor is assigned, the Field Instructor and on-site Task Supervisor are expected to maintain regular communication regarding the student's learning experiences, professional development, performance, and progress toward established learning objectives. Communication may occur through email, telephone, virtual meetings, or other appropriate methods.

The Task Supervisor should provide the MSW Field Instructor with relevant observations and feedback regarding the student's day-to-day activities, professional conduct, strengths, and areas requiring additional development. This communication supports effective educational supervision and informs the Field Instructor's assessment of the student's progress toward required competencies and practice behaviors.

The MSW Field Instructor retains primary responsibility for providing at least one hour of formal supervision each week, collaborating with the student to develop the Field Learning Plan, monitoring competency development, providing feedback, and completing the required Field Evaluations. The Task Supervisor may contribute observations and feedback but does not replace the educational supervision or evaluation responsibilities of the MSW Field Instructor.

When an appropriately qualified MSW Field Instructor is available on-site, the assignment of a separate Task Supervisor is optional and may be determined based on the student's learning needs and the agency's organizational structure.

All alternative supervision arrangements must be approved by the MSW Field Practicum Director before the student's placement is finalized. The roles and responsibilities of the MSW Field Instructor and Task Supervisor should be clearly communicated to the student and agency at the beginning of the placement.

How students and field personnel are actively informed

The Malone University MSW Program communicates field education policies, procedures, expectations, and updates to students, MSW Field Instructors, and Field Liaisons through multiple methods.

The MSW Field Practicum Manual serves as the primary reference for field education policies, procedures, requirements, and responsibilities. The manual is made available electronically to students and field education personnel and is accessible through the Malone University MSW Program website.

Students and Field Instructors receive orientation and guidance regarding program expectations, field education requirements, and the use of Experiential Learning Cloud (ELC). ELC serves as the primary platform for completing and maintaining required field education documentation, including Field Learning Plans, Field Evaluations, timesheets, and Field Liaison Visit Documentation Forms.

The MSW Field Practicum Director and assigned Field Liaisons maintain ongoing communication with students and Field Instructors through email, telephone, virtual meetings, and in-person visits as appropriate.

Program updates, policy changes, and additional guidance are communicated to relevant individuals as needed.

Students and field education personnel are responsible for reviewing applicable program materials, remaining informed of field education requirements, and seeking clarification when questions arise.

Policy Related to field placements in an organization in which the student is also employed

Malone University recognizes that students may seek to complete their MSW field education within an organization where they are currently employed. Employment-based field placements are permitted when the proposed learning experiences meet the educational objectives, competencies, and practice behaviors associated with the student's level of field education.

Students seeking an employment-based field placement must identify this arrangement on the Field Placement Match Confirmation Form in Experiential Learning Cloud (ELC). Students will provide a brief description of their current employment responsibilities and explain how the proposed placement will provide opportunities to develop and demonstrate the competencies and practice behaviors required for their level of field education.

The MSW Field Practicum Director will review the proposed arrangement, including the appropriateness of learning opportunities and supervision, before granting approval. Once approved, specific learning activities will be documented in the student's Field Learning Plan. A separate employment-based placement application is not required.

Educational Requirements

Employment-based field placements must provide appropriate opportunities for students to develop and demonstrate the competencies and practice behaviors required at their level of study, whether Generalist or Specialized.

Students may count employment responsibilities toward field hours when those activities provide appropriate educational experiences and are directly aligned with the required competencies and practice behaviors. Students are not necessarily required to assume an entirely separate position or complete duties unrelated to their employment. However, the proposed placement must provide sufficient opportunities for new learning, professional development, and demonstration of the required practice behaviors.

The student and MSW Field Instructor will collaboratively develop a Field Learning Plan identifying the specific educational activities through which the student will demonstrate competency attainment.

Field Supervision

Employment-based placements must meet the same Field Instructor qualifications and supervision requirements as all other MSW field placements.

A student's employment supervisor may also serve as their MSW Field Instructor, provided that the supervisor meets Malone's qualifications and educational supervision is clearly distinguished from routine employment supervision.

Students must receive at least one hour of formal educational supervision each week, with attention to professional development, ethical practice, reflective learning, and progress toward field education competencies.

Compensation and Employment Responsibilities

Students may receive compensation for activities completed as part of an approved employment-based field

placement. Compensation arrangements remain the responsibility of the student and employing organization.

Field education approval does not alter the student's employment relationship with the agency or eliminate the requirement to meet all applicable MSW field education expectations.

Changes in Employment or Placement Responsibilities

Students must promptly notify the MSW Field Practicum Director of changes in employment status, supervision arrangements, job responsibilities, or other circumstances that may affect their ability to complete field education requirements.

The Field Practicum Director will work collaboratively with the student and agency to determine whether the placement continues to provide appropriate educational opportunities or whether modifications or an alternative placement are necessary.

Evaluation

Student learning and performance in MSW field education are evaluated through two complementary processes: assessment of competency development within the field placement and assessment of student learning through the concurrent Field Practicum Seminar.

In addition to the evaluation of student performance, the MSW Program evaluates the quality of field placement experiences through the Student Field Placement Evaluation Survey. Students complete this survey through ELC at the conclusion of each field placement. The survey assesses the placement agency, Field Instructor, supervision, learning opportunities, and field education support. Survey findings are reviewed by the MSW Field Practicum Director and MSW Program Director to inform continuous quality improvement and future placement decisions. This evaluation is separate from the competency-based Field Evaluation used to assess student performance.

Field-Based Evaluation

Students are evaluated at the conclusion of each semester using the Malone University MSW Field Evaluation appropriate to their level of practice: Generalist, Advanced Clinical Mental Health, or Advanced Intercultural: Local and Global.

The MSW Field Instructor is responsible for evaluating student performance in collaboration with the student, with input from a Task Supervisor when applicable. The evaluation assesses each individual practice behavior using the program's five-point competency rating scale. The student also completes a required self-evaluation and reflection.

The Semester 1 evaluation provides developmental feedback and identifies areas requiring continued growth. Ratings of 1 (Unacceptable Progress) or 2 (Insufficient Competence) require a documented improvement plan and review by the assigned Field Liaison. NYO (Not Yet Observed) may be used during Semester 1 when accompanied by a specific plan for demonstrating the behavior during Semester 2.

At the conclusion of Semester 2, successful competency attainment requires a minimum rating of 3 (Competent) on every individual practice behavior and a competency average of at least 3.00 for each of the ten competencies. NYO ratings are not permitted on the final evaluation.

Field Practicum Seminar Assessment

In addition to field-based evaluation, students participate in concurrent Field Practicum Seminar courses. Seminar assignments, discussions, and reflective activities support the integration of classroom

knowledge with field practice and provide additional opportunities for students to demonstrate professional growth.

Seminar Instructors assess student performance in accordance with the learning objectives, assignments, and grading criteria established in the applicable course syllabus.

Final Grades
Field Instructor ratings provide important evidence of student competency development but are not equivalent to University letter grades.

The University faculty member responsible for the Field Practicum course assigns the student's final course grade, considering performance in the field placement, the Field Instructor's evaluation, and completion of applicable course requirements.

Students must meet the program's field education competency expectations and successfully complete the associated academic requirements. Final course grades are assigned according to the grading policies outlined in the MSW Program Handbook and applicable course syllabus.

Competency Requirements for Successful Course Completion
Successful completion of the final semester of field practicum requires students to demonstrate competency in all required practice behaviors associated with their level of field education. Students must receive a minimum rating of 3 (Competent) on every individual practice behavior and achieve an average rating of at least 3.00 for each of the ten program competencies.

Students who do not meet these minimum competency requirements at the conclusion of Semester 2 will not receive a passing grade in the final Field Practicum course, regardless of their performance on seminar assignments or their overall academic average. Any exceptions or remediation opportunities must be reviewed and approved by the MSW Field Practicum Director in accordance with applicable University policies.

If Problems Arise
Challenges and concerns may arise during field education involving students, MSW Field Instructors, Task Supervisors, agency personnel, clients, or other individuals within the placement setting. Addressing these concerns collaboratively and professionally is an important part of the educational process.

Students are encouraged to communicate concerns about their field education experience openly and professionally. Students may report concerns to their assigned Field Liaison or MSW Field Practicum Director without fear of retaliation for making a good-faith report. Concerns will be addressed as fairly and confidentially as reasonably possible, consistent with applicable University policies and the need to investigate and respond appropriately.

Malone University's MSW Program encourages open communication, early identification of concerns, and timely problem resolution. Whenever appropriate, concerns should be addressed at the lowest level possible while maintaining student safety, professional ethics, and the integrity of the field education experience.

Addressing Routine Concerns
Students are generally encouraged to discuss routine placement concerns directly with their MSW Field Instructor. These may include questions about learning activities, supervision, professional expectations, communication, or opportunities for competency development.

Students may contact their assigned Field Liaison directly whenever they need additional support, feel uncomfortable discussing a concern with their Field Instructor, or believe that a concern has not been

adequately addressed.

The Field Liaison may facilitate communication, provide consultation, or arrange a meeting with the student and Field Instructor to assist in resolving concerns.

Concerns Regarding Student Performance
When concerns arise regarding a student's performance, professional conduct, or progress toward required competencies, the MSW Field Instructor should communicate these concerns promptly to the student and assigned Field Liaison.

When appropriate, a documented improvement plan will be developed collaboratively to identify specific concerns, expected improvements, learning activities, timelines, and methods for assessing progress.

Ratings of 1 (Unacceptable Progress) or 2 (Insufficient Competence) on any practice behavior during the Semester 1 Field Evaluation require a documented improvement plan and review by the assigned Field Liaison, consistent with the program's evaluation policies.

Additional Field Liaison visits may be scheduled when closer monitoring or intervention is necessary.

Serious Concerns and Immediate Reporting
Concerns involving immediate threats to student or client safety, serious ethical violations, or circumstances that may jeopardize the continuation of a placement must be reported immediately to the assigned Field Liaison and MSW Field Practicum Director.

When an immediate safety concern arises, students and field personnel must follow applicable emergency procedures and agency safety protocols. Students may contact the Field Liaison or MSW Field Practicum Director directly when a concern involves their Field Instructor or another individual responsible for supervision.

University Review and Resolution
When concerns cannot be resolved through routine communication or Field Liaison intervention, the MSW Field Practicum Director will review the circumstances and determine appropriate next steps.

Depending on the nature of the concern, these steps may include additional meetings, modifications to learning activities or supervision arrangements, a formal improvement plan, consultation with appropriate University personnel, or consideration of whether the placement should continue.

Decisions involving significant changes to or termination of a field placement will be addressed in accordance with the program's policies regarding termination from field placement.

Relevant concerns, interventions, and follow-up actions should be documented through appropriate University field education records, including Experiential Learning Cloud (ELC), as applicable.

Policies Regarding Termination from the MSW Program

Students enrolled in the Malone University Master of Social Work (MSW) Program are expected to maintain satisfactory academic standing, demonstrate professional and ethical behavior, and fulfill the educational requirements established by the University and MSW Program.

Circumstances that may result in dismissal from the MSW Program include, but are not limited to:

1. Failure to meet the academic requirements for admission, progression, or retention in the MSW Program.
2. Dismissal from Malone University for academic, disciplinary, or other reasons.
3. Failure to comply with applicable University or MSW Program student conduct and professional accountability policies.
4. Serious or repeated violations of the NASW Code of Ethics or other applicable professional standards.
5. Failure to satisfactorily complete required field education experiences, including demonstration of the competencies and practice behaviors necessary for successful completion of the program.

Concerns regarding student academic or professional performance will be reviewed in accordance with applicable University and MSW Program policies. Depending on the circumstances, appropriate responses may include consultation, an improvement or remediation plan, additional supervision, or other actions consistent with established policies.

Decisions regarding dismissal from the MSW Program will follow the procedures outlined in the MSW Program Handbook and applicable University policies, including any established review and appeal processes.

Termination from an individual field placement does not automatically constitute dismissal from the MSW Program. Decisions regarding continuation in the program will be determined separately in accordance with applicable policies.

Policies Regarding Termination from Field Placement

Malone University recognizes that circumstances may arise in which a student's field placement cannot continue. Termination from a field placement may occur because of concerns regarding student performance or professional conduct, changes within the placement agency, inadequate supervision or learning opportunities, safety concerns, or other circumstances that interfere with the successful completion of field education requirements.

Termination of a field placement is distinct from dismissal from the MSW Program. The MSW Field Practicum Director is responsible for reviewing placement termination circumstances and determining appropriate next steps in accordance with University and MSW Program policies.

Concerns Regarding Student Performance or Professional Conduct

When an MSW Field Instructor identifies significant concerns regarding a student's performance, professional behavior, ethical practice, or ability to meet field education requirements, the Field Instructor must communicate those concerns to the student and promptly notify the assigned Field Liaison.

When appropriate, a written improvement plan will be developed collaboratively with the student, MSW Field Instructor, and Field Liaison. The plan should identify specific areas requiring improvement, expected performance standards, learning activities, timelines, and methods for evaluating progress.

The MSW Field Practicum Director will be informed of significant concerns that may jeopardize the student's ability to continue or successfully complete the placement.

If the student does not demonstrate sufficient improvement, or if the concerns cannot be resolved through additional supervision and intervention, the MSW Field Practicum Director will consult with the student, Field Instructor, and Field Liaison to determine whether continuation of the placement is appropriate.

Immediate Termination or Removal from the Placement

Serious ethical violations, significant professional misconduct, or circumstances involving threats to student or client safety may require immediate removal of the student from the placement environment.

When such circumstances arise, the agency and University will communicate promptly regarding the situation and determine appropriate actions to protect the individuals involved.

The MSW Field Practicum Director will review the circumstances and determine the implications for the student's field education in accordance with University and MSW Program policies.

Termination Due to Agency or Placement Circumstances

A placement may also be discontinued because of circumstances unrelated to student performance, including agency restructuring, staffing changes, loss of an appropriately qualified MSW Field Instructor, inadequate educational opportunities, or other organizational concerns.

In these circumstances, the MSW Field Practicum Director will work with the student and agency, when appropriate, to determine whether the concerns can be resolved or whether an alternative placement is necessary.

Documentation and Follow-Up

The MSW Field Practicum Director will ensure that significant concerns, interventions, and decisions regarding placement termination are documented through appropriate University records.

When a placement is terminated, the Field Practicum Director will review the student's progress, completed field hours, demonstrated competencies, and circumstances surrounding the termination to determine appropriate next steps.

Termination from an individual field placement does not automatically result in dismissal from the MSW Program. Decisions regarding a student's continued enrollment, eligibility for an alternative placement, or additional educational requirements will be made in accordance with applicable MSW Program and University policies.

Review of Completed Field Hours

When a field placement ends before the student has completed the required field education hours, the MSW Field Practicum Director will review the circumstances surrounding the termination to determine whether previously completed hours may be applied toward the student's field education requirements.

This determination will be made on a case-by-case basis and may consider the nature of the placement termination, documentation and verification of completed hours, adequacy of supervision, student performance, and progress toward required competencies and practice behaviors.

Previously completed hours are not automatically approved or transferred to a subsequent placement. The MSW Field Practicum Director will determine which hours, if any, may be accepted and whether additional field education activities, supervision, or hours are necessary to fulfill program requirements.

APPENDIX I: INTERNSHIP FORMS:

Note: Electronic copies of these forms are available on-line through Malone Xpress.

The following appendices contain the forms and assessment instruments used by the Malone University MSW Field Education Program.

These documents support placement approval, verification of Field Instructor qualifications, development of student learning activities, monitoring of educational experiences, and evaluation of student competency attainment.

Experiential Learning Cloud (ELC) serves as the primary platform for completing and maintaining field education documentation, as applicable. The forms reproduced in this manual reflect the program's approved field education processes and requirements.

Field practicum hours are recorded, verified, and approved directly through Experiential Learning Cloud (ELC). Because timesheets are maintained as electronic records within ELC rather than as separate forms, they are not reproduced in the appendices of this manual.

Students, MSW Field Instructors, and Field Liaisons should follow the procedures and deadlines established in the applicable Field Practicum course syllabi and MSW Field Education policies. Updated University-approved forms and procedures will govern when changes are adopted.

APPENDIX 1: Agency Affiliation Agreement

MALONE UNIVERSITY | MASTER OF SOCIAL WORK PROGRAM

FIELD EDUCATION AFFILIATION AGREEMENT

This Field Education Affiliation Agreement (the "Agreement") is entered into by Malone University ("University") and _____ ("Agency"), collectively the "Parties," effective _____ (the "Effective Date").

1. Purpose

The Parties recognize the mutual educational and community benefit of cooperating to provide supervised field education opportunities for students enrolled in the University's Master of Social Work (MSW) program. This Agreement establishes a continuing affiliation and a framework for appropriate communication and information sharing related to MSW field placements. It does not guarantee placement of any particular student.

2. Term and Renewal

This Agreement will remain in effect for five (5) years from the Effective Date unless terminated earlier under Section 6. The Parties may renew the Agreement for additional five-year terms by mutual written agreement signed by authorized representatives before expiration. Any amendment must be in writing and signed by both Parties.

3. Communication and Information Sharing

The Parties may exchange information reasonably necessary to arrange, administer, supervise, support, and evaluate MSW field placements, including student readiness and placement requirements, learning objectives, attendance and field hours, supervision, professional conduct, performance, safety, and concerns requiring intervention. Each Party will limit disclosures to personnel with a legitimate role in the placement and will use reasonable safeguards to protect the information. Information may be shared only to the extent permitted by applicable law and University and Agency policies, including the Family Educational Rights and Privacy Act (FERPA), when applicable. Where student consent or another legal basis is required for a disclosure, the disclosing Party will obtain or verify it before sharing. This Agreement does not itself constitute a student's FERPA consent or authorize disclosure of confidential client information. Client-identifying information should not be transmitted to the University except when specifically lawful and necessary, using an approved secure process.

4. Agency Responsibilities

The Agency will identify an appropriate MSW Field Instructor meeting applicable program requirements; provide suitable learning experiences, supervision, and feedback consistent with the MSW Field Manual and approved Field Learning Plan; and communicate promptly with the University Field Liaison or MSW Field Practicum Director regarding material concerns affecting student learning, safety, ethics, or placement continuity. The Agency retains responsibility for its operations, client services, and site-specific policies.

5. University Responsibilities

The University will establish academic expectations and field education requirements; designate a Field

Liaison or other appropriate program contact; provide the Agency with relevant program guidance and evaluation materials; and communicate with the Agency regarding student progress and placement concerns as permitted by law. The University retains responsibility for academic decisions and the award of course credit.

6. Termination and Placement Continuity

Either Party may terminate this Agreement upon thirty (30) days' written notice to the other Party. The Parties will make reasonable efforts to address the educational needs of students currently placed, but may suspend or end an individual placement sooner when warranted by safety, ethical, legal, or performance concerns. Termination does not eliminate obligations concerning information already received.

7. General Provisions

Each Party will comply with applicable federal, state, and local laws and its own applicable policies, including lawful nondiscrimination requirements. The Parties are independent entities; this Agreement does not establish a partnership, joint venture, employment relationship, or authority for one Party to bind the other. This Agreement is nonexclusive. Ohio law governs interpretation of this Agreement, subject to applicable federal law. This document constitutes the Parties' agreement on this affiliation and may be executed in counterparts and by electronic signature.

AUTHORIZED SIGNATURES

MALONE UNIVERSITY	AFFILIATED AGENCY
Signature: _____	Signature: _____
Printed Name / Title: _____	Printed Name / Title: _____
Date: _____	Date: _____

University address: Malone University, 2600 Cleveland Avenue NW, Canton, OH 44709

Agency address: _____

Agency contact email: _____ Phone: _____

APPENDIX 2: MSW Field Instructor Application and Agreement

MALONE UNIVERSITY | MASTER OF SOCIAL WORK PROGRAM

MSW FIELD INSTRUCTOR APPLICATION & AGREEMENT

Complete this application before supervising your first Malone MSW student. Approval is reusable for future placements unless qualifications, agency affiliation, or program requirements change. The MSW program will review credentials and confirm approval.

1 Applicant and Agency Information

Full name / credentials: _____

Date: _____

Position / title: _____

Agency / organization: _____

Work email: _____

Work phone: _____

Agency address: _____

City / state / ZIP: _____

2 Education and Professional Credentials

MSW degree-granting institution:

_____

Year MSW awarded: _____ ☐ I confirm that the MSW program was CSWE-accredited.

Years of professional social work practice following receipt of MSW: _____ years

Field Instructor eligibility requires an MSW from a CSWE-accredited social work program and at least two years of post-MSW professional practice experience.

Professional licenses / registrations (include all applicable jurisdictions; add lines as needed):

License / credential type and state: _____

License / registration number: _____

License / credential type and state: _____

License / registration number: _____

3 Required Supporting Documentation

Attach the following materials for program review:

☐ Current résumé or curriculum vitae (CV)

☐ Copy of MSW diploma (from the CSWE-accredited degree program)

☐ Copy of current professional license(s), if applicable (including state and license number)

4 Required Field Instructor Orientation

I understand that I must attend Malone University's MSW Field Instructor Orientation before supervising my first Malone MSW student. I will participate in subsequent required training or updates communicated by the MSW program.

☐ I acknowledge the orientation requirement. Orientation status: ☐ Completed ☐ To be scheduled

5 Field Instructor Responsibilities

By signing below, I agree to:

1. Be familiar with the educational objectives and requirements of the Malone University MSW Program.

2. Collaborate with each student to develop a Field Learning Plan within the program's required timeframe and complete required placement documentation. Coordinate with the MSW Field Practicum Director regarding the Field Instructor Application and the agency's Affiliation Agreement.

3. Provide consistent and appropriate opportunities for the student to observe and practice social work; provide regular feedback and participate in required student evaluations.

4. Provide at least one hour per week of formal supervision for each student. Individual or group supervision may be counted; remain available or ensure appropriate agency support when urgent or emergency situations arise.

5. Communicate promptly with the assigned Malone University Field Liaison if problems, concerns, or challenges begin to develop.

6 Applicant Acknowledgment

I certify that the information and supporting documents submitted are accurate. I understand that approval to serve as a Malone MSW Field Instructor is contingent upon verification of qualifications, completion of required orientation, and compliance with program expectations.

Applicant signature: _____ Date: _____

7 MSW Program Review — University Use Only

☐ MSW degree and CSWE accreditation verified ☐ Two years post-MSW experience verified

☐ Résumé/CV received ☐ MSW diploma received ☐ License documentation reviewed, if applicable

☐ Orientation completed ☐ Orientation pending (approval contingent on completion before first student)

Decision: ☐ Approved ☐ Pending requirements ☐ Not approved

Comments / requirements:

_____

MSW Field Practicum Director / designee: _____

Date: _____

APPENDIX 3: Field Placement Match Confirmation Form

MALONE UNIVERSITY | MASTER OF SOCIAL WORK PROGRAM

FIELD PLACEMENT MATCH CONFIRMATION

Student submission and MSW Field Coordinator approval | Complete once a proposed placement match has been identified. A placement is not final until approved by the MSW Field Coordinator.

Student and Placement Information

Student name: _____

Student email: _____

Agency name: _____

Agency location: _____

Agency primary contact / title: _____

Agency contact email / phone: _____

Proposed start date: _____

Proposed end date: _____

Practice level: ☐ Generalist ☐ Advanced Clinical Mental Health ☐ Advanced Intercultural: Local and Global

Placement type: ☐ Standard placement ☐ Employment-based placement (separate program review required)

Proposed Field Supervision

MSW Field Instructor name: _____

Field Instructor title: _____

Field Instructor email: _____

Field Instructor phone: _____

Task Supervisor (if assigned): _____

Task Supervisor title / email: _____

Additional agency contact(s), if relevant:

_____

Program requirement: An MSW Field Instructor must hold an MSW from a CSWE-accredited program and have at least two years of post-MSW professional practice experience. The MSW program—not the student—is responsible for verifying credentials through its Field Instructor Application and approval process.

Student Confirmation

☐ I have discussed this proposed placement with the agency and the proposed MSW Field Instructor.

☐ I understand that this match is tentative until the MSW Field Coordinator confirms agency affiliation, Field Instructor approval, and placement suitability.

☐ I understand that I may not begin counting field hours until the program authorizes the placement and start date.

I certify that the information above is accurate to the best of my knowledge and request final program review of this proposed placement.

Student signature: _____ Date: _____

MSW Field Coordinator Review and Approval — University Use Only

Agency affiliation agreement: ☐ Current/on file ☐ Pending ☐ Not applicable (explain): _____

Field Instructor application and credentials: ☐ Approved/on file ☐ Pending

Placement suitability and learning opportunities: ☐ Confirmed ☐ Pending

Employment-based placement review (if applicable): ☐ Approved ☐ Pending ☐ N/A

Decision: ☐ Approved — match finalized ☐ Pending additional information ☐ Not approved

Conditions / outstanding items / notes:

_____

_____

_____

Authorized placement start date (if approved): _____

MSW Field Coordinator signature: _____ Date: _____

APPENDIX 4: Field Learning Plan - Generalist

Malone University | MSW Field Learning Plan
Generalist Practice

Student: _____

Field Instructor: _____

Field Agency: _____

Field Year / Academic Year: _____

Instructions

The Field Learning Plan serves as the syllabus for the student's field placement experience and covers both semesters of the field year. It identifies how the student will develop and demonstrate Malone University MSW competencies and practice behaviors.

Collaborative development: The student and MSW Field Instructor must develop this plan together, selecting meaningful learning opportunities appropriate to the student's practice level, educational goals, and agency setting.

Learning activities: Identify at least one specific activity, task, or experience for every practice behavior. An activity may be used for multiple behaviors, but it must be entered for each applicable behavior with an explanation of how it addresses that behavior.

Anticipated timeline: Indicate when each activity is expected to occur: Early in Placement (initial phase), Midpoint (approximately halfway through the field year), By End of Placement (before the field year concludes), or Ongoing (repeatedly or throughout the placement). More than one timeline option may be selected in the table.

Changes to planned activities: The plan is not revised between semesters. Agency circumstances, student needs, and emerging opportunities may necessitate changes or additions. Significant substitutions, changes, or additional learning experiences should be explained in the Field Evaluation, including how the relevant practice behaviors were demonstrated.

Use in supervision and evaluation: Refer to this plan during supervision and when assessing student progress and competency development.

Competency 1: Demonstrate Ethical & 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.

Practice behavior	Learning activities / tasks	Anticipated timeline
a. 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;		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication;		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
c. Use technology ethically and appropriately to facilitate practice outcomes; and		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
d. Use supervision and consultation to guide professional judgment and behavior.		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing

Competency 2: Advance Human Rights & Social, Racial, Economic, & 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.

Practice behavior	Learning activities / tasks	Anticipated timeline
a. Advocate for human rights at the individual, family, group, organizational, and community system levels; and		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing

Competency 3: Engage Anti-Racism, Diversity, Equity, & 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.

Practice behavior	Learning activities / tasks	Anticipated timeline
a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing

b. 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.		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing

Competency 4: Engage in Practice-Informed Research & 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.

Practice behavior	Learning activities / tasks	Anticipated timeline
a. Apply research findings to inform and improve practice, policy, and programs; and		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
b. 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.		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing

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, 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.

Practice behavior	Learning activities / tasks	Anticipated timeline
a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing

Competency 6: Engage with Individuals, Families, Groups, Organizations, & 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.

Practice behavior	Learning activities / tasks	Anticipated timeline
a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing

and constituencies; and		
b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing

Competency 7: Assess Individuals, Families, Groups, Organizations, & 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.

Practice behavior	Learning activities / tasks	Anticipated timeline
a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing

Competency 8: Intervene with Individuals, Families, Groups, Organizations, & 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.

Practice behavior	Learning activities / tasks	Anticipated timeline
a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, & 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.

Practice behavior	Learning activities / tasks	Anticipated timeline
a. Select and use culturally responsive methods for evaluation of outcomes; and		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing

b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing

Competency 10: Appropriately integrate Christian faith with professional social work practice & recognize the importance of spirituality to the human experience.

The social work profession developed in part due to Christian charitable work in the late 19th century. As a result, Christian faith and the profession of social work share a number of values, including: a holistic understanding of human need; a high view of human potential; a desire for human flourishing; a concern for the plight of the poor, marginalized, disenfranchised, and oppressed; and a commitment to justice and reconciliation. Yet, Christian faith has also been utilized historically as a mechanism to justify oppression. Social workers recognize spirituality as an important aspect of the human experience, yet they also recognize that religion, faith and spirituality can be oppressive forces, negatively impacting human flourishing. Social work professionals know how to appropriately integrate spirituality as well as Christian faith within these settings towards effective anti-oppressive practice.

Practice behavior	Learning activities / tasks	Anticipated timeline
a. Understand the Christian faith's commitment to caring for and empowering poor, disenfranchised, marginalized, and/or oppressed people groups.		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
b. Recognize the importance of spirituality to the human experience.		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
c. Articulate points of convergence and divergence between orthodox Christianity and the profession of social work.		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
d. Consider both the empowering and oppressive use of faith and spirituality in the assessment and intervention process and plan anti-		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing

oppressive interventions that consider these factors.		

Collaborative Review

Student comments / anticipated learning needs:

_____

Field Instructor comments / anticipated opportunities:

_____

Student Signature: _____ Date: _____
MSW Field Instructor Signature: _____ Date: _____

Task Supervisor Signature (only if assigned): _____ Date: _____
Field Liaison Signature: _____ Date: _____

Malone University | MSW Field Learning Plan
Generalist Practice

Student: _____
Field Instructor: _____

Field Agency: _____
Field Year / Academic Year: _____

APPENDIX 5: Field Learning Plan - Advanced Clinical Mental Health

Malone University | MSW Field Learning Plan

Clinical Mental Health Practice

Student: _____

Field Instructor: _____

Field Agency: _____

Field Year / Academic Year: _____

Instructions

The Field Learning Plan serves as the syllabus for the student's field placement experience and covers both semesters of the field year. It identifies how the student will develop and demonstrate Malone University MSW competencies and practice behaviors.

Collaborative development: The student and MSW Field Instructor must develop this plan together, selecting meaningful learning opportunities appropriate to the student's practice level, educational goals, and agency setting.

Learning activities: Identify at least one specific activity, task, or experience for every practice behavior. An activity may be used for multiple behaviors, but it must be entered for each applicable behavior with an explanation of how it addresses that behavior.

Anticipated timeline: Indicate when each activity is expected to occur: Early in Placement (initial phase), Midpoint (approximately halfway through the field year), By End of Placement (before the field year concludes), or Ongoing (repeatedly or throughout the placement). More than one timeline option may be selected in the table.

Changes to planned activities: The plan is not revised between semesters. Agency circumstances, student needs, and emerging opportunities may necessitate changes or additions. Significant substitutions, changes, or additional learning experiences should be explained in the Field Evaluation, including how the relevant practice behaviors were demonstrated.

Use in supervision and evaluation: Refer to this plan during supervision and when assessing student progress and competency development.

Competency 1: Demonstrate Ethical & Professional Behavior

Clinical and mental health social workers practice and provide leadership within the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that impact practice. Social workers understand that ethics are informed by principles of human rights and apply them toward social, racial, economic, and environmental justice within their practice and the broader profession of social work. Social workers understand complex frameworks of ethical decision making and apply principles of critical thinking to those frameworks in clinical and mental health practice and all systems of practice that impact their work. They practice critical self-reflection and utilize supervision and consultation to recognize and manage personal values and the distinction between personal and professional values in order to resolve ethical dilemmas. Social workers understand how their evolving worldview, personal experiences, faith and spiritual perspectives and affective reactions influence their

professional judgment and behavior and correct behaviors as needed. They practice professional use of self and care for themselves professionally and personally, understanding the importance of self-care for competent and ethical practice. Social workers understand the role of other professionals and know how to engage in successful and collaborative interdisciplinary practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their practice and technical skills to ensure relevant and effective clinical and mental health practice.

Practice behavior	Learning activities / tasks	Anticipated timeline
a. Engage in reflective practice to understand and reflect upon strengths, limitations and challenges;		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
b. Use supervision and consultation to guide reflective practice, professional judgment and behavior to improve practice and resolve complex ethical dilemmas within clinical and mental health practice;		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
c. Understand and manage personal biases and how they impact the therapeutic relationship with clients and the delivery of services at all system levels;		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
d. apply critical thinking and ethical decision making to resolve ethical dilemmas within clinical and mental health practice; and		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
e. Demonstrate leadership in professional and ethical behavior; appearance; and oral, written, and electronic communication and technology for clinical and mental health practice.		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing

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

Clinical and mental health social workers engage in anti-oppressive advocacy towards clinical and mental health practice that acknowledges fundamental human rights for all people. They practice and lead within a trauma-informed framework that considers the globally intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Clinical and mental health 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. They advocate for and engage in complex strategies that are trauma-informed and trauma-responsive. They work 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.

Practice behavior	Learning activities / tasks	Anticipated timeline
a. Apply trauma-informed, anti-oppressive, and intersectionality frameworks to guide clinical and mental health social work practice.		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
b. Advocate for equitable access to social resources, protections, and rights by working to eliminate structural barriers and uphold civil, political, economic, social, and cultural human rights through informed, justice-oriented clinical interventions.		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing

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

Clinical and mental health social workers engage in anti-racist and anti-oppressive clinical and mental health practice that supports diversity, equity, and inclusion as an essential aspect of their work. They understand the pervasive impact of colonialism, White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist clinical and mental health practice. The dimensions of diversity and intersectionality 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. Clinical and mental health 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. They understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Clinical and mental health 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 that impacts mental health.

Practice behavior	Learning activities / tasks	Anticipated timeline
a. Understand how bias, prejudice, privilege, power, and dominant culture values can impact clinical and mental health assessments and practice methods;		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
b. Demonstrate leadership within the clinical and mental health fields through cultural humility, critical reflection, self-awareness, and self-regulation to prevent the influence of bias, power, privilege, and values in assessment and practice methods with clients and constituencies, acknowledging clients as subject matter experts of their own lived experiences;		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
c. Demonstrate leadership in promoting anti-racist and anti-oppressive clinical and mental health social work practice methods.		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing

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

Clinical and mental health social workers engage in ethical, culturally informed, anti-racist, and anti-oppressive approaches to conduct research and build knowledge towards advancing clinical and mental

health practice methods. They use research to inform their advanced practice decision making and articulate how their practice experience informs research and evaluation decisions. They critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. They 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 that inform their clinical and mental health practice. They demonstrate knowledge and advanced practice 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. They can articulate and share research findings in ways that are usable to a variety of clients and constituencies, most specifically in areas that relate to clinical and mental health practice. Clinical and mental health social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Practice behavior	Learning activities / tasks	Anticipated timeline
a. Use evidenced-based research findings to inform and improve clinical and mental health assessments, practice, policy, and programs;		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
b. 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 clinical and mental health social work; and		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
c. Use research methodology to advance their area of specialization and inform clinical and mental health practice.		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing

Competency 5: Engage in Policy Practice

Clinical and mental health social workers identify social policy at the local, state, federal, and global levels that affects wellbeing, human rights and justice, service delivery, and access to mental health services. They recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. They 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. Clinical and mental health social workers lead and influence policy formulation, analysis, implementation, and evaluation within their clinical and mental health practice settings at all system levels. They actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in settings, with a particular focus on advanced practice clinical and mental health social work.

Practice behavior	Learning activities / tasks	Anticipated timeline
a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to clinical and mental health services; and		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice in clinical and mental health settings.		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing

Competency 6: Engage with Individuals, Families, & Groups

Clinical and mental health social workers understand that engagement is an ongoing component of the dynamic and interactive process of clinical and mental health practice with and on behalf of individuals, families, and groups. They emphasize the role of human relationships in fostering a therapeutic alliance based on mutual agreement. They can critically evaluate and apply multiple culturally relevant practice theories and strategies to advance practice effectiveness. They 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 within clinical and mental health settings, in particular. They use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Practice behavior	Learning activities / tasks	Anticipated timeline
a. Apply advanced practice knowledge and interprofessional conceptual frameworks to		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing

complex situations in order to engage with clients and constituencies within clinical and mental health settings;		
b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive clinical and mental health practice with clients and constituencies as they view clients as experts on their own lived experience; and		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
c. Establish a therapeutic alliance grounded in a person centered approach grounded in a person centered approach that encourages clients to be equal participants in establishing a mutually agreed upon intervention plan, including goals and outcomes.		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing

Competency 7: Assess Individuals, Families, & Groups

Clinical and mental health social workers understand that assessment is an ongoing component of the complex, dynamic, and interactive process of advanced clinical and mental health social work practice. They understand a variety of bio-psycho-social and spiritual theories, assessment, and diagnosis, and they critically evaluate and apply this knowledge in culturally responsive assessment with individuals, families, and groups within their social environments. Assessment involves a collaborative process of defining presenting capacity and motivation for change, coping strategies, along with challenges and strengths, to develop a mutually agreed-upon plan. They have the skills for ongoing clinical assessment in order to adapt the intervention process as needed. They understand and can use their knowledge of medication in client assessments. Clinical and mental health social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Clinical and mental health social workers are self reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making in

clinical and mental health practice.

Practice behavior	Learning activities / tasks	Anticipated timeline
a. Apply multiple theories, bio-psycho-social and spiritual assessment frameworks, and culturally-responsive practice to develop comprehensive and holistic assessments and diagnoses with individuals, groups, and families that recognize historical and intersectional identities;		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
b. Apply interprofessional knowledge to work collaboratively and holistically towards clinical and mental health goals, including an understanding of medication and other interprofessional treatment;		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
c. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan; and		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
d. Practice continual assessment in order to modify or adapt interventions as needed.		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing

Competency 8: Intervene with Individuals, Families, & Groups

Clinical and mental health social workers understand that intervention is an ongoing component of the complex, dynamic, and interactive process of advanced clinical and mental health social work practice. Social workers understand a variety of bio-psycho-social and spiritual theories, assessment, and diagnosis and they critically evaluate and apply this knowledge in culturally responsive prevention methods and interventions with individuals, families, and groups within their social environments. Intervention involves a collaborative process of defining presenting capacity and motivation for change, coping strategies, along with challenges and strengths to develop a mutually agreed-upon intervention plan. They

can adapt the intervention process as needed. They understand and can use their knowledge of medication in client intervention. Clinical and mental health social workers recognize the implications of the larger practice context in the intervention 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 decision making in clinical and mental health practice intervention and they work to reduce any biases they have. They understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. They facilitate effective transitions and endings.

Practice behavior	Learning activities / tasks	Anticipated timeline
a. Critically select and implement cultural and identity responsive, evidence-informed prevention methods and interventions to achieve client and constituency goals in clinical and mental health practice;		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
b. Demonstrate a range of appropriate clinical practice methods relevant to diagnosis and multiple assessed concerns; and		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
c. Incorporate culturally-responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies through interprofessional collaboration and coordination.		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing

Competency 9: Evaluate Practice with Individuals, Families, & Groups

Clinical and mental health social workers understand that clinical evaluation is an ongoing component of the complex, dynamic and interactive process with and on behalf of diverse individuals, families, and groups within clinical and mental health practice. They evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating clinical and mental health outcomes. They understand a range of interprofessional conceptual frameworks and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating clinical and mental health outcomes and practice effectiveness.

Practice behavior	Learning activities / tasks	Anticipated timeline

a. Select and use culturally-responsive methods to evaluate the outcomes of clinical and mental health practice; and		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
b. Critically analyze outcomes and apply evaluation findings to improve clinical and mental health practice effectiveness with individuals, families, and groups.		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing

Competency 10: Appropriately integrate Christian faith with clinical & mental health social work practice & recognize the importance of spirituality to the human experience.

The social work profession developed in part due to Christian charitable work in the late 19th century. As a result, Christian faith and the profession of social work share a number of values, including a holistic understanding of human need, a high view of human potential, a desire for human flourishing, a concern for the plight of the poor, marginalized, disenfranchised, and oppressed, and a commitment to justice and reconciliation. Yet, Christian faith has also been utilized historically as a mechanism to justify oppression. Social workers practicing within clinical and mental health settings recognize spirituality as an important aspect of mental health, yet they also recognize that religion, faith, and spirituality can be oppressive forces, negatively impacting human flourishing. Clinical and mental health professionals know how to appropriately integrate spirituality as well as Christian faith within these settings towards effective anti-oppressive clinical and mental health practice.

Practice behavior	Learning activities / tasks	Anticipated timeline
a. Understand the Christian faith's commitment to caring for and empowering poor, disenfranchised, marginalized, and/or oppressed people groups, including their mental health;		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
b. Recognize the importance of spirituality as part of holistic mental health;		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing

c. Can articulate points of convergence and divergence between Christianity and the profession of social work as it relates to clinical mental health practice; and		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
d. Consider both the empowering use of faith and spirituality and the oppressive forms of religions and spiritual expression and plan anti-oppressive interventions that consider these factors.		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing

Collaborative Review

Student comments / anticipated learning needs:

_____

Field Instructor comments / anticipated opportunities:

_____

Student Signature: _____ Date: _____
MSW Field Instructor Signature: _____ Date: _____

Task Supervisor Signature (only if assigned): _____ Date: _____
Field Liaison Signature: _____ Date: _____

APPENDIX 6: Field Learning Plan - Advanced Intercultural: Local & Global

Malone University | MSW Field Learning Plan

Intercultural: Local & Global Practice

Student: _____

Field Instructor: _____

Field Agency: _____

Field Year / Academic Year: _____

Instructions

The Field Learning Plan serves as the syllabus for the student's field placement experience and covers both semesters of the field year. It identifies how the student will develop and demonstrate Malone University MSW competencies and practice behaviors.

Collaborative development: The student and MSW Field Instructor must develop this plan together, selecting meaningful learning opportunities appropriate to the student's practice level, educational goals, and agency setting.

Learning activities: Identify at least one specific activity, task, or experience for every practice behavior. An activity may be used for multiple behaviors, but it must be entered for each applicable behavior with an explanation of how it addresses that behavior.

Anticipated timeline: Indicate when each activity is expected to occur: Early in Placement (initial phase), Midpoint (approximately halfway through the field year), By End of Placement (before the field year concludes), or Ongoing (repeatedly or throughout the placement). More than one timeline option may be selected in the table.

Changes to planned activities: The plan is not revised between semesters. Agency circumstances, student needs, and emerging opportunities may necessitate changes or additions. Significant substitutions, changes, or additional learning experiences should be explained in the Field Evaluation, including how the relevant practice behaviors were demonstrated.

Use in supervision and evaluation: Refer to this plan during supervision and when assessing student progress and competency development.

Competency 1: Demonstrate Ethical & Professional Behavior

Interculturally informed social workers at the local and global level practice and provide leadership within the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that impact practice. They understand that in global, local, and intercultural settings social work ethics are informed by principles of human rights. They apply culturally informed ethics towards social, racial, economic, and environmental justice within their practice and the broader profession of social work. Social workers understand complex frameworks of ethical decision making and apply principles of critical thinking to those frameworks in all systems of practice that impact their work. They practice critical self-reflection and utilize supervision and consultation to recognize and manage personal values and the distinction between personal and professional values in order to resolve ethical dilemmas in a culturally informed manner. Social workers understand how their evolving worldview, personal

experiences, culture, faith, and spiritual perspectives and affective reactions influence their professional judgment and behavior and correct behaviors as needed. They practice professional use of self and care for themselves professionally and personally, understanding the importance of self-care for competent and ethical practice. Social workers understand the role of other professionals and know how to engage in successful interdisciplinary practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their practice and technical skills to ensure relevant and effective location-based and culturally informed practice.

Practice behavior	Learning activities / tasks	Anticipated timeline
a. Engage in reflective practice to understand and reflect upon strengths, limitations and challenges;		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
b. Use supervision and consultation to guide reflective practice, professional judgment and behavior to improve culturally informed practice and resolve complex ethical dilemmas;		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
c. Understand and manage personal biases and how they impact the therapeutic relationship with clients and the delivery of services at all system levels in intercultural contexts;		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
d. Apply critical thinking and ethical decision making to resolve ethical dilemmas within intercultural contexts; and		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
e. Demonstrate culturally appropriate leadership in professional and ethical behavior, appearance, and oral, written, and electronic communication and technology.		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing

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

Interculturally informed social workers engage in advocacy towards culturally informed, anti-oppressive practices that acknowledge fundamental human rights for all people. They practice and lead within a trauma-informed framework that considers the globally 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 within various cultural contexts of society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. They advocate for and engage in complex strategies that are trauma-informed and work 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.

Practice behavior	Learning activities / tasks	Anticipated timeline
a. Apply trauma-informed, anti-oppressive, and intersectionality frameworks to guide culturally relevant practice in global and local settings;		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
b. Critically examine and address the historical and ongoing roles of social work in systems of oppression by analyzing the distribution of power and privilege in society, and lead within the development of ethical, accountable strategies that promote racial, social, cultural, economic, and environmental justice; and		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
c. Advocate for equitable access to social resources, protections, and rights by working to eliminate structural barriers and uphold civil, political, economic, social, and cultural human rights through informed, justice-oriented interventions.		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing

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

Interculturally informed social workers engage in anti-racist and anti-oppressive practice that supports diversity, equity, and inclusion as an essential aspect of their work. They understand the pervasive impact of colonialism, White supremacy, and privilege and use their knowledge, awareness, and skills to engage in anti-racist and anti-oppressive practice within intercultural contexts. The dimensions of diversity and intersectionality are understood as the interplay 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. They understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. They understand cultural humility and recognize the extent to which unique cultural structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Practice behavior	Learning activities / tasks	Anticipated timeline
a. Understand how bias, prejudice, privilege, power, and dominant culture values can impact clinical and mental health assessments and practice methods;		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
b. Demonstrate leadership through cultural humility, critical reflection, self-awareness, and self-regulation to prevent the influence of bias, power, privilege, and values in assessment and practice methods with clients and constituencies, acknowledging clients and local cultures as subject matter experts of their own lived experiences; and		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
c. Demonstrate leadership in promoting anti-racist and anti-oppressive, culturally-informed social work practice methods.		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing

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

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

Practice behavior	Learning activities / tasks	Anticipated timeline
a. Use evidenced-based research findings to inform and improve culturally informed assessments, practice, policy, and programs;		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
b. 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 their work; and		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
c. Use research methodology to advance their area of specialization within unique cultural contexts.		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing

Competency 5: Engage in Policy Practice

Interculturally informed social workers identify social policy at the unique local, state, federal, and global level that affects wellbeing, human rights, and justice, service delivery, and access to services. They recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. They understand and critique the history and current structures of social policies, services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. They lead and influence culturally-informed policy formulation, analysis, implementation, and evaluation within practice settings at all system levels. They actively engage in and advocate for culturally- informed, anti-racist and anti-oppressive policy practice to effect change in local, global, and intercultural settings.

Practice behavior	Learning activities / tasks	Anticipated timeline
a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to culturally-informed services; and		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
b. Apply critical thinking to analyze, formulate, and advocate for culturally-informed policies that advance human rights and social, racial, economic, and environmental justice.		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing

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

Interculturally informed social workers understand that locally-based and culturally-relevant engagement is an ongoing component of the dynamic and interactive process of culturally-informed practice with and on behalf of individuals, families, groups, organizations, and communities. They value the importance of local, indigenous leadership to foster human relationships that develop culturally relevant plans at all levels of practice. They can critically evaluate and apply culturally relevant practice theories and strategies to advance practice effectiveness. They are self-reflective and understand how cultural bias, power, and privilege as well as their personal values and experiences may affect their ability to engage effectively with diverse clients and constituencies within unique cultural settings in particular. They use the principles of cultural humility, interdisciplinary and intercultural collaboration, and diverse leadership to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Practice behavior	Learning activities / tasks	Anticipated timeline

a. Apply advanced practice knowledge, interprofessional and intercultural conceptual frameworks to complex situations in order to engage with clients and constituencies within cross-cultural and intercultural settings;		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies as they view local and indigenous clients and client systems as experts on their own lived experience; and		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
c. Establish relationships that encourage local and indigenous leadership in establishing intervention plans, including goals and outcomes.		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing

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

Interculturally informed social workers understand that assessment is an ongoing component of the complex, dynamic and interactive process of culturally-informed advanced social work practice. They understand a variety of bio-psycho-social and spiritual theories, as well as individual and community-based assessment approaches. They critically evaluate and apply this knowledge in culturally responsive assessment with individuals, families, groups, organizations, and communities within their social environments. Assessment involves a collaborative process of defining presenting capacity and motivation for change, coping strategies, challenges, and strengths to develop a mutually agreed-upon plan. They have the skills for ongoing culturally relevant assessments in order to adapt the intervention process as needed. They understand and can use their knowledge of culture to create and facilitate culturally- informed, anti-oppressive assessments at all levels of practice. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional, local and indigenous-based collaboration in this process. They are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Practice behavior	Learning activities / tasks	Anticipated timeline
a. Apply multiple theories, bio-psycho-social and spiritual assessment frameworks and culturally responsive practice to develop comprehensive and holistic assessments and with individuals, groups, and families that recognize historical and intersectional identities;		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
b. Assess clients strengths, vulnerabilities, coping strategies, capacity, and readiness for change;		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
c. Apply interprofessional knowledge to work collaboratively and holistically towards culturally responsive goals that are appropriate for the context;		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
d. Demonstrate respect for client and client system self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon, culturally sensitive plan; and		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
e. Practice continual assessment in order to modify or adapt interventions as needed.		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing

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

Interculturally informed social workers understand that intervention is an ongoing component of the complex, dynamic and interactive process of culturally sensitive social work practice. Social workers

understand a variety of bio-psycho-social and spiritual theories, assessment, and diagnosis, and they critically evaluate and apply this knowledge in culturally responsive interventions with individuals, families, groups, organizations, and communities within their social environments. Intervention involves a collaborative process of defining the client's presenting capacity and motivation for change, identifying coping strategies, and assessing challenges and strengths. These elements inform the development of mutually agreed-upon, culturally sensitive intervention plans. They can adapt the intervention process as needed. Social workers recognize the implications of the larger practice context and use interprofessional and locally-focused collaboration throughout the intervention process. Social workers engage in critical self-reflection to understand how bias, power, privilege, and their personal values and experiences may influence their decision-making in practice and intervention. They actively strive to reduce any biases they hold. They understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. They facilitate effective transitions and endings.

Practice behavior	Learning activities / tasks	Anticipated timeline
a. Critically select and implement culturally and identity responsive, evidence-informed interventions to achieve client and constituency goals;		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
b. Demonstrate different practice methods, appropriate to the cultural context, to address assessed concerns; and		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
c . Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies through interprofessional collaboration and coordination.		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing

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

Interculturally informed social workers understand that evaluation is an ongoing component of the complex, dynamic and interactive process with and on behalf of diverse individuals, families, groups,

organizations, and communities. They evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating culturally sensitive outcomes. Social workers understand a range of 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 within global, local, and intercultural practice contexts.

Practice behavior	Learning activities / tasks	Anticipated timeline
a. Select and use culturally responsive methods for evaluation within global, local, and intercultural contexts; and		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
b. Critically analyze outcomes and apply evaluation findings to improve culturally sensitive practice effectiveness with individuals, families, groups, organizations and communities.		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing

Competency 10: Appropriately integrate Christian faith with intercultural social work practice & recognize the importance of spirituality to the human experience.

The social work profession developed in part due to Christian charitable work in the late 19th century. As a result, Christian faith and the profession of social work share a number of values, including a holistic understanding of human need, a high view of human potential, a desire for human flourishing, a concern for the plight of the poor, marginalized, disenfranchised, and oppressed, and a commitment to justice and reconciliation. Yet, Christian faith has also been utilized historically as a mechanism to justify oppression. Social workers practicing within intercultural settings recognize spirituality as an important aspect of the human experience, yet they also recognize that religion, faith, and spirituality can be oppressive forces, negatively impacting human flourishing. Intercultural social workers know how to appropriately integrate spirituality as well as Christian faith within these settings towards effective anti-oppressive, cultural and locality sensitive practice.

Practice behavior	Learning activities / tasks	Anticipated timeline

a. Understand the Christian faith's commitment to caring for and empowering poor, disenfranchised, marginalized, and/or oppressed people groups;		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
b. Recognize the importance of spirituality as part of holistic intercultural social work practice;		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
c. Can articulate points of convergence and divergence between Christianity and the profession of social work as it relates to culturally sensitive, anti-oppressive practice; and		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing
d. Consider both the empowering use of faith and spirituality and the oppressive forms of religions and spiritual expression and plan culturally-responsive anti-oppressive interventions that consider these factors.		☐ Early ☐ Midpoint ☐ By end ☐ Ongoing

Collaborative Review

Student comments / anticipated learning needs:

_____

Field Instructor comments / anticipated opportunities:

_____

Student Signature: _____ Date: _____
MSW Field Instructor Signature: _____ Date: _____

Task Supervisor Signature (only if assigned): _____ Date: _____
Field Liaison Signature: _____ Date: _____

APPENDIX 7: Field Liaison Visit Documentation Form

MALONE UNIVERSITY
MASTER OF SOCIAL WORK PROGRAM

FIELD LIAISON VISIT DOCUMENTATION

Complete after each scheduled or additional field liaison visit. Typically, one visit occurs per semester; additional visits may be conducted as needed. Document the visit, confirm key areas were discussed with the student and MSW Field Instructor, and briefly summarize the student's field experience.

Visit Information

Student: _____ Date of Visit: _____

Field Placement Agency: _____

MSW Field Instructor: _____

Field Liaison: _____

Practice Level: ☐ Generalist ☐ Advanced Clinical Mental Health ☐ Advanced Intercultural

Semester: ☐ 1 ☐ 2 Visit Type: ☐ Routine ☐ Additional / Follow-Up

Format: ☐ In person ☐ Video ☐ Telephone ☐ Other: _____

Participants: ☐ Student ☐ MSW Field Instructor ☐ Task Supervisor (if assigned)

☐ Other: _____

Discussion Confirmation

Indicate the topics discussed with the student and MSW Field Instructor. If either person was not consulted, explain below.

☐ Safety and wellbeing in the placement setting, including any safety concerns

☐ Ethical practice, professional conduct, boundaries, and supervision

☐ Progress toward required field hours and any anticipated barriers

☐ Progress on Field Learning Plan activities and competency development

☐ Quality and frequency of supervision, support, and learning opportunities

☐ Other questions, challenges, or concerns relevant to the field experience

Brief Visit Narrative

Summarize the student's experience, strengths, progress, and any relevant feedback from the student and Field Instructor.

_____

_____

_____

Concerns, Follow-Up, or Additional Support

☐ No concerns or follow-up needed ☐ Follow-up needed (describe below)

_____

_____

Action / responsible person: _____ Target date: _____

Visit Completion

Field Liaison Signature: _____ Date: _____

This form documents the liaison visit and does not replace the Field Learning Plan or Field Evaluation.

APPENDIX 8: Field Evaluation - Generalist

MALONE UNIVERSITY | MSW FIELD EVALUATION

Generalist Practice — Cumulative Two-Semester Evaluation

Student: _____

Field Instructor: _____

Agency: _____

Academic / Field Year: _____

This evaluation is completed at the end of Semester 1 and continued at the end of Semester 2. Preserve the first-semester entries when completing the final evaluation.

Instructions

Purpose and process: The MSW Field Instructor assesses student performance in collaboration with the student and Task Supervisor (if assigned), informed by observation, supervision, and the Field Learning Plan. Complete and discuss each semester checkpoint separately.

Ratings and averages: Rate every practice behavior for each semester. Average the numeric ratings within each competency and report the result to two decimal places. Exclude NYO from Semester 1 averages. If all behaviors are NYO, the average is N/A.

Semester 1 — developmental assessment: Ratings of 2 may occur as skills develop. Any rating of 1 or 2 requires a specific improvement plan and review with the Field Liaison. NYO is permitted only in Semester 1, and every NYO requires a concrete Semester 2 opportunity and assessment plan.

Semester 2 — successful completion benchmark: A rating of 3 (Competent) is the minimum benchmark for successful placement. Every individual practice behavior must receive at least 3, and each competency average must be at least 3.00. NYO is prohibited. Averages do not override an individual rating below 3.

Narratives and follow-up: Field Instructor narrative comments are required for each competency in each semester. Record Semester 1 improvement/NYO plans and document their outcomes in Semester 2. Report significant changes or additions to planned activities in the evaluation; the Field Learning Plan itself is not revised.

Acknowledgment: The student completes a required reflection each semester. Overall Field Instructor comments are optional. Signatures are required at both checkpoints for the student, MSW Field Instructor, Field Liaison, and Task Supervisor only when assigned; signatures acknowledge review, not necessarily agreement.

Rating Scale

5 — Advanced	The student is exceeding the expectations of the skills outlined in the field learning plan.
4 — Proficient	The student can successfully independently perform the skills outlined in the field learning plan.
3 — Competent	The student can demonstrate the basic skills outlined in the field learning plan.
2 — Insufficient Competence	The student is not able to adequately demonstrate the skills outlined in the field learning plan.
1 — Unacceptable Progress	The student shows minimal growth and cannot demonstrate the skills outlined in the field learning plan.

NYO = Not Yet Observed (Semester 1 only; not a numeric score).

Competency 1: Demonstrate Ethical & 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.

Practice behavior	Semester 1 (Midyear)	Semester 2 (Final)
a. 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;	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication;	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
c. Use technology ethically and appropriately to facilitate practice outcomes; and	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
d use supervision and consultation to guide professional judgment and behavior.	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

Competency Average (numeric ratings only):	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average	_____ / 5	_____ / 5

Semester 1 — Required Field Instructor Narrative

Describe demonstrated strengths, progress, and areas for development for this competency.

_____

_____

Semester 1 — Improvement / NYO Plan (if applicable)

For each rating of 1, 2, or NYO, identify the behavior, specific learning activity, anticipated timing, and evidence to be reviewed in Semester 2.

_____

_____

Semester 2 — Required Field Instructor Narrative

Describe demonstrated competence and progress since Semester 1, with examples of practice.

_____

_____

Semester 2 — Follow-up on Semester 1 Plans / Unmet Ratings (if applicable)

Document outcomes of earlier plans and any final rating below 3, including concerns and recommended next steps.

_____

_____

Competency 2: Advance Human Rights & Social, Racial, Economic, & 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.

Practice behavior	Semester 1 (Midyear)	Semester 2 (Final)
a. Advocate for human rights at the individual, family, group, organizational, and community system levels; and	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
b. Engage in practices that advance human rights to promote social, racial, economic, and	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

environmental justice.		
Competency Average (numeric ratings only):	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average	_____ / 5	_____ / 5

Semester 1 — Required Field Instructor Narrative

Describe demonstrated strengths, progress, and areas for development for this competency.

_____

_____

Semester 1 — Improvement / NYO Plan (if applicable)

For each rating of 1, 2, or NYO, identify the behavior, specific learning activity, anticipated timing, and evidence to be reviewed in Semester 2.

_____

_____

Semester 2 — Required Field Instructor Narrative

Describe demonstrated competence and progress since Semester 1, with examples of practice.

_____

_____

Semester 2 — Follow-up on Semester 1 Plans / Unmet Ratings (if applicable)

Document outcomes of earlier plans and any final rating below 3, including concerns and recommended next steps.

_____

_____

Competency 3: Engage Anti-Racism, Diversity, Equity, & 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.

Practice behavior	Semester 1 (Midyear)	Semester 2 (Final)

a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
b. 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.	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average (numeric ratings only):	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average	_____ / 5	_____ / 5

Semester 1 — Required Field Instructor Narrative

Describe demonstrated strengths, progress, and areas for development for this competency.

_____

_____

Semester 1 — Improvement / NYO Plan (if applicable)

For each rating of 1, 2, or NYO, identify the behavior, specific learning activity, anticipated timing, and evidence to be reviewed in Semester 2.

_____

_____

Semester 2 — Required Field Instructor Narrative

Describe demonstrated competence and progress since Semester 1, with examples of practice.

_____

_____

Semester 2 — Follow-up on Semester 1 Plans / Unmet Ratings (if applicable)

Document outcomes of earlier plans and any final rating below 3, including concerns and recommended next steps.

_____

_____

Competency 4: Engage in Practice-Informed Research & 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.

Practice behavior	Semester 1 (Midyear)	Semester 2 (Final)
a. Apply research findings to inform and improve practice, policy, and programs; and	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
b. 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.	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average (numeric ratings only):	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average	_____ / 5	_____ / 5

Semester 1 — Required Field Instructor Narrative

Describe demonstrated strengths, progress, and areas for development for this competency.

_____

_____

Semester 1 — Improvement / NYO Plan (if applicable)

For each rating of 1, 2, or NYO, identify the behavior, specific learning activity, anticipated timing, and evidence to be reviewed in Semester 2.

_____

_____

Semester 2 — Required Field Instructor Narrative

Describe demonstrated competence and progress since Semester 1, with examples of practice.

_____

_____

Semester 2 — Follow-up on Semester 1 Plans / Unmet Ratings (if applicable)

Document outcomes of earlier plans and any final rating below 3, including concerns and recommended next steps.

_____

_____

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 rightsbased, 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.

Practice behavior	Semester 1 (Midyear)	Semester 2 (Final)
a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average (numeric ratings only):	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average	_____ / 5	_____ / 5

Semester 1 — Required Field Instructor Narrative

Describe demonstrated strengths, progress, and areas for development for this competency.

_____

_____

Semester 1 — Improvement / NYO Plan (if applicable)

For each rating of 1, 2, or NYO, identify the behavior, specific learning activity, anticipated timing, and evidence to be reviewed in Semester 2.

_____

_____

Semester 2 — Required Field Instructor Narrative

Describe demonstrated competence and progress since Semester 1, with examples of practice.

_____

_____

Semester 2 — Follow-Up on Semester 1 Plans / Unmet Ratings (if applicable)

Document outcomes of earlier plans and any final rating below 3, including concerns and recommended next steps.

_____

_____

Competency 6: Engage with Individuals, Families, Groups, Organizations, & 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.

Practice behavior	Semester 1 (Midyear)	Semester 2 (Final)
a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average (numeric ratings only):	☐ 5 ☐ 4 ☐ 3	☐ 5 ☐ 4 ☐ 3

	☐ 2 ☐ 1 ☐ NYO	☐ 2 ☐ 1
Competency Average	_____ / 5	_____ / 5

Semester 1 — Required Field Instructor Narrative

Describe demonstrated strengths, progress, and areas for development for this competency.

_____

_____

Semester 1 — Improvement / NYO Plan (if applicable)

For each rating of 1, 2, or NYO, identify the behavior, specific learning activity, anticipated timing, and evidence to be reviewed in Semester 2.

_____

_____

Semester 2 — Required Field Instructor Narrative

Describe demonstrated competence and progress since Semester 1, with examples of practice.

_____

_____

Semester 2 — Follow-up on Semester 1 Plans / Unmet Ratings (if applicable)

Document outcomes of earlier plans and any final rating below 3, including concerns and recommended next steps.

_____

_____

Competency 7: Assess Individuals, Families, Groups, Organizations, & 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.

Practice behavior	Semester 1 (Midyear)	Semester 2 (Final)
a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average (numeric ratings only):	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average	_____ / 5	_____ / 5

Semester 1 — Required Field Instructor Narrative

Describe demonstrated strengths, progress, and areas for development for this competency.

_____

_____

Semester 1 — Improvement / NYO Plan (if applicable)

For each rating of 1, 2, or NYO, identify the behavior, specific learning activity, anticipated timing, and evidence to be reviewed in Semester 2.

_____

_____

Semester 2 — Required Field Instructor Narrative

Describe demonstrated competence and progress since Semester 1, with examples of practice.

_____

_____

Semester 2 — Follow-up on Semester 1 Plans / Unmet Ratings (if applicable)

Document outcomes of earlier plans and any final rating below 3, including concerns and recommended next steps.

_____

_____

Competency 8: Intervene with Individuals, Families, Groups, Organizations, & 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.

Practice behavior	Semester 1 (Midyear)	Semester 2 (Final)

a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average (numeric ratings only):	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average	_____ / 5	_____ / 5

Semester 1 — Required Field Instructor Narrative

Describe demonstrated strengths, progress, and areas for development for this competency.

_____

_____

Semester 1 — Improvement / NYO Plan (if applicable)

For each rating of 1, 2, or NYO, identify the behavior, specific learning activity, anticipated timing, and evidence to be reviewed in Semester 2.

_____

_____

Semester 2 — Required Field Instructor Narrative

Describe demonstrated competence and progress since Semester 1, with examples of practice.

_____

_____

Semester 2 — Follow-up on Semester 1 Plans / Unmet Ratings (if applicable)

Document outcomes of earlier plans and any final rating below 3, including concerns and recommended next steps.

_____

_____

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, & 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.

Practice behavior	Semester 1 (Midyear)	Semester 2 (Final)
a. Select and use culturally responsive methods for evaluation of outcomes; and	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average (numeric ratings only):	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average	_____ / 5	_____ / 5

Semester 1 — Required Field Instructor Narrative

Describe demonstrated strengths, progress, and areas for development for this competency.

_____

_____

Semester 1 — Improvement / NYO Plan (if applicable)

For each rating of 1, 2, or NYO, identify the behavior, specific learning activity, anticipated timing, and evidence to be reviewed in Semester 2.

_____

_____

Semester 2 — Required Field Instructor Narrative

Describe demonstrated competence and progress since Semester 1, with examples of practice.

_____

_____

Semester 2 — Follow-up on Semester 1 Plans / Unmet Ratings (if applicable)

Document outcomes of earlier plans and any final rating below 3, including concerns and recommended next steps.

_____

_____

Competency 10: Appropriately integrate Christian faith with professional social work practice & recognize the importance of spirituality to the human experience.

The social work profession developed in part due to Christian charitable work in the late 19th century. As a result, Christian faith and the profession of social work share a number of values, including: a holistic

understanding of human need; a high view of human potential; a desire for human flourishing; a concern for the plight of the poor, marginalized, disenfranchised, and oppressed; and a commitment to justice and reconciliation. Yet, Christian faith has also been utilized historically as a mechanism to justify oppression. Social workers recognize spirituality as an important aspect of the human experience, yet they also recognize that religion, faith and spirituality can be oppressive forces, negatively impacting human flourishing. Social work professionals know how to appropriately integrate spirituality as well as Christian faith within these settings towards effective anti-oppressive practice.

Practice behavior	Semester 1 (Midyear)	Semester 2 (Final)
a. Understand the Christian faith's commitment to caring for and empowering poor, disenfranchised, marginalized, and/or oppressed people groups;	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
b. Recognize the importance of spirituality to the human experience;	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
c. Articulate points of convergence and divergence between orthodox Christianity and the profession of social work; and	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
d. Consider both the empowering and oppressive use of faith and spirituality in the assessment and intervention process and plan anti-oppressive interventions that consider these factors.	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average (numeric ratings only):	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average	_____ / 5	_____ / 5

Semester 1 — Required Field Instructor Narrative

Describe demonstrated strengths, progress, and areas for development for this competency.

_____

_____

Semester 1 — Improvement / NYO Plan (if applicable)

For each rating of 1, 2, or NYO, identify the behavior, specific learning activity, anticipated timing, and evidence to be reviewed in Semester 2.

_____

_____

Semester 2 — Required Field Instructor Narrative

Describe demonstrated competence and progress since Semester 1, with examples of practice.

_____

_____

Semester 2 — Follow-up on Semester 1 Plans / Unmet Ratings (if applicable)

Document outcomes of earlier plans and any final rating below 3, including concerns and recommended next steps.

_____

_____

Semester 1 — Closing Sections

Changes or Additions to Field Learning Plan Activities

Document significant substitutions, agency changes, or additional activities during this semester.

_____

_____

_____

Overall Field Instructor Comments (Optional)

Additional observations regarding the student's professional growth and readiness.

_____

_____

_____

Student Self-Evaluation, Reflection, and Additional Comments (Required)

Student: Reflect on your strengths, growth, significant experiences, and areas for continued development.

_____

_____

_____

_____

Semester 1 — Signatures and Acknowledgment

Signatures acknowledge review and discussion, not necessarily agreement with all ratings or comments.

Student: _____ Date: _____

MSW Field Instructor: _____ Date: _____

Task Supervisor (only if assigned): _____ Date: _____

Field Liaison: _____ Date: _____

Semester 2 — Closing Sections

Changes or Additions to Field Learning Plan Activities

Document significant substitutions, agency changes, or additional activities during this semester.

_____

_____

_____

Overall Field Instructor Comments (Optional)

Additional observations regarding the student's professional growth and readiness.

_____

_____

_____

Student Self-Evaluation, Reflection, and Additional Comments (Required)

Student: Reflect on your strengths, growth, significant experiences, and areas for continued development.

_____

_____

_____

_____

Semester 2 — Signatures and Acknowledgment

Signatures acknowledge review and discussion, not necessarily agreement with all ratings or comments.

Student: _____ Date: _____

MSW Field Instructor: _____ Date: _____

Task Supervisor (only if assigned): _____ Date: _____

Field Liaison: _____ Date: _____

APPENDIX 9: Field Evaluation - Advanced Clinical Mental Health

MALONE UNIVERSITY | MSW FIELD EVALUATION

Advanced Clinical Mental Health Practice — Cumulative Two-Semester Evaluation

Student: _____

Field Instructor: _____

Agency: _____

Academic / Field Year: _____

This evaluation is completed at the end of Semester 1 and continued at the end of Semester 2. Preserve the first-semester entries when completing the final evaluation.

Instructions

Purpose and process: The MSW Field Instructor assesses student performance in collaboration with the student and Task Supervisor (if assigned), informed by observation, supervision, and the Field Learning Plan. Complete and discuss each semester checkpoint separately.

Ratings and averages: Rate every practice behavior for each semester. Average the numeric ratings within each competency and report the result to two decimal places. Exclude NYO from Semester 1 averages. If all behaviors are NYO, the average is N/A.

Semester 1 — developmental assessment: Ratings of 2 may occur as skills develop. Any rating of 1 or 2 requires a specific improvement plan and review with the Field Liaison. NYO is permitted only in Semester 1, and every NYO requires a concrete Semester 2 opportunity and assessment plan.

Semester 2 — successful completion benchmark: A rating of 3 (Competent) is the minimum benchmark for successful placement. Every individual practice behavior must receive at least 3, and each competency average must be at least 3.00. NYO is prohibited. Averages do not override an individual rating below 3.

Narratives and follow-up: Field Instructor narrative comments are required for each competency in each semester. Record Semester 1 improvement/NYO plans and document their outcomes in Semester 2. Report significant changes or additions to planned activities in the evaluation; the Field Learning Plan itself is not revised.

Acknowledgment: The student completes a required reflection each semester. Overall Field Instructor comments are optional. Signatures are required at both checkpoints for the student, MSW Field Instructor, Field Liaison, and Task Supervisor only when assigned; signatures acknowledge review, not necessarily agreement.

Rating Scale

5 — Advanced	The student is exceeding the expectations of the skills outlined in the field learning plan.
4 — Proficient	The student can successfully independently perform the skills outlined in the field learning plan.
3 — Competent	The student can demonstrate the basic skills outlined in the field learning plan.
2 — Insufficient Competence	The student is not able to adequately demonstrate the skills outlined in the field learning plan.
1 — Unacceptable Progress	The student shows minimal growth and cannot demonstrate the skills outlined in the field learning

	plan.

NYO = Not Yet Observed (Semester 1 only; not a numeric score).

Competency 1: Demonstrate Ethical & Professional Behavior

Clinical and mental health social workers practice and provide leadership within the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that impact practice. Social workers understand that ethics are informed by principles of human rights and apply them toward social, racial, economic, and environmental justice within their practice and the broader profession of social work. Social workers understand complex frameworks of ethical decision making and apply principles of critical thinking to those frameworks in clinical and mental health practice and all systems of practice that impact their work. They practice critical self-reflection and utilize supervision and consultation to recognize and manage personal values and the distinction between personal and professional values in order to resolve ethical dilemmas. Social workers understand how their evolving worldview, personal experiences, faith and spiritual perspectives and affective reactions influence their professional judgment and behavior and correct behaviors as needed. They practice professional use of self and care for themselves professionally and personally, understanding the importance of self-care for competent and ethical practice. Social workers understand the role of other professionals and know how to engage in successful and collaborative interdisciplinary practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their practice and technical skills to ensure relevant and effective clinical and mental health practice.

Practice behavior	Semester 1 (Midyear)	Semester 2 (Final)
a. Engage in reflective practice to understand and reflect upon strengths, limitations and challenges;	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
b. Use supervision and consultation to guide reflective practice, professional judgment and behavior to improve practice and resolve complex ethical dilemmas within clinical and mental health practice;	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
c. Understand and manage personal biases and how they impact the therapeutic relationship with clients and the delivery of services at all system levels;	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
d. Apply critical thinking and ethical decision making to resolve ethical dilemmas	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

within clinical and mental health practice; and		
e. Demonstrate leadership in professional and ethical behavior; appearance; and oral, written, and electronic communication and technology for clinical and mental health practice.	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average (numeric ratings only):	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency	_____ / 5	_____ / 5

Semester 1 — Required Field Instructor Narrative

Describe demonstrated strengths, progress, and areas for development for this competency.

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Semester 1 — Improvement / NYO Plan (if applicable)

For each rating of 1, 2, or NYO, identify the behavior, specific learning activity, anticipated timing, and evidence to be reviewed in Semester 2.

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Semester 2 — Required Field Instructor Narrative

Describe demonstrated competence and progress since Semester 1, with examples of practice.

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Semester 2 — Follow-up on Semester 1 Plans / Unmet Ratings (if applicable)

Document outcomes of earlier plans and any final rating below 3, including concerns and recommended next steps.

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Competency 2: Advance Human Rights & Social, Economic, & Environmental Justice

Clinical and mental health social workers engage in anti-oppressive advocacy towards clinical and mental health practice that acknowledges fundamental human rights for all people. They practice and lead within a trauma-informed framework that considers the globally intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Clinical and mental health 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. They advocate for and engage in complex strategies that are trauma-informed and trauma-responsive. They work 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.

Practice behavior	Semester 1 (Midyear)	Semester 2 (Final)
a. Apply trauma-informed, anti-oppressive, and intersectionality frameworks to guide clinical and mental health social work practice; and	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
b. Advocate for equitable access to social resources, protections, and rights by working to eliminate structural barriers and uphold civil, political, economic, social, and cultural human rights through informed, justice-oriented clinical interventions.	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average (numeric ratings only):	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average	_____ / 5	_____ / 5

Semester 1 — Required Field Instructor Narrative

Describe demonstrated strengths, progress, and areas for development for this competency.

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_____

Semester 1 — Improvement / NYO Plan (if applicable)

For each rating of 1, 2, or NYO, identify the behavior, specific learning activity, anticipated timing, and evidence to be reviewed in Semester 2.

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Semester 2 — Required Field Instructor Narrative

Describe demonstrated competence and progress since Semester 1, with examples of practice.

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Semester 2 — Follow-up on Semester 1 Plans / Unmet Ratings (if applicable)

Document outcomes of earlier plans and any final rating below 3, including concerns and recommended next steps.

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

Clinical and mental health social workers engage in anti-racist and anti-oppressive clinical and mental

health practice that supports diversity, equity, and inclusion as an essential aspect of their work. They understand the pervasive impact of colonialism, White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist clinical and mental health practice. The dimensions of diversity and intersectionality 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. Clinical and mental health 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. They understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Clinical and mental health 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 that impacts mental health.

Practice behavior	Semester 1 (Midyear)	Semester 2 (Final)
a. Understand how bias, prejudice, privilege, power, and dominant culture values can impact clinical and mental health assessments and practice methods;	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
b. Demonstrate leadership within the clinical and mental health fields through cultural humility, critical reflection, self-awareness, and self-regulation to prevent the influence of bias, power, privilege, and values in assessment and practice methods with clients and constituencies, acknowledging clients as subject matter experts of their own lived experiences; and	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
c. Demonstrate leadership in promoting anti-racist and anti-oppressive clinical and mental health social work practice methods.	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average (numeric ratings only):	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average	_____ / 5	_____ / 5

Semester 1 — Required Field Instructor Narrative

Describe demonstrated strengths, progress, and areas for development for this competency.

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Semester 1 — Improvement / NYO Plan (if applicable)

For each rating of 1, 2, or NYO, identify the behavior, specific learning activity, anticipated timing, and evidence to be reviewed in Semester 2.

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Semester 2 — Required Field Instructor Narrative

Describe demonstrated competence and progress since Semester 1, with examples of practice.

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Semester 2 — Follow-up on Semester 1 Plans / Unmet Ratings (if applicable)

Document outcomes of earlier plans and any final rating below 3, including concerns and recommended next steps.

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

Clinical and mental health social workers engage in ethical, culturally informed, anti-racist, and anti-oppressive approaches to conduct research and build knowledge towards advancing clinical and mental health practice methods. They use research to inform their advanced practice decision making and articulate how their practice experience informs research and evaluation decisions. They critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. They 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 that inform their clinical and mental health practice. They demonstrate knowledge and advanced practice 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. They can articulate and share research findings in ways that are usable to a variety of clients and constituencies, most specifically in areas that relate to clinical and mental health practice. Clinical and mental health social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Practice behavior	Semester 1 (Midyear)	Semester 2 (Final)
a. Use evidenced-based research findings to inform and improve clinical and mental health assessments, practice, policy, and programs;	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

b. 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 clinical and mental health social work; and	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
c. Use research methodology to advance their area of specialization and inform clinical and mental health practice.	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average (numeric ratings only):	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average	_____ / 5	_____ / 5

Semester 1 — Required Field Instructor Narrative

Describe demonstrated strengths, progress, and areas for development for this competency.

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Semester 1 — Improvement / NYO Plan (if applicable)

For each rating of 1, 2, or NYO, identify the behavior, specific learning activity, anticipated timing, and evidence to be reviewed in Semester 2.

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Semester 2 — Required Field Instructor Narrative

Describe demonstrated competence and progress since Semester 1, with examples of practice.

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Semester 2 — Follow-up on Semester 1 Plans / Unmet Ratings (if applicable)

Document outcomes of earlier plans and any final rating below 3, including concerns and recommended next steps.

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Competency 5: Engage in Policy Practice

Clinical and mental health social workers identify social policy at the local, state, federal, and global levels that affects wellbeing, human rights and justice, service delivery, and access to mental health services. They recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. They 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. Clinical and mental health social workers lead and influence policy formulation, analysis, implementation, and evaluation within their clinical and mental health practice settings at all system levels. They actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in settings, with a particular focus on advanced practice clinical and mental health social work.

Practice behavior	Semester 1 (Midyear)	Semester 2 (Final)
a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to clinical and mental health services; and	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice in clinical and mental health settings.	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average (numeric ratings only):	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average	_____ / 5	_____ / 5

Semester 1 — Required Field Instructor Narrative

Describe demonstrated strengths, progress, and areas for development for this competency.

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Semester 1 — Improvement / NYO Plan (if applicable)

For each rating of 1, 2, or NYO, identify the behavior, specific learning activity, anticipated timing, and evidence to be reviewed in Semester 2.

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Semester 2 — Required Field Instructor Narrative

Describe demonstrated competence and progress since Semester 1, with examples of practice.

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Semester 2 — Follow-up on Semester 1 Plans / Unmet Ratings (if applicable)

Document outcomes of earlier plans and any final rating below 3, including concerns and recommended next steps.

_____

Competency 6: Engage with Individuals, Families, & Groups

Clinical and mental health social workers understand that engagement is an ongoing component of the dynamic and interactive process of clinical and mental health practice with and on behalf of individuals, families, and groups. They emphasize the role of human relationships in fostering a therapeutic alliance based on mutual agreement. They can critically evaluate and apply multiple culturally relevant practice theories and strategies to advance practice effectiveness. They 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 within clinical and mental health settings, in particular. They use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Practice behavior	Semester 1 (Midyear)	Semester 2 (Final)
a. Apply advanced practice knowledge and interprofessional conceptual frameworks to complex situations in order to engage with clients and constituencies within clinical and mental health settings;	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive clinical and mental health practice with clients and constituencies as they view clients as experts on their own lived experience; and	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
c. Establish a therapeutic alliance grounded in a person centered approach grounded in a person centered approach that encourages clients to be equal participants in establishing a mutually agreed upon intervention plan, including goals and outcomes.	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average (numeric ratings only):	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average	_____ / 5	_____ / 5

Semester 1 — Required Field Instructor Narrative

Describe demonstrated strengths, progress, and areas for development for this competency.

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Semester 1 — Improvement / NYO Plan (if applicable)

For each rating of 1, 2, or NYO, identify the behavior, specific learning activity, anticipated timing, and evidence to be reviewed in Semester 2.

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Semester 2 — Required Field Instructor Narrative

Describe demonstrated competence and progress since Semester 1, with examples of practice.

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Semester 2 — Follow-up on Semester 1 Plans / Unmet Ratings (if applicable)

Document outcomes of earlier plans and any final rating below 3, including concerns and recommended next steps.

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Competency 7: Assess Individuals, Families, & Groups

Clinical and mental health social workers understand that assessment is an ongoing component of the complex, dynamic, and interactive process of advanced clinical and mental health social work practice. They understand a variety of bio-psycho-social and spiritual theories, assessment, and diagnosis, and they critically evaluate and apply this knowledge in culturally responsive assessment with individuals, families, and groups within their social environments. Assessment involves a collaborative process of defining presenting capacity and motivation for change, coping strategies, along with challenges and strengths, to develop a mutually agreed-upon plan. They have the skills for ongoing clinical assessment in order to adapt the intervention process as needed. They understand and can use their knowledge of medication in client assessments. Clinical and mental health social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Clinical and mental health social workers are self reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making in clinical and mental health practice.

Practice behavior	Semester 1 (Midyear)	Semester 2 (Final)
a. Apply multiple theories, bio-psycho-social and spiritual assessment frameworks, and culturally-responsive practice to develop comprehensive and holistic assessments and diagnoses with individuals, groups, and families that recognize historical and intersectional identities;	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

b. Apply interprofessional knowledge to work collaboratively and holistically towards clinical and mental health goals, including an understanding of medication and other interprofessional treatment;	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
c. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan; and	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
d. Practice continual assessment in order to modify or adapt interventions as needed.	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average (numeric ratings only):	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average	_____ / 5	_____ / 5

Semester 1 — Required Field Instructor Narrative

Describe demonstrated strengths, progress, and areas for development for this competency.

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Semester 1 — Improvement / NYO Plan (if applicable)

For each rating of 1, 2, or NYO, identify the behavior, specific learning activity, anticipated timing, and evidence to be reviewed in Semester 2.

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Semester 2 — Required Field Instructor Narrative

Describe demonstrated competence and progress since Semester 1, with examples of practice.

_____

_____

Semester 2 — Follow-up on Semester 1 Plans / Unmet Ratings (if applicable)

Document outcomes of earlier plans and any final rating below 3, including concerns and recommended next steps.

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Competency 8: Intervene with Individuals, Families, & Groups

Clinical and mental health social workers understand that intervention is an ongoing component of the

complex, dynamic, and interactive process of advanced clinical and mental health social work practice. Social workers understand a variety of bio-psycho-social and spiritual theories, assessment, and diagnosis and they critically evaluate and apply this knowledge in culturally responsive prevention methods and interventions with individuals, families, and groups within their social environments. Intervention involves a collaborative process of defining presenting capacity and motivation for change, coping strategies, along with challenges and strengths to develop a mutually agreed-upon intervention plan. They can adapt the intervention process as needed. They understand and can use their knowledge of medication in client intervention. Clinical and mental health social workers recognize the implications of the larger practice context in the intervention 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 decision making in clinical and mental health practice intervention and they work to reduce any biases they have. They understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. They facilitate effective transitions and endings.

Practice behavior	Semester 1 (Midyear)	Semester 2 (Final)
a. Critically select and implement cultural and identity responsive, evidence-informed prevention methods and interventions to achieve client and constituency goals in clinical and mental health practice;	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
b. Demonstrate a range of appropriate clinical practice methods relevant to diagnosis and multiple assessed concerns; and	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
c. Incorporate culturally-responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies through interprofessional collaboration and coordination.	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average (numeric ratings only):	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average	_____ / 5	_____ / 5

Semester 1 — Required Field Instructor Narrative

Describe demonstrated strengths, progress, and areas for development for this competency.

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Semester 1 — Improvement / NYO Plan (if applicable)

For each rating of 1, 2, or NYO, identify the behavior, specific learning activity, anticipated timing, and evidence to be reviewed in Semester 2.

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Semester 2 — Required Field Instructor Narrative

Describe demonstrated competence and progress since Semester 1, with examples of practice.

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Semester 2 — Follow-up on Semester 1 Plans / Unmet Ratings (if applicable)

Document outcomes of earlier plans and any final rating below 3, including concerns and recommended next steps.

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Competency 9: Evaluate Practice with Individuals, Families, & Groups

Clinical and mental health social workers understand that clinical evaluation is an ongoing component of the complex, dynamic and interactive process with and on behalf of diverse individuals, families, and groups within clinical and mental health practice. They evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating clinical and mental health outcomes. They understand a range of interprofessional conceptual frameworks and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating clinical and mental health outcomes and practice effectiveness.

Practice behavior	Semester 1 (Midyear)	Semester 2 (Final)
a. Select and use culturally-responsive methods to evaluate the outcomes of clinical and mental health practice;	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
b. Critically analyze outcomes and apply evaluation findings to improve clinical and mental health practice effectiveness with individuals, families, and groups.	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average (numeric ratings only):	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average	_____ / 5	_____ / 5

Semester 1 — Required Field Instructor Narrative

Describe demonstrated strengths, progress, and areas for development for this competency.

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Semester 1 — Improvement / NYO Plan (if applicable)

For each rating of 1, 2, or NYO, identify the behavior, specific learning activity, anticipated timing, and evidence to be reviewed in Semester 2.

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Semester 2 — Required Field Instructor Narrative

Describe demonstrated competence and progress since Semester 1, with examples of practice.

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Semester 2 — Follow-up on Semester 1 Plans / Unmet Ratings (if applicable)

Document outcomes of earlier plans and any final rating below 3, including concerns and recommended next steps.

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Competency 10: Appropriately integrate Christian faith with clinical and mental health social work practice & recognize the importance of spirituality to the human experience.

The social work profession developed in part due to Christian charitable work in the late 19th century. As a result, Christian faith and the profession of social work share a number of values, including a holistic understanding of human need, a high view of human potential, a desire for human flourishing, a concern for the plight of the poor, marginalized, disenfranchised, and oppressed, and a commitment to justice and reconciliation. Yet, Christian faith has also been utilized historically as a mechanism to justify oppression. Social workers practicing within clinical and mental health settings recognize spirituality as an important aspect of mental health, yet they also recognize that religion, faith, and spirituality can be oppressive forces, negatively impacting human flourishing. Clinical and mental health professionals know how to appropriately integrate spirituality as well as Christian faith within these settings towards effective anti-oppressive clinical and mental health practice.

Practice behavior	Semester 1 (Midyear)	Semester 2 (Final)
a. Understand the Christian faith's commitment to caring for and empowering poor, disenfranchised, marginalized, and/or oppressed people groups, including their mental health;	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
b. Recognize the importance of spirituality as part of holistic mental health;	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

c. Can articulate points of convergence and divergence between Christianity and the profession of social work as it relates to clinical mental health practice; and	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
d. Consider both the empowering use of faith and spirituality and the oppressive forms of religions and spiritual expression and plan anti-oppressive interventions that consider these factors.	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average (numeric ratings only):	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average	_____ / 5	_____ / 5

Semester 1 — Required Field Instructor Narrative

Describe demonstrated strengths, progress, and areas for development for this competency.

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Semester 1 — Improvement / NYO Plan (if applicable)

For each rating of 1, 2, or NYO, identify the behavior, specific learning activity, anticipated timing, and evidence to be reviewed in Semester 2.

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Semester 2 — Required Field Instructor Narrative

Describe demonstrated competence and progress since Semester 1, with examples of practice.

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Semester 2 — Follow-up on Semester 1 Plans / Unmet Ratings (if applicable)

Document outcomes of earlier plans and any final rating below 3, including concerns and recommended next steps.

_____

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Semester 1 — Closing Sections

Changes or Additions to Field Learning Plan Activities

Document significant substitutions, agency changes, or additional activities during this semester.

_____

_____

_____

Overall Field Instructor Comments (Optional)

Additional observations regarding the student's professional growth and readiness.

_____

_____

_____

Student Self-Evaluation, Reflection, and Additional Comments (Required)

Student: Reflect on your strengths, growth, significant experiences, and areas for continued development.

_____

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Semester 1 — Signatures and Acknowledgment

Signatures acknowledge review and discussion, not necessarily agreement with all ratings or comments.

Student: _____ Date: _____

MSW Field Instructor: _____ Date: _____

Task Supervisor (only if assigned): _____ Date: _____

Field Liaison: _____ Date: _____

Semester 2 — Closing Sections

Changes or Additions to Field Learning Plan Activities

Document significant substitutions, agency changes, or additional activities during this semester.

_____

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_____

Overall Field Instructor Comments (Optional)

Additional observations regarding the student's professional growth and readiness.

_____

_____

_____

Student Self-Evaluation, Reflection, and Additional Comments (Required)

Student: Reflect on your strengths, growth, significant experiences, and areas for continued development.

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Semester 2 — Signatures and Acknowledgment

Signatures acknowledge review and discussion, not necessarily agreement with all ratings or comments.

Student: _____ Date: _____

MSW Field Instructor: _____ Date: _____

Task Supervisor (only if assigned): _____ Date: _____

Field Liaison: _____ Date: _____

APPENDIX 10: Field Evaluation - Advanced Intercultural: Local and Global

MALONE UNIVERSITY | MSW FIELD EVALUATION

Advanced Intercultural: Local and Global Practice — Cumulative Two-Semester Evaluation

Student: _____

Field Instructor: _____

Agency: _____

Academic / Field Year: _____

This evaluation is completed at the end of Semester 1 and continued at the end of Semester 2. Preserve the first-semester entries when completing the final evaluation.

Instructions

Purpose and process: The MSW Field Instructor assesses student performance in collaboration with the student and Task Supervisor (if assigned), informed by observation, supervision, and the Field Learning Plan. Complete and discuss each semester checkpoint separately.

Ratings and averages: Rate every practice behavior for each semester. Average the numeric ratings within each competency and report the result to two decimal places. Exclude NYO from Semester 1 averages. If all behaviors are NYO, the average is N/A.

Semester 1 — developmental assessment: Ratings of 2 may occur as skills develop. Any rating of 1 or 2 requires a specific improvement plan and review with the Field Liaison. NYO is permitted only in Semester 1, and every NYO requires a concrete Semester 2 opportunity and assessment plan.

Semester 2 — successful completion benchmark: A rating of 3 (Competent) is the minimum benchmark for successful placement. Every individual practice behavior must receive at least 3, and each competency average must be at least 3.00. NYO is prohibited. Averages do not override an individual rating below 3.

Narratives and follow-up: Field Instructor narrative comments are required for each competency in each semester. Record Semester 1 improvement/NYO plans and document their outcomes in Semester 2. Report significant changes or additions to planned activities in the evaluation; the Field Learning Plan itself is not revised.

Acknowledgment: The student completes a required reflection each semester. Overall Field Instructor comments are optional. Signatures are required at both checkpoints for the student, MSW Field Instructor, Field Liaison, and Task Supervisor only when assigned; signatures acknowledge review, not necessarily agreement.

Rating Scale

5 — Advanced	The student is exceeding the expectations of the skills outlined in the field learning plan.
4 — Proficient	The student can successfully independently perform the skills outlined in the field learning plan.
3 — Competent	The student can demonstrate the basic skills outlined in the field learning plan.
2 — Insufficient Competence	The student is not able to adequately demonstrate the skills outlined in the field learning plan.

1 — Unacceptable Progress	The student shows minimal growth and cannot demonstrate the skills outlined in the field learning plan.

NYO = Not Yet Observed (Semester 1 only; not a numeric score).

Competency 1: Demonstrate Ethical & Professional Behavior

Interculturally informed social workers at the local and global level practice and provide leadership within the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that impact practice. They understand that in global, local, and intercultural settings social work ethics are informed by principles of human rights. They apply culturally informed ethics towards social, racial, economic, and environmental justice within their practice and the broader profession of social work. Social workers understand complex frameworks of ethical decision making and apply principles of critical thinking to those frameworks in all systems of practice that impact their work. They practice critical self-reflection and utilize supervision and consultation to recognize and manage personal values and the distinction between personal and professional values in order to resolve ethical dilemmas in a culturally informed manner. Social workers understand how their evolving worldview, personal experiences, culture, faith, and spiritual perspectives and affective reactions influence their professional judgment and behavior and correct behaviors as needed. They practice professional use of self and care for themselves professionally and personally, understanding the importance of self-care for competent and ethical practice. Social workers understand the role of other professionals and know how to engage in successful interdisciplinary practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their practice and technical skills to ensure relevant and effective location-based and culturally informed practice.

Practice behavior	Semester 1 (Midyear)	Semester 2 (Final)
a. Engage in reflective practice to understand and reflect upon strengths, limitations and challenges;	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
b. Use supervision and consultation to guide reflective practice, professional judgment and behavior to improve culturally informed practice and resolve complex ethical dilemmas;	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
c. Understand and manage personal biases and how they impact the therapeutic relationship with clients and the delivery of services at all system levels in intercultural contexts;	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
d. Apply critical thinking and ethical decision making to resolve ethical dilemmas within	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

intercultural contexts; and		
e. Demonstrate culturally appropriate leadership in professional and ethical behavior, appearance, and oral, written, and electronic communication and technology.	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average (numeric ratings only):	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average	_____ / 5	_____ / 5

Semester 1 — Required Field Instructor Narrative

Describe demonstrated strengths, progress, and areas for development for this competency.

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Semester 1 — Improvement / NYO Plan (if applicable)

For each rating of 1, 2, or NYO, identify the behavior, specific learning activity, anticipated timing, and evidence to be reviewed in Semester 2.

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Semester 2 — Required Field Instructor Narrative

Describe demonstrated competence and progress since Semester 1, with examples of practice.

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Semester 2 — Follow-up on Semester 1 Plans / Unmet Ratings (if applicable)

Document outcomes of earlier plans and any final rating below 3, including concerns and recommended next steps.

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

Interculturally informed social workers engage in advocacy towards culturally informed, anti-oppressive practices that acknowledge fundamental human rights for all people. They practice and lead within a trauma-informed framework that considers the globally 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 within various cultural contexts of society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. They advocate for and engage in complex strategies that are trauma-informed and work 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.

Practice behavior	Semester 1 (Midyear)	Semester 2 (Final)
a. Apply trauma-informed, anti-oppressive, and intersectionality frameworks to guide culturally relevant practice in global and local settings;	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
b. Critically examine and address the historical and ongoing roles of social work in systems of oppression by analyzing the distribution of power and privilege in society, and lead within the development of ethical, accountable strategies that promote racial, social, cultural, economic, and environmental justice; and	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
c. Advocate for equitable access to social resources, protections, and rights by working to eliminate structural barriers and uphold civil, political, economic, social, and cultural human rights through informed, justice-oriented interventions.	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average (numeric ratings only):	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average	_____ / 5	_____ / 5

Semester 1 — Required Field Instructor Narrative

Describe demonstrated strengths, progress, and areas for development for this competency.

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Semester 1 — Improvement / NYO Plan (if applicable)

For each rating of 1, 2, or NYO, identify the behavior, specific learning activity, anticipated timing, and evidence to be reviewed in Semester 2.

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Semester 2 — Required Field Instructor Narrative

Describe demonstrated competence and progress since Semester 1, with examples of practice.

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Semester 2 — Follow-up on Semester 1 Plans / Unmet Ratings (if applicable)

Document outcomes of earlier plans and any final rating below 3, including concerns and recommended next steps.

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

Interculturally informed social workers engage in anti-racist and anti-oppressive practice that supports diversity, equity, and inclusion as an essential aspect of their work. They understand the pervasive impact of colonialism, White supremacy, and privilege and use their knowledge, awareness, and skills to engage in anti-racist and anti-oppressive practice within intercultural contexts. The dimensions of diversity and intersectionality are understood as the interplay 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. They understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. They understand cultural humility and recognize the extent to which unique cultural structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Practice behavior	Semester 1 (Midyear)	Semester 2 (Final)
a. Understand how bias, prejudice, privilege, power, and dominant cultur values can impact clinical and mental health assessments and practice methods;	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
b. Demonstrate leadership through cultural humility, critical reflection, self-awareness, and self-regulation to prevent the influence of bias, power, privilege, and values in assessment and practice methods with clients and constituencies, acknowledging clients and local cultures as subject matter experts of their own lived experiences; and	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

c. Demonstrate leadership in promoting anti-racist and anti-oppressive, culturally-informed social work practice methods.	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average (numeric ratings only):	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average	_____ / 5	_____ / 5

Semester 1 — Required Field Instructor Narrative

Describe demonstrated strengths, progress, and areas for development for this competency.

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Semester 1 — Improvement / NYO Plan (if applicable)

For each rating of 1, 2, or NYO, identify the behavior, specific learning activity, anticipated timing, and evidence to be reviewed in Semester 2.

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Semester 2 — Required Field Instructor Narrative

Describe demonstrated competence and progress since Semester 1, with examples of practice.

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Semester 2 — Follow-up on Semester 1 Plans / Unmet Ratings (if applicable)

Document outcomes of earlier plans and any final rating below 3, including concerns and recommended next steps.

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

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

Practice behavior	Semester 1 (Midyear)	Semester 2 (Final)
a. Use evidenced-based research findings to inform and improve culturally informed assessments, practice, policy, and programs;	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
b. 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 their work; and	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
c. Use research methodology to advance their area of specialization within unique cultural contexts.	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average (numeric ratings only):	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average	_____ / 5	_____ / 5

Semester 1 — Required Field Instructor Narrative

Describe demonstrated strengths, progress, and areas for development for this competency.

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Semester 1 — Improvement / NYO Plan (if applicable)

For each rating of 1, 2, or NYO, identify the behavior, specific learning activity, anticipated timing, and evidence to be reviewed in Semester 2.

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Semester 2 — Required Field Instructor Narrative

Describe demonstrated competence and progress since Semester 1, with examples of practice.

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Semester 2 — Follow-up on Semester 1 Plans / Unmet Ratings (if applicable)

Document outcomes of earlier plans and any final rating below 3, including concerns and recommended next steps.

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Competency 5: Engage in Policy Practice

Interculturally informed social workers identify social policy at the unique local, state, federal, and global level that affects well-being, human rights, and justice, service delivery, and access to services. They

recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. They understand and critique the history and current structures of social policies, services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. They lead and influence culturally informed policy formulation, analysis, implementation, and evaluation within practice settings at all system levels. They actively engage in and advocate for culturally informed, anti-racist, and anti-oppressive policy practice to effect change in local, global, and intercultural settings.

Practice behavior	Semester 1 (Midyear)	Semester 2 (Final)
a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to culturally informed services; and	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
b. Apply critical thinking to analyze, formulate, and advocate for culturally-informed policies that advance human rights and social, racial, economic, and environmental justice.	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average (numeric ratings only):	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average	_____ / 5	_____ / 5

Semester 1 — Required Field Instructor Narrative

Describe demonstrated strengths, progress, and areas for development for this competency.

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Semester 1 — Improvement / NYO Plan (if applicable)

For each rating of 1, 2, or NYO, identify the behavior, specific learning activity, anticipated timing, and evidence to be reviewed in Semester 2.

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Semester 2 — Required Field Instructor Narrative

Describe demonstrated competence and progress since Semester 1, with examples of practice.

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Semester 2 — Follow-up on Semester 1 Plans / Unmet Ratings (if applicable)

Document outcomes of earlier plans and any final rating below 3, including concerns and recommended next steps.

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

Interculturally informed social workers understand that locally-based and culturally-relevant engagement is an ongoing component of the dynamic and interactive process of culturally-informed practice with and on behalf of individuals, families, groups, organizations, and communities. They value the importance of local, indigenous leadership to foster human relationships that develop culturally relevant plans at all levels of practice. They can critically evaluate and apply culturally relevant practice theories and strategies to advance practice effectiveness. They are self-reflective and understand how cultural bias, power, and privilege as well as their personal values and experiences may affect their ability to engage effectively with diverse clients and constituencies within unique cultural settings, in particular. They use the principles of cultural humility, interdisciplinary and intercultural collaboration, and diverse leadership to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Practice behavior	Semester 1 (Midyear)	Semester 2 (Final)
a. Apply advanced practice knowledge, interprofessional and intercultural conceptual frameworks to complex situations in order to engage with clients and constituencies within cross-cultural and intercultural settings;	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies as they view local and indigenous clients and client systems as experts on their own lived experience; and	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
c. Establish relationships that encourage local and indigenous leadership in establishing intervention plans, including goals and outcomes.	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average (numeric ratings only):	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average	_____ / 5	_____ / 5

Semester 1 — Required Field Instructor Narrative

Describe demonstrated strengths, progress, and areas for development for this competency.

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Semester 1 — Improvement / NYO Plan (if applicable)

For each rating of 1, 2, or NYO, identify the behavior, specific learning activity, anticipated timing, and evidence to be reviewed in Semester 2.

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Semester 2 — Required Field Instructor Narrative

Describe demonstrated competence and progress since Semester 1, with examples of practice.

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Semester 2 — Follow-up on Semester 1 Plans / Unmet Ratings (if applicable)

Document outcomes of earlier plans and any final rating below 3, including concerns and recommended next steps.

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

Interculturally informed social workers understand that assessment is an ongoing component of the complex, dynamic and interactive process of culturally-informed advanced social work practice. They understand a variety of bio-psycho-social and spiritual theories, as well as individual and community-based assessment approaches. They critically evaluate and apply this knowledge in culturally responsive assessment with individuals, families, groups, organizations, and communities within their social environments. Assessment involves a collaborative process of defining presenting capacity and motivation for change, coping strategies, challenges, and strengths to develop a mutually agreed-upon plan. They have the skills for ongoing culturally relevant assessments in order to adapt the intervention process as needed. They understand and can use their knowledge of culture to create and facilitate culturally- informed, anti-oppressive assessments at all levels of practice. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional, local and indigenous-based collaboration in this process. They are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Practice behavior	Semester 1 (Midyear)	Semester 2 (Final)
a. Apply multiple theories, bio-psycho-social and spiritual assessment frameworks and culturally responsive practice to develop comprehensive and holistic assessments and with individuals, groups, and families that recognize historical and intersectional identities;	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
b. Assess clients strengths, vulnerabilities, coping strategies, capacity, and readiness for change;	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

c. Apply interprofessional knowledge to work collaboratively and holistically towards culturally responsive goals that are appropriate for the context;	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
d. Demonstrate respect for client and client system self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon, culturally sensitive plan; and	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
e. Practice continual assessment in order to modify or adapt interventions as needed.	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average (numeric ratings only):	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average	_____ / 5	_____ / 5

Semester 1 — Required Field Instructor Narrative

Describe demonstrated strengths, progress, and areas for development for this competency.

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Semester 1 — Improvement / NYO Plan (if applicable)

For each rating of 1, 2, or NYO, identify the behavior, specific learning activity, anticipated timing, and evidence to be reviewed in Semester 2.

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Semester 2 — Required Field Instructor Narrative

Describe demonstrated competence and progress since Semester 1, with examples of practice.

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Semester 2 — Follow-up on Semester 1 Plans / Unmet Ratings (if applicable)

Document outcomes of earlier plans and any final rating below 3, including concerns and recommended next steps.

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

Interculturally informed social workers understand that intervention is an ongoing component of the complex, dynamic and interactive process of culturally sensitive social work practice. Social workers understand a variety of bio-psycho-social and spiritual theories, assessment, and diagnosis, and they critically evaluate and apply this knowledge in culturally responsive interventions with individuals, families, groups, organizations, and communities within their social environments. Intervention involves a collaborative process of defining the client's presenting capacity and motivation for change, identifying coping strategies, and assessing challenges and strengths. These elements inform the development of mutually agreed-upon, culturally sensitive intervention plans. They can adapt the intervention process as needed. Social workers recognize the implications of the larger practice context and use interprofessional and locally-focused collaboration throughout the intervention process. Social workers engage in critical self-reflection to understand how bias, power, privilege, and their personal values and experiences may influence their decision-making in practice and intervention. They actively strive to reduce any biases they hold. They understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. They facilitate effective transitions and endings.

Practice behavior	Semester 1 (Midyear)	Semester 2 (Final)
a. Critically select and implement culturally and identity responsive, evidence-informed interventions to achieve client and constituency goals;	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
b. Demonstrate different practice methods, appropriate to the cultural context, to address assessed concerns; and	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
c. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies through interprofessional collaboration and coordination.	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average (numeric ratings only):	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average	_____ / 5	_____ / 5

Semester 1 — Required Field Instructor Narrative

Describe demonstrated strengths, progress, and areas for development for this competency.

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Semester 1 — Improvement / NYO Plan (if applicable)

For each rating of 1, 2, or NYO, identify the behavior, specific learning activity, anticipated timing, and evidence to be reviewed in Semester 2.

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Semester 2 — Required Field Instructor Narrative

Describe demonstrated competence and progress since Semester 1, with examples of practice.

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Semester 2 — Follow-up on Semester 1 Plans / Unmet Ratings (if applicable)

Document outcomes of earlier plans and any final rating below 3, including concerns and recommended next steps.

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

Interculturally informed social workers understand that evaluation is an ongoing component of the complex, dynamic and interactive process with and on behalf of diverse individuals, families, groups, organizations, and communities. They evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating culturally sensitive outcomes. Social workers understand a range of 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 within global, local, and intercultural practice contexts.

Practice behavior	Semester 1 (Midyear)	Semester 2 (Final)
a. Select and use culturally responsive methods for evaluation within global, local, and intercultural contexts; and	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
b. Critically analyze outcomes and apply evaluation findings to improve culturally sensitive practice effectiveness with individuals, families, groups, organizations and communities.	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average (numeric ratings only):	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average	_____ / 5	_____ / 5

Semester 1 — Required Field Instructor Narrative

Describe demonstrated strengths, progress, and areas for development for this competency.

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Semester 1 — Improvement / NYO Plan (if applicable)

For each rating of 1, 2, or NYO, identify the behavior, specific learning activity, anticipated timing, and evidence to be reviewed in Semester 2.

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Semester 2 — Required Field Instructor Narrative

Describe demonstrated competence and progress since Semester 1, with examples of practice.

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Semester 2 — Follow-up on Semester 1 Plans / Unmet Ratings (if applicable)

Document outcomes of earlier plans and any final rating below 3, including concerns and recommended next steps.

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Competency 10: Appropriately integrate Christian faith with intercultural social work practice & recognize the importance of spirituality to the human experience.

The social work profession developed in part due to Christian charitable work in the late 19th century. As a result, Christian faith and the profession of social work share a number of values, including a holistic understanding of human need, a high view of human potential, a desire for human flourishing, a concern for the plight of the poor, marginalized, disenfranchised, and oppressed, and a commitment to justice and reconciliation. Yet, Christian faith has also been utilized historically as a mechanism to justify oppression. Social workers practicing within intercultural settings recognize spirituality as an important aspect of the human experience, yet they also recognize that religion, faith, and spirituality can be oppressive forces, negatively impacting human flourishing. Intercultural social workers know how to appropriately integrate spirituality as well as Christian faith within these settings towards effective anti-oppressive, cultural and locality sensitive practice.

Practice behavior	Semester 1 (Midyear)	Semester 2 (Final)
a. Understand the Christian faith's commitment to caring for and empowering poor, disenfranchised, marginalized, and/or oppressed people groups;	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
b. Recognize the importance of spirituality as part of holistic intercultural social work practice;	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
c. Can articulate points of convergence and divergence between Christianity and the	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

profession of social work as it relates to culturally sensitive, anti-oppressive practice;		
d. Consider both the empowering use of faith and spirituality and the oppressive forms of religions and spiritual expression and plan culturally-responsive anti-oppressive interventions that consider these factors.	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average (numeric ratings only):	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ NYO	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
Competency Average	_____ / 5	_____ / 5

Semester 1 — Required Field Instructor Narrative

Describe demonstrated strengths, progress, and areas for development for this competency.

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Semester 1 — Improvement / NYO Plan (if applicable)

For each rating of 1, 2, or NYO, identify the behavior, specific learning activity, anticipated timing, and evidence to be reviewed in Semester 2.

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Semester 2 — Required Field Instructor Narrative

Describe demonstrated competence and progress since Semester 1, with examples of practice.

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Semester 2 — Follow-up on Semester 1 Plans / Unmet Ratings (if applicable)

Document outcomes of earlier plans and any final rating below 3, including concerns and recommended next steps.

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Semester 1 — Closing Sections

Changes or Additions to Field Learning Plan Activities

Document significant substitutions, agency changes, or additional activities during this semester.

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Overall Field Instructor Comments (Optional)

Additional observations regarding the student's professional growth and readiness.

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Student Self-Evaluation, Reflection, and Additional Comments (Required)

Student: Reflect on your strengths, growth, significant experiences, and areas for continued development.

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_____

_____

Semester 1 — Signatures and Acknowledgment

Signatures acknowledge review and discussion, not necessarily agreement with all ratings or comments.

Student: _____ Date: _____

MSW Field Instructor: _____ Date: _____

Task Supervisor (only if assigned): _____ Date: _____

Field Liaison: _____ Date: _____

Semester 2 — Closing Sections

Changes or Additions to Field Learning Plan Activities

Document significant substitutions, agency changes, or additional activities during this semester.

_____

_____

_____

Overall Field Instructor Comments (Optional)

Additional observations regarding the student's professional growth and readiness.

_____

_____

_____

Student Self-Evaluation, Reflection, and Additional Comments (Required)

Student: Reflect on your strengths, growth, significant experiences, and areas for continued development.

_____

_____

_____

_____

Semester 2 — Signatures and Acknowledgment

Signatures acknowledge review and discussion, not necessarily agreement with all ratings or comments.

Student: _____ Date: _____

MSW Field Instructor: _____ Date: _____

Task Supervisor (only if assigned): _____ Date: _____

Field Liaison: _____ Date: _____

APPENDIX 11: Student Field Placement Evaluation Survey

Student Field Placement Evaluation Survey

ELC Form | Student-facing survey with conditional logic specifications

Purpose

Field education is an integral component of graduate social work education. The Malone University MSW Program is committed to providing high-quality field education experiences that foster professional growth, ethical practice, and the development of professional social work competencies.

Your feedback helps us evaluate placement agencies, Field Instructors, supervision, learning opportunities, and university field education support. Survey findings inform quality improvement, future placement decisions, Field Instructor development, and CSWE accreditation activities.

Privacy and Use of Survey Information

This survey is not anonymous. Because placements are individualized and the program is relatively small, responses may identify individual students.

Individual survey responses will be accessible to the MSW Field Practicum Director and MSW Program Director, except where additional disclosure is required by university policy or applicable law. Information used for CSWE accreditation or other program evaluation reporting will be presented in aggregate and de-identified form; identifying details and small-group results will be withheld where necessary to protect student privacy.

Feedback concerning agencies or Field Instructors may be used to identify improvements and evaluate future placement opportunities. This survey does not replace procedures for reporting immediate safety concerns, discrimination, harassment, or ethical violations. Report urgent concerns promptly rather than waiting until the conclusion of the placement.

Instructions and Rating Scale

Please consider your experience across your entire field placement, including both semesters when applicable. Unless otherwise indicated, use the following response scale:

1 — Strongly Disagree | 2 — Disagree | 3 — Neither Agree nor Disagree | 4 — Agree | 5 — Strongly Agree | N/A — Not Applicable or Unable to Assess

Section A. Placement Information

Populate from ELC wherever possible: Student name; field placement agency; Field Instructor; placement level (Generalist/Specialized); specialized concentration (if applicable); academic year; placement completion date.

Section B. Agency Learning Environment

1. My placement agency provided a supportive and appropriate environment for graduate-level social work learning.

Response type: Agreement scale (1–5; N/A)

2. I received adequate orientation to agency expectations, policies, procedures, and safety protocols.

Response type: Agreement scale (1–5; N/A)

3. I had access to the resources, guidance, and meaningful professional activities needed to fulfill my field responsibilities.

Response type: Agreement scale (1–5; N/A)

4. I felt respected and comfortable raising questions or concerns within the agency.

Response type: Agreement scale (1–5; N/A)

Section C. Field Instructor and Supervision

5. How frequently did you receive formal supervision from your assigned Field Instructor?

Response type: Single-select multiple choice

☐ At least one hour every week

☐ At least one hour most weeks

☐ Less than one hour per week on average

☐ Supervision was irregular or infrequent

☐ I did not receive formal supervision

☐ Other (please explain)

6. My Field Instructor provided structured supervision that allowed me to discuss learning experiences, ethical considerations, and professional challenges.

Response type: Agreement scale (1–5; N/A)

7. My Field Instructor provided timely, constructive feedback and supported my professional development.

Response type: Agreement scale (1–5; N/A)

8. My Field Instructor helped me connect classroom knowledge, theory, and professional values to social work practice.

Response type: Agreement scale (1–5; N/A)

9. I felt comfortable discussing questions, concerns, and individual learning needs with my Field Instructor.

Response type: Agreement scale (1–5; N/A)

Section D. Field Learning and Competency Opportunities

10. My placement provided meaningful opportunities to develop and demonstrate the competencies associated with my field education level.

Response type: Agreement scale (1–5; N/A)

11. My learning activities aligned with the expectations established in my Field Learning Plan.

Response type: Agreement scale (1–5; N/A)

12. My responsibilities and learning opportunities supported increasing professional growth, independence, and application of social work skills.

Response type: Agreement scale (1–5; N/A)

13. I had opportunities to engage in ethical decision-making, professional reflection, and critical thinking within my field placement.

Response type: Agreement scale (1–5; N/A)

Section E. Anti-Racism, Diversity, Equity, and Inclusion (ADEI)

14. My placement agency demonstrated respect for diverse identities, backgrounds, and lived experiences in its professional practices and learning environment.

Response type: Agreement scale (1–5; N/A)

15. My Field Instructor encouraged critical reflection on racism, discrimination, oppression, power, privilege, and their implications for social work practice.

Response type: Agreement scale (1–5; N/A)

16. My placement agency and Field Instructor supported equitable access to learning opportunities and demonstrated responsiveness to individual learning and accessibility needs.

Response type: Agreement scale (1–5; N/A)

Section F. Field Education Coordination and Support

17. I received clear information about field placement expectations, documentation requirements, and procedures for requesting assistance.

Response type: Agreement scale (1–5; N/A)

18. My Field Liaison was accessible and provided meaningful opportunities to discuss my learning progress, supervision, and placement experiences.

Response type: Agreement scale (1–5; N/A)

19. I understood how to raise concerns about my placement with the university and felt supported in accessing assistance when needed.

Response type: Agreement scale (1–5; N/A)

Section G. Overall Placement Evaluation

20. Overall, my field placement provided a valuable and meaningful professional learning experience.

Response type: Agreement scale (1–5; N/A)

21. Would you recommend this placement agency for future Malone MSW students?

Response type: Single-select multiple choice; see conditional follow-up section

☐ Yes, without reservations

☐ Yes, with minor improvements recommended

☐ Only if significant improvements are made

☐ No

☐ Unsure

22. Would you recommend this Field Instructor for future Malone MSW students?

Response type: Single-select multiple choice; see conditional follow-up section

☐ Yes, without reservations

☐ Yes, with minor improvements recommended

☐ Only if significant improvements are made

☐ No

☐ Unsure

Section H. Open-Ended Feedback

23. Placement Strengths: What aspects of your placement agency and Field Instructor most positively contributed to your learning and professional development?

Response type: Optional long-text response

24. Recommendations for Improvement: What changes would you recommend to improve the agency's learning environment, supervision, or learning opportunities for future students?

Response type: Optional long-text response

25. Additional Feedback: Is there anything else the MSW Program should know about your placement experience, including recommendations regarding university field education support or the suitability of this placement for future students?

Response type: Optional long-text response

Closing Statement

Thank you for completing the Malone University MSW Student Field Placement Evaluation Survey. Your feedback contributes to continuous improvement and helps maintain meaningful, supportive, high-quality learning experiences for future MSW students.

Section I. Conditional Follow-Up Questions

The following are conditional questions, not part of the 25 primary numbered questions. Configure each to display immediately after its triggering question during survey completion. They are gathered together here for ELC setup.

C1 — Agency Recommendations

Trigger: Question 21

Display when the student selects:

- Yes, with minor improvements recommended
- Only if significant improvements are made
- No
- Unsure

Follow-up question: Please explain any concerns, recommended improvements, or additional considerations that influenced your recommendation regarding this placement agency.

Response type: Long text / paragraph. Required when triggered; a student may indicate they prefer not to elaborate.

C2 — Field Instructor Recommendations

Trigger: Question 22

Display when the student selects:

- Yes, with minor improvements recommended
- Only if significant improvements are made
- No
- Unsure

Follow-up question: Please explain any concerns, recommended improvements, or additional considerations that influenced your recommendation regarding this Field Instructor.

Response type: Long text / paragraph. Required when triggered; a student may indicate they prefer not to elaborate.

C3 — Supervision Clarification

Trigger: Question 5

Display when the student selects:

- At least one hour most weeks
- Less than one hour per week on average
- Supervision was irregular or infrequent
- I did not receive formal supervision
- Other (please explain)

Follow-up question: Please provide additional information regarding the frequency or structure of supervision you received, including any circumstances that affected the availability of supervision.

Response type: Long text / paragraph. Required when triggered; a student may indicate they prefer not to elaborate.

ELC Implementation Notes

- Questions 1–4, 6–20: required five-point agreement scale with N/A.
- Question 5 and questions 21–22: required single-select multiple choice.
- Questions 23–25: optional long-text responses.
- C1–C3: conditional display based on listed triggers.
- Survey timing: once at the conclusion of each field placement, not each semester.
- Restrict identifiable response access in ELC in accordance with the privacy statement; confirm any institutional disclosure requirements before publishing.