

UNIVERSITY *of* WASHINGTON

School of Social Work: Office of Field Education

2023-2024 Welcome Packet



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Introduction to Practicum & Field Education

The Office of Field Education (OFE) within the UW School of Social Work is the bridge between academic theory and applied practice. OFE works with students throughout their practicum. Within OFE, Field Faculty teach, advise, and support students as they develop their professional Social Work identity and master their Social Work competencies.

UW SSW has Bachelor (BASW), Master (MSW), and PhD programs. The Office of Field Education works with the BASW and MSW students.

The BASW program

Students are in the final year of their undergraduate program and complete their generalist practicum placement.

The MSW program

- **Advanced Standing (AS)** - 1 year program – AS students graduated with a BASW within the last five years and completed their first or Generalist practicum during their undergraduate program. They begin the MSW program as Specialized students and immediately enter into their second or Specialized year of study, including their practicum.
- **Full-time Day (Day)** - 2 year program – Day students attend the program full time and complete the program in two years. They have two practicums (Generalist/1st and Specialized/2nd), attending their first practicum the first year and the second the second year.
- **Part-time Extended Degree Program (EDP)** - 3 year program – EDP students attend the Social Work program part time and complete the program in three years. They have two practicums the Generalist which they attend the 2nd year of the program and Specialized they attend the 3rd year of the program.

Practicum Integral to the Applied Learning Process

The School of Social Work has a strong commitment to Social Justice and Anti-Racist practice with related teachings and discussions woven throughout the course curriculum. Practicum placements must provide learning opportunities as well as intentional reflection and discussion time to practice how to apply this core social work value to practice.

Students attend academic classes and practicum concurrently, creating a bridge to apply the theory they are learning in the classroom with the practice they are applying in their practicum. To that end, it is important that Generalist and Specialized practicum placements offer learning opportunities that link course content to practice.

- **Generalist placement** - mirroring the generalist course work curriculum, practicums provide a *breadth* of learning opportunities that range across the three levels of social work practice:

- *Micro* practice may include working one on one with clients/program participants and small groups. They engage in assessments and interventions with clients. An example of micro practice may include assessing a client's housing needs and providing resource navigation assistance.
 - *Mezzo* practice may include attending a team consult and/or planning meetings; and may include working with larger groups, communities, coalitions, grassroots organizing. An example of mezzo practice may be engaging in grassroots organizing around a community identified issue/need, to develop and provide programming, and/or impact social change.
 - *Macro* practice may include working with large systems, or researching public policies at the local, state, or federal level that impact the program participants. An example of macro practice may include, attending a Lobby Day to advocate for socially just, public policy, and researching an agency's budgetary needs, reviewing funding sources, and writing a grant.
- **Specialized placement** - mirroring the specialized coursework curriculum, practicums provide a *depth* of learning opportunities. Students choose a Specialization. Their academic classes and practicum options correspond with the Specialization:
 - **Full-time Day Specialized**, which includes the Full-time Advanced Standing students, choose from three Specializations:
 - *Clinical* – this may include a placement with hospitals, schools, community behavioral health agencies. For example: Swedish Hospital, Highline Public Schools, or Asian Counseling and Referral Services.
 - *Community Centered Integrative Practice or CCIP*– this may include placements with grassroots community-based agencies, hospital social work departments, schools, local & statewide Coalitions. For example: Hummingbird Indigenous Family Services, Valley Medical Center's Social Work Dept., Seattle Public Schools, or Coalition Ending Gender-Based Violence.
 - *Admin/Public Policy or APP* – this may include a placement with an executive or legislative branch of government, the administrative office of a large agency or hospital, or an Environmental Justice agency. For example: WA State Legislature, Catholic Community Services, or 350 Seattle.
 - **Part-time Extended Degree Program (EDP) and Part-time Advanced Standing** students must choose the *Clinical* Specialization.

Practicum Hours:

SSW does not provide paperwork for the student to log their required hours. It is expected that the Field Instructor will talk with the student about how to track completed hours. There is a place on the quarterly evaluations to report to the total number of hours completed quarterly. For more information regarding practicum hours, assignments, and key dates, please see the attached document.

- **BASW:** Tues & Thurs, 16 hrs/wk = 160 hrs /Autumn, Winter, & Spring quarters, totaling 480 hrs
- **MSW Day/Generalist/1styr** = total 392 of hours
 - Autumn quarter (starting the beginning of October): Tues, 8 hrs/wk, totaling 72hrs.
 - Winter & Spring quarters: Mon & Tues, 16 hrs/wk = 160 hrs each quarter
- **MSW Day/Specialized/2ndyr** = total of 680 hours
 - Autumn & Winter quarters: Mon, Tues, & Wed, 24 hrs/wk = 240 hrs
 - Spring quarter: Mon, Tues, & Wed, 20 hrs/wk = 200 hrs
- **MSW EDP Generalist and Specialized** students are required to attend practicum the same total hours as the full-time students, but their schedules are variable and often extend their

hours over 4 quarters, sometimes starting Summer quarter. In addition, Students often seek evening and weekend hours to accommodate their job schedules.

Expectations of the Site

- **Student Onboarding, ongoing Support & Supervision** (please see below for more information)
- **Assistance with Student Assignments** (please see below for more information)
- **Communication with Office of Field Education (OFE):**
 - **Site Visits** – Field Faculty engage in site visits 1-2 times a year to meet with the Student, Field Instructor, and Task Supervisor (when appropriate) to review how the student's learning is progressing, student's successes and challenges, and any news about the program/agency
 - **Information sharing** – There are occasions the Field Faculty and others from the Office of Field Education (OFE) share information about trainings, site recruitment availability, and/or check in regarding students with the site. When sites sharing information with OFE about program changes is always greatly appreciated.

Student Assignments

These assignments are designed to be learning tools that connect directly with the 9 Competencies students are developing to become professional Social Workers. Students and Field Instructors must review and sign each of these assignments. FIs formally submit them through STAR for the Field Faculty to review and approve.

- **Learning Contracts:** Students take the lead on this assignment, working in collaboration with their Field Instructor (and Task Supervisor, TS, when appropriate). This is a working document intended to link the Student's intended Learning Activities with the 9 Social Work Competencies. Often the learning opportunities change throughout the year and a student's focus may shift with those new opportunities as long as they can be linked to a Competency.
- **Evaluations:** Field Instructors take the lead on this assignment, working with the student and TS. This is a collaborative time to reflect on the student's successes, as well as their continued areas for growth. It is also a time to review the Learning Contract and set goals and priorities for the upcoming quarter. There is a place on this form to confirm the number of practicum hours the students completed that quarter.

Supervision

- **Supervision Roles** – (For more information about Supervision roles & responsibilities, see attached)
 - *Field Instructor (FI)* - It is required that students are provided supervision from a MSW who has at least 2 years post-graduation experience.
 - *Task Supervisor (TS)* – Sometimes students work closely with a person other than their FI. The TS might be their main point person to check in about daily learning opportunities/tasks. There are no educational requirements for the TS.
- **Supervision Expectations:** There is not a specific number of required supervision hours. The guidelines are intentionally flexible, to allow for program-specific needs. However, supervision should be scheduled, and meet the needs of the program, FI, and the student's growth. For example, supervision might occur weekly 1:1 or every other week in a group. FIs are required to assist the student develop and submit their Learning Contract and lead the student's quarterly evaluation. FIs also participate in Site visits with the student, their Field Faculty, and the Task Supervisor if appropriate. Field Faculty and students schedule these visits (1-2 per year.)

- **Supervision Benefits:** In addition to giving back to the profession, FIs have the opportunity to train their future colleagues, build their supervision and teaching experience, and stay current on research. OFE also offers free trainings with CEUs or Clock Hour several times a year, and 6 CEUs/Clock Hours are issued for every year of supervision completed.

Process for becoming a practicum agency

- 1) Meet with a representative (Field Faculty, Assistant Director, and/or Assistant Dean) from OFE
- 2) Agency Affiliation Agreement (AA) – A current AA must be on file with the Office of Field Education. OFE will initiate the process by forwarding the paperwork to you. This multi-stage process can take up to a month or more to complete due to the requirement of multiple signatures.
- 3) Posting Practicum Opportunities on our Field Opportunities website. Agencies post and manage their placement opportunities information on our website. Students refer to this to learn about practicum opportunities and how to apply. Field Faculty also refer to these postings when advising students.
- 4) Student Application & Selection Process - Students apply using the directions agencies provide on the posting. Agencies can choose who to interview and initiate contact directly with the students to schedule an interview. After the interview, agencies inform students if they are offered a placement. Students let agencies know within a week if they accept the offer. Students and agencies confirm the placement with OFE.

Practicum placement schedule

- **BASW, MSW FT Day Specialized, Advanced Standing, and MSW EDP Generalist and Specialized** - initiate the placement process late Winter and Spring quarters for the following academic year's practicum.
- **Full-time MSW Day Generalist** - start applying to practicum opportunities mid-July and secure their practicum placement by September 1 with a start date in early October.



Office of Field Education Directory		
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Academic Year 2023 – 2024

Quarter/Term	Instruction Begins	UW Recognized Holidays	Last Day of Instruction & Practicum	Final Examination Week	School Breaks
* Summer, 2023 (9 weeks total)	<i>A Term:</i> June 20, 2023 <i>B Term:</i> July 20, 2023	- Juneteenth, Monday June 19 - Independence Day, Tuesday, July 4 - Labor Day, Monday Sept 4	<i>A Term:</i> July 19, 2023 <i>B Term:</i> Aug 18, 2023	Last day of summer quarter	** Summer Break: August 21 – September 26 (5 weeks)
Autumn, 2023 (10 weeks)	September 27, 2023	- Veterans Day, Thurs, Nov. 10 (observed) - Thanksgiving, Th/F, Nov. 23-24 - Christmas, Monday, Dec. 25 - New Year’s Day, Jan. 1	December 8, 2023	December 11-15, 2023	Winter Break: December 25 – January 2
Winter, 2024 (10 weeks)	January 3, 2024	- MLK Jr Day, Mon., Jan 15 - Presidents’ Day, Mon, Feb 19	March 8, 2024	March 11-15, 2024	Spring Break: March 18 – March 22
Spring, 2024 (10 weeks)	March 25, 2024	Memorial Day, Mon, May 27	May 31, 2024	June 3-7, 2024	Summer Break (If not registered for Summer term): June 10 – Sept 25 Summer quarter starts June 17, 2024

* Important Note: Summer quarter has only 9 weeks, so students must complete all placement hours within 9 weeks. All other quarters are 10 weeks. There are two Terms within summer quarter. This does not affect most students, who register for the full summer quarter vs A or B Terms.

** There is a 5 week break between the end of Summer quarter and the beginning Autumn quarter.

**Quick Reference Chart for Agency and Field Instructor's
UW SSW Office of Field Education, Standard Practicum Requirements for 2023-2024 Academic Year**

Program/Cohort	Summer, 2023 (9 wk qtr)	Autumn, 2023 (10 wk qtr)	Winter, 2024 (10 wk qtr)	Spring, 2024 (10 wk qtr)
BASW Seniors Total of 480 hrs = 12 credits*	N/A	<ul style="list-style-type: none"> - 1st day at practicum: Oct 3 - Learning Contract due: Oct 20 - Evaluation due: Dec 8 - Tues and Thurs - 16 hrs/wk = 4 credits 	<ul style="list-style-type: none"> - 1st day at practicum: Jan 4 - Evaluation due: Mar 8 - Tues and Thurs - 16 hrs/wk = 4 credits 	<ul style="list-style-type: none"> - 1st day at practicum: Mar 26 - Evaluation due: May 31 - Tues and Thurs - 16 hrs/wk = 4 credits
Day, Generalist, MSW (1st practicum) <ul style="list-style-type: none"> - Total 400 hours = 10 credits* - Autumn: 2 credits (8 hr intro class & 9 weeks in practicum, 8 hrs./wk) - Winter & Spring 4 credits each 	N/A	<ul style="list-style-type: none"> - 1st day at practicum: Oct. 10 - Learning Contract due: Dec. 8 - NO Evaluation required - Tues, 8hrs/wk x 9 wks = 72hrs - Intro class = 8 hrs, via Zoom on 10/4, 10/18, 11/1, & 11/15 	<ul style="list-style-type: none"> - 1st day at practicum: Jan 3 - Evaluation due: Mar 8 - Mon and Tues - 16 hrs/wk = 4 credits 	<ul style="list-style-type: none"> - 1st day at practicum: Mar 25 - Evaluation due: May 31 - Mon and Tues - 16 hrs/wk = 4 credits
Day, Specialized, MSW (2nd practicum) <ul style="list-style-type: none"> - Total of 680 hours = 17 credits* - Specializations: APP; CCIP; Clinical 	N/A	<ul style="list-style-type: none"> - 1st day at practicum: Sept. 27 - Learning Contract due: Oct 20 - Evaluation due: Dec 8 - Mon, Tue, Wed - 24 hrs/wk = 6 credits 	<ul style="list-style-type: none"> - 1st day at practicum: Jan 8 - Evaluation due: Mar 8 - Mon, Tue, Wed - 24 hrs/wk = 6 credits 	<ul style="list-style-type: none"> - 1st day at practicum: Mar 25 - Evaluation due: May 31 - Mon, Tue, Wed - 20hrs/wk = 5 credits
Advanced Standing, Full Time, MSW <ul style="list-style-type: none"> - Full Time, 1 yr program - Total 680 hrs = 17 credits * 	Term B: Intensive 5 week academic "bridge" program with 3 courses, attending full time. No Practicum	<ul style="list-style-type: none"> - 1st day at practicum: Sept. 27 - Learning Contract due: Oct 20 - Evaluation due: Dec 8 - Mon, Tue, Wed - 24 hrs/wk = 6 credits 	<ul style="list-style-type: none"> - 1st day at practicum: Jan 3 - Evaluation due: Mar 8 - Mon, Tues, Wed - 24 hrs/wk = 6 credits 	<ul style="list-style-type: none"> - 1st day at practicum: Mar 25 - Evaluation due: May 31 - Mon, Tue, Wed - 20 hrs/wk = 5 credits
Advanced Standing, Part Time, MSW <ul style="list-style-type: none"> - Part Time over 6 quarters - Total 680 hrs = 17 credits* - Students must be in Practicum during 5 quarters, starting Autumn of 1st yr through Autumn of 2nd yr 	Term B: Intensive 5 week academic "bridge" program with 3 courses, attending full time No Practicum	<ul style="list-style-type: none"> - 1st day at practicum: variable - 1st day of quarter: Sept 27 - Learning Contract due: Oct 20 - Evaluation due: Dec 8 - Days/hours/credits variable 	<ul style="list-style-type: none"> - 1st day at practicum: variable - 1st day of quarter: Jan 3 - Evaluation due: Mar 8 - Days/hours/credits variable 	<ul style="list-style-type: none"> - 1st day at practicum: variable - 1st day of quarter: Mar 25 - Evaluation due: May 31 - Days/hours/credits variable
EDP (Extended Degree Program) MSW Generalist (Year 2) <ul style="list-style-type: none"> - Total of 360 hrs = 9 credits* - Credit plan is variable - Placement completed in 3-4 qtrs. - Minimum 2 credits per qtr. 	Term A and B <ul style="list-style-type: none"> - 1st day at practicum: variable - 1st day of qtr: June 20 - Learning Contract due: July21 - Evaluation due: Aug 18 - Days/hours/credits variable 	<ul style="list-style-type: none"> - 1st day at practicum: variable - 1st day of quarter: Sept 27 - Learning Contract due: Oct 20 (if not submitted in Summer) - Evaluation due: Dec 8 - Days/hours/credits variable 	<ul style="list-style-type: none"> - 1st day at practicum: variable - 1st day of quarter: Jan 3 - Evaluation due: Mar 8 - Days/hours/credits variable 	Students may choose to extend credit plan to include Spring quarter.
EDP, Specialized (3rdyr of prg/2nd Practicum) MSW <ul style="list-style-type: none"> - Total of 680 hrs = 17 Credits* - Days/hours/credits vary 	Term A and B <ul style="list-style-type: none"> - 1st day at practicum: variable - 1st day of qtr: June 20 - Learning Contract due: July14 - Evaluation due: Aug 18 - Days/hours/credits variable 	<ul style="list-style-type: none"> - 1st day at practicum: Variable - 1st day of quarter: Sept 27 - Learning Contract due: Oct 20 (if not submitted in Summer) - Evaluation due: Dec 8 - Days/hours/credits variable 	<ul style="list-style-type: none"> - 1st day at practicum: Variable - 1st day of quarter: Jan 3 - Evaluation due: Mar 8 - Days/hours/credits variable 	Students may choose to extend credit plan to include Spring quarter.

IMPORTANT NOTES:

- **BASW & FT Day MSW Schedules:** While set days and times are set aside in students' schedules, there is flexibility in practicum schedules (days & times). Students are allowed to attend practicum on different days if the student, Field Instructor/Task Supervisor, and Field Faculty Liaison are in mutual agreement and the practicum schedule does not conflict with other classes. Please consult with your Field Faculty Liaison with any questions/concerns.
- **EDP Start Dates & Schedules:** EDP and Advanced Standing/Part Times students have more flexibility with their practicum start dates and schedules. Some students start their practicum Summer quarter and others Autumn quarter. Sometimes students spread out their practicum hours over four quarters (Summer, Autumn, Winter, Spring) to enable them to take less time (per week) away from their jobs. Sometimes students will choose to start Autumn Quarter and finish Spring Quarter. Students must take a minimum of two credits each quarter.
- **Assignments:** All students complete these assignments and submit them into STAR:
 - 1) *Learning Contracts* – For all cohorts, the *one* Learning Contract is due the first quarter of practicum *only*.
 - 2) *Evaluations* –
 - BASW, FT-Day Specialized, EDP Generalist & Specialized, Advanced Standing FT&PT, evals are due each quarter attending practicum.
 - FT Day Generalist evals are due Winter and Spring quarters only
 - 3) *Hours* - When the above listed assignments are submitted to STAR at the end of the quarter, there is a place for the FI to document number of hours student completed. While hours should be logged and tracked on a regular basis, using a mutually agreed upon method between FI and student, OFE does not require a separate form specific to documenting and submitting hours.
- **1 Credit = 40 hours; Autumn, Winter, and Spring quarters = 10 weeks; Summer quarter = 9 weeks**

SPECIALIZATION OPTIONS:

Full-time MSW Day & Full-time Advanced Standing programs:

- Administration and Policy Practice (APP)
- Community-Centered Integrative Practice (CCIP)
- Clinical Social Work (Clinical)

Part-time MSW Extended Degree Program (EDP) & Part-time Advanced Standing programs

- Clinical Social Work (Clinical)

Specialization by traineeship program:

- Carol LaMare Endowed Fellowship (Center for Integrative Oncology and Palliative Care Social Work) – Clinical only
- CWTAP (Child Welfare Training Advancement Program) – Clinical only
- Latinx Communities Traineeship – Clinical, CCIP, or APP
- WDI (Behavioral Health Workforce Development Initiative) – Clinical only
- WSW (Workforce for Students Well-being) – Clinical only

Office of Field Education, July 2023



SCHOOL OF SOCIAL WORK
UNIVERSITY of WASHINGTON

Practicum Position Descriptions

Field education is the signature andragogy (the methods and practice of teaching adult learners) in social work education. The Office of Field Education (OFE) is committed to collaborating with students to create educationally sound learning experiences that will prepare them for professional social work practice. Students will engage with Field Faculty, Field Instructors and possibly Task Supervisors, during their field education experience. These people form the student's field education teaching team and are deeply invested in the student's learning and development as a social worker.

Field Faculty (FF):

Field Faculty are members of the SSW faculty with extensive experience in social work practice and field education. Field Faculty provide education, support, mentoring, consultation and advisement to students, agencies and field instructors throughout the field education experience and engage in a wide variety of tasks including:

- Build relationships with community agencies and organizations to develop professional social work learning experiences for students in field placement.
- In the Generalist placement, work collaboratively with students to identify placement experiences that will broaden the student's knowledge and skills beyond their social work experience to date.
- In the Specialized placement, students work with a FF who specifically focuses on placements for their chosen Specialization. The FF collaborate with, consult and advise students in planning for and engaging with their specialized placement.
- Support and advise students and Field Instructors in the development of the learning contract and review the completed Learning Contract for final approval.
- Support and advise students and Field Instructors in the completion of quarterly evaluations and review the completed evaluation for final approval.
- Serve as a *Liaison* between the SSW and the agency hosting the student in placement, by providing educational guidance and support to both the Field Instructor and student to ensure that the placement is providing rich and challenging learning experiences that contribute to the student's professional growth.

Field Instructor (FI):

The Field Instructor is an MSW who acts as the student's instructor at placement and provides social work supervision.

- Students work closely with their FI to identify learning activities the student will engage in during practicum, which are submitted on the student's Learning Contract through STAR.
- The FI provides regular supervision during those activities and provides consistent feedback and quarterly written evaluations of the student's progress submitted through STAR.
- The FI also serves as the student's mentor as they develop their Master's level professional social work identity, skill and knowledge base.

Task Supervisor (TS):

In some placements, a student may also have a task supervisor. The Task Supervisor works closely with the student and the Field Instructor to help coordinate, support, and evaluate the student's learning activities at the agency. This person may or may not have an MSW and is most often involved in supporting the student in some of their day-to-day learning activities.



BASW AND MSW
Supervision and Orientation Guidelines
effective Summer 2021

The Office of Field Education has developed new guidelines for supervision of BASW and MSW students in field placements, in response to the ever-increasing community needs faced by agencies and social workers in our communities, as well as our belief in student-Field Instructor collaboration.

We recognize the tremendous variation in social work roles and program structures to be considered when developing a sound plan for student supervision; therefore, we ask that Field Instructors and students plan supervisory schedules and methods that will best support the student’s learning in the placement. That may mean individual or group supervision occurring weekly, biweekly, etc. Involved Task Supervisors may provide supplemental supervision.

The Field Faculty Liaison is always available for consultation regarding the supervisory plan and any other questions or needs related to the placement. Students and Field Instructors will be asked to include their supervisory plan in the Learning Contract, which will be reviewed and approved by the Field Faculty providing Liaison support for the placement.

Guidelines for Orientation to the Agency, Learning Contracts and Quarterly Evaluations:

- Within the first two weeks of the placement, Field Instructors (or other appropriate agency representative[s]) should meet with student(s) individually or in groups to orient them to the agency, its programs, and guide them through the agency’s on-boarding processes and safety training.
- Within the first two weeks of the placement, Field Instructors are asked to meet individually with the student(s) for the amount of time necessary to develop the Learning Contract (minimum of one hour).
- Students and Field Instructors should meet individually at the beginning of each quarter to review the Learning Contract, planned learning activities for the quarter and the past quarterly evaluation (if applicable).
- Students are expected to review their class syllabi with the Field Instructor to identify opportunities for integration between classroom learning and field experiences at the beginning of each quarter.
- Field Instructors and students are asked to meet individually at the end of each quarter to complete the quarterly evaluation (minimum of one hour).
 - If a Task Supervisor has been involved in the student’s placement, the Task Supervisor should be involved in the development of the Learning contract and the Quarterly Evaluations.

Suggested Onboarding & Orientation Activities

1. Orient student to their work space, phone, computer, email, and internal data systems.
2. Initiate onboarding/orientation process, including safety trainings and other relevant trainings.
 - Review and discuss materials
3. Read NASW Code of Ethics
 - Discuss common ethical issues that arise
4. Read organizations mission statement, vision, program objectives, bylaws and contracts, and applicable laws that describe the organization's history and role in the service delivery system and larger community.
 - Discuss how these are put into action and if they have changed over time
5. Review organizational chart, job descriptions of social workers and other professionals in the organization.
 - Discuss decision making policies and procedures
6. Read policies and procedures, especially related to confidentiality guidelines, harassment, discrimination, Americans with Disabilities Act and OSHA. Review and discuss procuring supplies and provisions, telephone/communication/computer utilization, parking, and mileage/travel reimbursement.
 - Review and discuss
7. Read organizations policies and procedures which define client eligibility for services and outline agency informed consent, confidentiality and professional conduct
 - Review and discuss
8. Review examples of assessment tools and case studies, evaluation tools, and other samples of key organizational tasks, tools, and work
 - Review and discuss
- 9.. Attend staff and other agency/program meetings
 - Discuss staff/agency priorities, dynamics, decision making, leadership
10. Review emergency, HIPAA guidelines, Blood Borne Pathogens, and other health and safety related requirements.
 - Review and discuss
11. Review expectations for supervision meetings, roles and responsibilities
 - Schedule regular meeting times.



CSWE 9 SOCIAL WORK COMPETENCIES & Practice Behaviors for Generalist Students

These nine competencies are outlined by the Council of Social Work Education (CSWE) and last updated in 2015. The behaviors outlined below each competency are the skills Generalist (first year) students are evaluated on in their practicum setting at the end of each grading period. The practice behaviors are slightly modified in the Specialist or 2nd year practicum setting to match the Specialization (concentration) or area of practice.

Competency 1: Demonstrate Ethical and Professional Behavior	Practice Behaviors: <ul style="list-style-type: none">a) make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to contextb) use reflection and self-regulation to manage personal values and maintain professionalism in practice situationsc) demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communicationd) use technology ethically and appropriately to facilitate practice outcomese) use supervision and consultation to guide professional judgment and behavior
Competency 2: Engage Diversity and Difference in Practice	Practice Behaviors: <ul style="list-style-type: none">a) apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levelsb) present themselves as learners and engage clients and constituencies as experts of their own experiencesc) apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Practice Behaviors: <ul style="list-style-type: none">a) apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levelsb) engage in practices that advance social, economic, and environmental justice
Competency 4:	Practice Behaviors:

Engage In Practice-informed Research and Research-informed Practice	<ul style="list-style-type: none"> a) use practice experience and theory to inform scientific inquiry and research b) apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings c) use and translate research evidence to inform and improve practice, policy, and service delivery
<p>Competency 5: Engage in Policy Practice to advance social and economic well-being and to deliver effective social work services</p>	<p>Practice Behaviors:</p> <ul style="list-style-type: none"> a) Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services b) assess how social welfare and economic policies impact the delivery of and access to social services c) apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice
<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Practice Behaviors:</p> <ul style="list-style-type: none"> a) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies b) use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</p>	<p>Practice Behaviors:</p> <ul style="list-style-type: none"> a) collect and organize data, and apply critical thinking to interpret information from clients and constituencies b) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies c) develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies d) select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Practice Behaviors:</p> <ul style="list-style-type: none"> a) critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies b) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies c) use inter-professional collaboration as appropriate to achieve beneficial practice outcomes d) negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies

	e) facilitate effective transitions and endings that advance mutually agreed-on goals
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Practice Behaviors: a) select and use appropriate methods for evaluation of outcomes b) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes c) critically analyze, monitor, and evaluate intervention and program processes and outcomes d) apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels



CSWE 9 Competencies & Practice Behaviors with UW SSW's *Suggested* Reflection Questions & Sample Learning Activities for the Generalist Practicum Year

The nine Competencies, their descriptions, and practice behaviors are defined by CSWE (Council on Social Work Education.) These are the standards that guide all formal, accredited Social Work education.

The intent of this document is that it will be used as a learning and teaching tool, primarily for the student's first or *Generalist* practicum year. It is not meant to be prescriptive or definitive, rather as a source of ideas and inspiration. The *suggested* reflection questions, might lead to additional philosophical questions and conversations and provide one of many pathways for the student's professional identity development. The *sample* learning activities might be used as is, or might inspire other ideas that more closely align with the learning activities the student has access to and is engaging in at the practicum site, and/or the needs of the clients/community at any given time. However you choose to use this document, we hope you find it useful.

COMPETENCY 1 – DEMONSTRATE ETHICAL & PROFESSIONAL BEHAVIOR

Competency 1 - Demonstrate Ethical & Professional Behavior:

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

Competency 1 - Practice Behaviors:

- a) make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
- b) use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- c) demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
- d) use technology ethically and appropriately to facilitate practice outcomes
- e) use supervision and consultation to guide professional judgment and behavior

Competency 1 - Suggested Reflection Questions:

- What roles do social workers play in the agency?
- How does agency practice reflect SW ethics?
- How am I developing my identity as a social worker, and how is my education informing the development of my professional identity? Is it shifting through my educational process?
- What would you identify as the key knowledge, skills and strengths needed to be a social worker who practices ethically?
- What steps should you follow to address an ethical dilemma in your practice?

Competency 1 - *Sample Learning Activities:*

Micro

- Complete the Agency Safety Trainings (REQUIRED)
- Actively engage in Agency onboarding requirements and opportunities
- Discuss what it means and looks like to develop one's Social Work identity.
- Engage in ongoing professional development opportunities such as webinars, trainings, readings, etc. Discuss in supervision and identify ways in which you will include the new knowledge or skill into your practice.

Mezzo

- Meet with key staff in each agency program to learn about their roles in the agency, the program they work in, and how they partner with Social Workers and other professionals.
- Observe/shadow other staff to become familiar with their roles and responsibilities.

Macro

- Review agency mission statement & goals, policies, procedures, and relevant laws that inform pivotal service delivery decisions.
- Learn about the agency's founding story.
- Review ethical decision-making processes and tools the agency uses to make challenging decisions.
- Review and follow agencies policies reg technology, aligning practice with HIPPA and other privacy and ethics related requirements.
- Actively engage in interdisciplinary staff meetings, case consults, and other related meetings. Note the roles, skills, perspectives different professional bring to the conversation.
- Learn about, join, and/or participate in local/national professional organizations (ex. NASW, NABSW, and Federation of Student Social Workers.)

Multi-Level

- Actively prepare for and engage in regular supervision meetings.
- Discuss with PI situations that are common in the program that could potentially bring up ethical issues or choices.
- Submit agency/supervisor required documentation timely and correctly.
- Role-play to practice new skills and techniques with the FI or colleagues in your placement.
- Review the NASW Code of Ethics and in supervision discuss how these guidelines inform a Social Worker's practice/role within the agency.
- Discuss integration of classroom-based learning and placement-based learning with Field Instructor.

COMPETENCY 2 – ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

Competency 2 - *Engage Diversity and Difference in Practice:*

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

Competency 2 - Practice Behaviors:

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

Competency 2 - *Suggested Reflection Questions:*

- How do our lived experiences inform and influence our work with others?
- How will you incorporate the concepts of power, privilege, oppression, marginalization, anti-racist practice and anti-oppressive practice into your work with clients and constituencies?
- How can you approach your work with professional humility regarding culture and identity?
- How can you be involved in systems change advocacy and anti-oppression work?
- What strategies and supports would be most helpful to you if you encounter discrimination in a professional setting with colleagues or clients?

Competency 2 - *Sample Learning Activities:*

Micro

- In supervision, discuss the most common presenting problems for clients served by the agency.
- Carry a caseload representing diverse client systems, using a strengths based approach to practice.
- Review best practices, ensuring clients with marginalized identities feel a sense of safety and welcome.
- Learn about clients' cultures and communities the agency serves.

Mezzo

- Participate on the agency's equity team, DEI committee or similar activities related to these initiatives.
- Participate in community coalitions and observe the dynamics among different stakeholder members.

- Participate and engage in community events where the agency is located and/or with the communities with whom they serve.
- Build a network between the agency and community.

Macro

- Learn about local, state, and federal guideline for addressing issues of discrimination and access to services.
- Learn about the agency's founding story and how its original mission might or might not have shifted and why.

Multi-Level

- Discuss integration of classroom-based learning and placement- based learning with Field Instructor.
- Using the ADDRESSING or a similar model, reflect on how your intersectional identities have affected your lived experiences and professional practice.
- Read about cross cultural theories and cultural humility practices relevant to working with oppressed and marginalized populations.
- In supervision, discuss how the agency addresses issues of privilege, oppression, inclusivity, and anti-racist practices.
- Practice professional humility regarding culture and identity, engaging clients as experts of their own lived experience and as partners in collaboratively created interventions.
- Attend workshops, trainings, presentations on social work advocacy, antiracist practice and anti-oppressive practice.

COMPETENCY 3 – ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

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

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

Competency 3 - Practice Behaviors:

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

Competency 3 - *Suggested Reflection Questions:*

- What are regularly reported areas of need for the populations the agency serves and why?
- What barriers exist for populations served by the agency?

- Are there local advocacy efforts, established or needed, to advance environmental justice for the neighborhoods served by the agency?
- Identify and engage with advocacy efforts addressing economic justice issues affecting the agency's impacted clients/communities. How do my micro, mezzo, and macro skills and skills inform systems change work?
- Identify a current day social worker or historical social work figure who was a leader for economic, and environmental justice.

Competency 3 - *Sample Learning Activities:*

Micro

- Partner with clients/program participants to assist them in navigating and accessing resources.

Mezzo

- Organize a community around addressing an environmental issue impacting the community.
- Advocate for immunization, vaccine sites to be easily accessible.
- Host an advocacy training with staff, clients, and community members.
- Determine if there are environmental factors impacting the client and participate in efforts to mitigate them.
- Organize staff, clients, and community members to attend a Lobby Day, Legislative hearing, or other public policy related event.

Macro

- Discuss agency initiatives to provide equitable access to services for underserved and/or marginalized populations.
- Learn about the history of the agency's funding sources and resulting program participation requirements.
- Discuss what kinds of barriers exist for populations served by the agency and potential program and/or policy changes that could address the gaps.
- Participate in political action and or social advocacy groups that relate to the client systems served by your agency.
- Host a voter registration drive, providing easily accessible ways for clients to register to vote and access election information.
- Work on a plan to ensure services are being delivered & provided equitably. (Is the service being delivered at the time of day or location accessible to clients?)
- Organize staff, clients, and community members to attend a Lobby Day, Legislative hearing, or other public policy related event.
- Identify environmental and health disparities affecting communities served by the agency.
- Research environmental threats specifically affecting BIPOC communities served by the agency.
- Outline an environmental justice advocacy effort that could be adopted by the agency.

Multi-Level

- Discuss integration of classroom-based learning and placement-based learning with Field Instructor.

COMPETENCY 4 – ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE

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

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

Competency 4 - Practice Behaviors:

- a) use practice experience and theory to inform scientific inquiry and research
- b) apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- c) use and translate research evidence to inform and improve practice, policy, and service delivery

Competency 4 - *Suggested Reflections Questions:*

- What opportunities for research/evaluation are available at the agency?
- How are clients/constituents involved in agency and/or program level assessments & evaluations?
- What research has informed the agency's practices?
- What are the ethical dilemmas of research, e.g. issues of informed consent, inclusivity of diverse populations?

Competency 4 - *Sample Learning Activities:*

Micro

- Examine the work you are doing with individual clients or families. Identify the evidence-based practices embedded in your work.
- Apply an appropriate evidence-based skill or intervention in your work with an individual or family. Discuss the effectiveness in supervision.

Mezzo

- Facilitate a focus group, surveying clients, community members about systems improvement questions.

Macro

- Read and discuss the approach, theory, method, practice (ie. Trauma informed practice, family support principles, CBT, etc.) the agency uses and why it was adapted and how it applies to the program and its clients.
- Use information gathered through research to inform advocacy efforts for a bill (or funding) going through the State Legislature or local government process.
- Use standardized tools to measure success of an intervention or program to make improvements to the program.

Multi-Level (many of these can be applied to any practice level)

- Integrate Research class assignment with Practicum related learning activities.

- Review the Best Practices, Evidence Based and/or Evidence Informed interventions the agency utilizes and intentionally practice using that method in your delivery of services.
- Identify professional journals and authors that will be a continuing resource for you in your post social work degree practice.
- Identify evidence-based interventions described in the academic literature that relate to services provided by the agency. Discuss in supervision.
- Review data collection tools (intake forms, evaluation tools, etc.), and assess for inclusive, culturally sensitive to identity/culture, and strengths- based language.
- Conduct a literature review of 3 - 5 articles that relates to a service delivery model, intervention, or approach the agency uses.
- Participate in any research/survey/evaluation activities at the agency.
- Discuss integration of classroom-based learning and placement-based learning with Field Instructor.

COMPETENCY 5 – ENGAGE IN POLICY PRACTICE TO ADVANCE SOCIAL AND ECONOMIC WELL-BEING AND TO DELIVER EFFECTIVE SOCIAL WORK SERVICES

Competency 5 - Engage in Policy Practice to advance social and economic well-being and to deliver effective social work services:

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

Competency 5 - Practice Behaviors:

- a) Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- b) assess how social welfare and economic policies impact the delivery of and access to social services
- c) apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Competency 5 - Suggested Reflections Questions:

- What processes exists for client input into agency policies?
- How do funding/budgets affect agency operations and define the agency's priorities?
- What internal agency policies determine service delivery in the agency?
- What public policies inform agency policies, programs, service delivery?
- How can you use your work with clients to inform public policy change?
- How does public policy impact service delivery to individuals, groups, families, and communities?

- How can communities be organized to impact changes to both public policy and to the way agencies provide services?

Competency 5 - Sample Learning Activities:

Micro

- Teach/train a client about how they can impact public policy change that will directly impact their lived experience.
- Learn about a public official and why they are interested in legislation they are supporting.
- Interview advocates to understand the origin story of the proposed legislation.

Mezzo

- Organize clients' and agency staff participation in a Lobby Day
- Join a group or coalition that is working to impact public policy change that will positively impact your clients.
- Host a voter registration drive and distribute upcoming election information.
- Share voting rights information with participants.
- Organize a tour of the agency for an elected official, include a visit with staff and clients.

Macro

- Review local, state, federal policies, laws, and/or court decisions that impact the agency's clients, programs, and services.
- Talk with the agency leadership to identify if/how they work with a lobbyist, coalition, or professional organizations that advocates for public policy change.
- Track a bill going through the State Legislative process and advocate for it, sending emails, making phone calls, meet with your elected official.
- Actively participate in a Lobby Day
- Actively participate in NASW's Policy Conference
- Attend a City/County Council meeting and testify on behalf of an issue.
- Use the information you learn about needed resources and/or continued funding of a program to inform a message supporting legislation/public funding.
- Investigate laws and standards regulating agency practices and write a summary of your findings.
- Learn about the agency's funding sources, revenue streams and budgets. Do these funding sources impose barriers to lobbying/advocacy? Do they open up access, resources to impacting change?
- Participate in/attend an agency Board or Advisory meeting and reflect on the agency's power structure and how policy and funding decisions are made. (Who is on the board and what role do they fill? Are program participants' voices represented? Are community members represented?) Journal about and/or discuss with supervisor your perceptions and the dynamics you observed.
- Review and discuss the type of organizational structure the agency uses. Ask how clients, community, and staff voices are included in decision making processes.
- Review the history of housing policies, redlining, bank lending, or other basic needs policies related to the community you serve and identify any residual effects of oppressive or privileged policies.

Multi-Level

- Discuss integration of classroom-based learning and placement-based learning with Field Instructor.

COMPETENCY 6 – ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Competency 6 - Practice Behaviors:

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

Competency 6 - *Suggested Reflection Questions:*

- What are my communication strengths/challenges?
- What strategies and skills do you find most protective and effective when you are targeted for your identity(ies), by a client or agency employee/affiliate?
- How can I effectively engage with clients/constituents?
- How can I conduct natural vs. rigid interviews?
- What are ethically appropriate ways to engage with clients, community?

Competency 6 - *Sample Learning Activities:*

Micro

- Develop a welcoming, safe environment for working in partnership with the client
- Observe the FI demonstrate their engagement skills by shadowing them during multiple first meetings with clients.
- Discuss, in supervision, the skills central to effective engagement.
- Discuss, in supervision, strategies and skills needed to conduct natural vs rigid interviews.
- In supervision with FI use role play to practice client engagement techniques/skills
- Have someone observe your initial meetings with clients/constituents and provide feedback
- Use empathy, open ended questions, appropriate engaging body language and reflections to effectively engage diverse clients/constituencies.
- Learn about the different tools the agency uses to communicate and engage with clients (in person, technology, mailings, etc.)
- Complete welcome paperwork/forms the agency uses, as if you were a client. Review for inclusivity of QTBIPOC clients and clients with other targeted identities, as well as culturally appropriate language.

Mezzo

- Sit quietly in an intake or waiting room area and observe the atmosphere, conversation and behaviors of persons entering the agency, as well as those who serve them.
- Participate in community events and meetings to get to know the clients, staff, and community members.

Macro

- Explore the predictable and unpredictable partnerships that align around public policy change. How did these partnerships engage/start originally?

Multi- Level

- Discuss differences/similarities in engagement at micro, mezzo and macro levels of practice. Discuss how the agency does outreach for their program. How do clients find out about the program? Is involvement voluntary or required? What type of marketing does the agency do to let the community know their services?
- Discuss integration of classroom-based learning and placement-based learning with Field Instructor.

COMPETENCY 7 – ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice content in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experience and affective reactions may affect their assessment and decision-making.

Competency 7 - Practice Behaviors:

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

Competency 7 - Suggested Reflection Questions:

- What assessment tools are most effective in the agency/program working with clients?
- How do the assessment tools demonstrate inclusivity, cultural awareness?

- What skills are central to conducting assessments with clients, groups, organizations and communities?

Competency 7 - Sample Learning Activities:

Micro

- Clarify and discuss who the agency/program's "client" is.
- Complete Information & Referral assessment forms, journal and/or discuss the experience with supervisor.
- Review the agency's assessment tools, understanding the reasoning for the assessment questions. Are some of them required for funders? Is there a research element to the tool? Does it measure concerns such as access to basic needs or levels of isolation? Does it have QTBIPOC inclusive language?
- Shadow the Field Instructor during multiple assessment meetings with a range of clients.
- Role play the assessment process with supervisor.
- Complete the agency's assessment process with a client independently.
- Correctly interpret and/or use data from the assessment tool to develop an intervention plan, program, event, service based on the information collected from the clients.

Mezzo

- Actively engage in multi-disciplinary team, partnering with client to create an intervention plan.
- Assess what kinds of services/resources local community agencies are providing for holidays, Covid response emergency services, back-to-school drives, and/or other relevant needs.
- Walk and drive around the neighborhood the agency is located. Noticing what types of business, grocery stores, faith communities, art, green space, community space, public services, schools, etc. are available. What kinds of changes are happening? How old/new are the buildings? Are people walking around? Is transportation accessible?
- Use a strategically designed assessment tool to interview community members about needs, strengths, resources, etc. to inform a new program, community initiative, coalition's work, etc.
- Interview staff, agency clients about how specific proposed legislation would impact them. Strategically use that information to inform public officials about how they should vote and why.
- Meet in a multi-disciplinary team to design an intervention plan for and/or with a client.
- Participate in a Logic Model exercise with agency/program staff, to contribute to agency strategic planning process.
- Meet in a multi-disciplinary team to design an intervention plan for and/or with a client.
- Participate in a Logic Model exercise with agency/program staff, to contribute to agency strategic planning process.

Macro

- Using knowledge of clients' needs, determine what kind of public policy and/or funding is needed to meaningfully impact change and/or provide support for agency's clients.
- Use a strategically designed assessment tool to interview community members about needs, strengths, resources, etc. to inform a new program, community initiative, coalition's work, etc.
- Interview staff, agency clients about how specific proposed legislation would impact them. Strategically use that information to inform public officials about how they should vote and why.
- Talk with elected officials about their interest in supporting a bill going through the State Legislature (or local government) that you are supporting and what they need to provide a Yes vote and provide efforts to pass the legislation.
- Talk with the agency's (or coalition's) lobbyist to find out what they do to assess the viability of proposed new legislation. Write up what you learned and discuss with supervisor.

Multi-Level

- Create an eco-map at the micro level (with a client), mezzo (with a family or group) and/or macro (with the agency or public policy initiative)
- Discuss differences/similarities of the assessment process at micro, mezzo, and macro levels of practice.
- Discuss integration of classroom-based learning and placement-based learning with Field Instructor.

COMPETENCY 8 – INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

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

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

Competency 8 - Practice Behaviors:

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

Competency 8 – *Suggested Reflections Questions:*

- Were interventions used in agency practice selected or developed?
- How do agency staff work collaboratively to implement interventions?
- How do social workers meaningfully collaborate with clients to implement an intervention plan?
- How are transitions and endings planned with clients?
- What skills are central to supportive and empowering transitions/terminations with clients?

Competency 8 - *Sample Learning Activities:*

Micro

- Shadow/observe Field Instructor and/or other agency staff during an intervention sessions.
- Develop and deliver educational information to clients.

- Collaborate with client to develop a strengths-based intervention plan.
- Provide resource navigation (Information and Referral or I&R) support to clients.
- Ask the Field Instructor to observe one or more intervention meetings with clients.

Mezzo

- Co-facilitate a support group.
- Co-facilitate a therapeutic group.
- Develop a plan to establish a new group, including plans for engagement, assessment, intervention and evaluation.
- Partner with multi-disciplinary teams to develop and implement an intervention plan.
- Learn about and use SMART and/or SMARTIE goals to help develop an intervention plan.
- Use research and/or assessment data/information to write a grant.
- Use research and/or assessment data/information to inform the development and delivery of a potential program.
- Discuss with the Field Instructor the distinct role of the social worker on a multidisciplinary team.
- Discuss, in supervision, strategies for effective implementation of the intervention tools used in the agency?

Macro

- Advocate for public policy that will positively impact clients.

Multi-Level

- Discuss with supervisor what they see as the agency's "intervention." (Does the agency primarily deliver micro, mezzo, or macro services or a combination of them?)
- Discuss with supervisor how interventions are chosen and delivered.
- Discuss, in supervision, strategies for effective implementation of the intervention tools used in the agency?
- Discuss how an intervention is provided to the client.
- Research the interventions the agency provides, understanding the theoretical foundation, intentions, as well as the supporting evidence . If this is an Evidence Based/Informed intervention, do the study subjects have shared identities with the clients served by the agency? Discuss the difference/similarities in implementing interventions at the micro/mezzo/macro levels of practice.
- Discuss integration of classroom-based learning and placement-based learning with Field Instructor.

COMPETECY 9 – EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge

in evaluating outcomes. Social workers understand qualitative methods for evaluating outcomes and practice effectiveness.

Competency 9 - Practice Behaviors:

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

Competency 9 - Suggested Reflection Questions:

- How are evaluation tools created? And who creates them?
- What evaluation data are most informative for the agency's practices and programs?
- How is evaluation data used at the micro, mezzo, and macro level to inform practice at the other levels?
- What makes an evaluation tool useful?
- What skills are central to effective, informative and unbiased evaluation?

Competency 9 - Sample Learning Activities:

Micro

- Actively engage in your own quarter-end placement evaluations.
- Actively engage in a thoughtful self-evaluation of your professional development, strengths and challenges and discuss with the Field Instructor.
- Discuss individualized termination and evaluation plans for each of the clients/constituencies on your caseload with your Field Instructor.
- Develop and convey the main insights of an evaluation of clients' progress towards intervention plan goals.
- Develop and implement clear transition/termination plans with clients on your caseload.
- Write a letter, organize program materials, outline "lessons learned," create "cheat sheets," create a list of contacts created/community partnerships made.

Mezzo

- For each program supported, create a program description, summary of critical information, description of common activities, assessments, interventions and evaluation methods, important contact people, general tips & strategies, to be provided to the next person involved in the work.
- Participate in transition, closure activities with agency staff ensuring a professional handoff of responsibilities and information.

Macro

- Review and/or help prepare a funder-required quarterly report.
- Review funder required evaluation tools, processes, reports and discuss with supervisor.
- Review and discuss agency's process for staff evaluation.
- Identify and discuss how agency has used evaluation data to modify their programs, in the past.

Multi-Level

- Review the evaluation tools/methods used in the agency. (How were the tools created? Is inclusive language used? What languages is it available in? Are there constituency and discuss the strategies and tools they find most informative.
- Discuss what the process was for creating the required evaluation tool.
- Review selected agency evaluation tools for inclusive anti-oppressive, strengths-based approaches, person in environment perspectives, and anti-oppressive values.

- Discuss integration of classroom-based learning and placement-based learning with Field Instructor.
- Participate in termination/transition/endings with clients, agency staff, and/or community members.



**CSWE 9 Competencies with Practice Behaviors for Specialized Students
By UW SSW Program Specializations**

**Please see last page for a summary of Specialization options by UW SSW Program*

<p>Competency 1 - Demonstrate Ethical & Professional Behavior: Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.</p>				
<p>APP - Administration & Policy Practice</p>	<p>CCIP – Community – Centered Integrative Practice</p>	<p>Clinical – Clinical Social Work</p>	<p>Health - Mental Health – Integrative Health-Mental Health Advanced Practice</p>	<p>Multigen – Multigenerational Practice with Children, Families, and Elders</p>
<p>1a: understand and identify the role of a social worker in cross-disciplinary settings 1b: demonstrate professional use of self with clients/constituents and colleagues 1c: understand and identify professional strengths, limitations, and challenges 1d: apply core values and ethical standards of the social work profession within diverse organizational, policy and community practice settings</p>	<p>1a: understand and identify the role of a social worker in cross-disciplinary settings 1b: demonstrate professional use of self with clients/constituents and colleagues 1c: understand and identify professional strengths, limitations, and challenges 1d: demonstrate a praxis-oriented (action and reflection) approach to personal and professional lifelong learning and engagement</p>	<p>1a: understand and identify the role of a social worker in cross-disciplinary setting 1b: demonstrate professional use of self with clients/constituents and colleagues 1c: understand and identify professional strengths, limitations, and challenges 1d: develop and maintain relationships with clients/constituents within person-in-environment and strengths perspective</p>	<p>1a: understand and identify the role of a social worker in cross-disciplinary settings 1b: demonstrate professional use of self with clients/constituents and colleagues 1c: understand and identify professional strengths, limitations, and challenges 1d: develop and maintain relationships with clients/constituents within person-in-environment and strengths perspective</p>	<p>1a: understand and identify the role of a social worker in cross-disciplinary settings 1b: demonstrate professional use of self with clients/constituents and colleagues 1c: understand and identify professional strengths, limitations, and challenges 1d: develop and maintain relationships with clients/constituents within person-in-environment and strengths perspective</p>

Competency 2 - Engage Diversity and Difference in Practice: Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

APP - Administration & Policy Practice	CCIP – Community – Centered Integrative Practice	Clinical – Clinical Social Work	Health - Mental Health – Integrative Health-Mental Health Advanced Practice	Multigen – Multigenerational Practice with Children, Families, and Elders
<p>2a: demonstrate an understanding of intersectionality and multiple identities-positionalities as foundation for engaging difference</p> <p>2b: recognize and manage personal biases as they affect the professional relationship in the service of the clients'/ constituents' interests</p> <p>2c: demonstrate ability to collaboratively define issues, collect data & develop interventions, considering different histories, identities and beliefs</p>	<p>2a: demonstrate an understanding of intersectionality and multiple identities-positionalities as foundation for engaging difference</p> <p>2b: recognize and manage personal biases as they affect the professional relationship in the service of the clients'/ constituents interests</p> <p>2c: engage constituents as experts of their own experiences and understand of how differences shape life experiences at all levels of practice</p>	<p>2a: demonstrate an understanding of intersectionality and multiple identities-positionalities as foundation for engaging difference</p> <p>2b: recognize and manage personal biases as they affect the professional relationship in the service of the clients'/constituents' interests</p> <p>2c: identify practitioner and client/constituent differences, utilizing a strengths perspective</p>	<p>2a: demonstrate an understanding of intersectionality and multiple identities-positionalities as foundation for engaging difference</p> <p>2b: recognize and manage personal biases as they affect the professional relationship in the service of the clients'/constituents' interests</p> <p>2c: identify practitioner and client/constituent differences, utilizing a strengths perspective</p>	<p>2a: demonstrate an understanding of intersectionality and multiple identities-positionalities as foundation for engaging difference</p> <p>2b: recognize and manage personal biases as they affect the professional relationship in the service of the clients'/constituents' interests</p> <p>2c: identify practitioner and client/constituent differences, utilizing a strengths perspective</p>

Competency 3 - Advance Human Rights and Social, Economic, and Environmental Justice: Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

APP - Administration & Policy Practice	CCIP – Community – Centered Integrative Practice	Clinical – Clinical Social Work	Health - Mental Health – Integrative Health-Mental Health Advanced Practice	Multigen – Multigenerational Practice with Children, Families, and Elders
<p>3a: articulate the potentially challenging effects of economic, social, cultural and global factors on client/constituent systems 3b: advocate at all practice levels for creation and implementation of programs that promote social and economic justice and diminish disparities 3c: demonstrate understanding of structural factors, such as racism and violence, which contribute to persistent disparities for marginalized</p>	<p>3a: articulate the potentially challenging effects of economic, social, cultural and global factors on client/constituent systems 3b: advocate at all practice levels for creation and implementation of programs that promote social and economic justice and diminish disparities 3c: demonstrate understanding of structural factors, such as racism and violence, which contribute to persistent disparities for marginalized</p>	<p>3a: articulate the potentially challenging effects of economic, social, cultural and global factors on client/constituent systems 3b: advocate at all practice levels for creation and implementation of programs that promote social and economic justice and diminish disparities 3c: demonstrate understanding of structural factors, such as racism and violence, which contribute to persistent disparities for marginalized</p>	<p>3a: articulate the potentially challenging effects of economic, social, cultural and global factors on client/constituent systems 3b: advocate at all practice levels for creation and implementation of programs that promote social and economic justice and diminish disparities 3c: demonstrate understanding of structural factors, such as racism and violence, which contribute to persistent disparities for marginalized</p>	<p>3a: articulate the potentially challenging effects of economic, social, cultural and global factors on client/constituent systems 3b: advocate at all practice levels for creation and implementation of programs that promote social and economic justice and diminish disparities 3c: demonstrate understanding of structural factors, such as racism and violence, which contribute to persistent disparities for marginalized populations</p>

Competency 4 - Engage In Practice-informed Research and Research-informed Practice: Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

APP - Administration & Policy Practice	CCIP – Community – Centered Integrative Practice	Clinical – Clinical Social Work	Health - Mental Health – Integrative Health-Mental Health Advanced Practice	Multigen – Multigenerational Practice with Children, Families, and Elders
<p>4a: apply critical thinking to evidence-based interventions and best practices 4b: use best practices and evidence-based research to develop, implement and evaluate interventions 4c: contribute to the theoretical knowledge base of the social work profession through practice-based research 4d: research and apply knowledge of diverse populations to enhance client/constituent wellbeing</p>	<p>4a: apply critical thinking to evidence-based interventions and best practices 4b: use best practices and evidence-based research to develop, implement and evaluate interventions 4c: contribute to the theoretical knowledge base of the social work profession through practice-based research 4d: research and apply knowledge of diverse populations to enhance client/constituent wellbeing</p>	<p>4a: apply critical thinking to evidence-based interventions and best practices 4b: use best practices and evidence-based research to develop, implement and evaluate interventions 4c: contribute to the theoretical knowledge base of the social work profession through practice-based research 4d: research and apply knowledge of diverse populations to enhance client/constituent wellbeing</p>	<p>4a: apply critical thinking to evidence-based interventions and best practices 4b: use best practices and evidence-based research to develop, implement and evaluate interventions 4c: contribute to the theoretical knowledge base of the social work profession through practice-based research 4d: research and apply knowledge of diverse populations to enhance client/constituent wellbeing</p>	<p>4a: apply critical thinking to evidence-based interventions and best practices 4b: use best practices and evidence-based research to develop, implement and evaluate interventions 4c: contribute to the theoretical knowledge base of the social work profession through practice-based research 4d: research and apply knowledge of diverse populations to enhance client/constituent wellbeing</p>

Competency 5 - Engage in Policy Practice to advance social and economic well-being and to deliver effective social work services: Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implantation, and evaluation.

APP - Administration & Policy Practice	CCIP – Community – Centered Integrative Practice	Clinical – Clinical Social Work	Health - Mental Health – Integrative Health-Mental Health Advanced Practice	Multigen – Multigenerational Practice with Children, Families, and Elders
<p>5a: recognize the interrelationship between clients/constituents, practice, and organizational and public policy</p> <p>5b: determine the factors that influence the development of legislation, policies, program services and funding at all system levels</p>	<p>5a: recognize the interrelationship between clients/constituents, practice, and organizational and public policy</p> <p>5b: determine the factors that influence the development of legislation, policies, program services and funding at all system levels</p>	<p>5a: recognize the interrelationship between clients/constituents, practice, and organizational and public policy</p> <p>5b: determine the factors that influence the development of legislation, policies, program services and funding at all system levels</p>	<p>5a: recognize the interrelationship between clients/constituents, practice, and organizational and public policy</p> <p>5b: determine the factors that influence the development of legislation, policies, program services and funding at all system levels</p>	<p>5a: recognize the interrelationship between clients/constituents, practice, and organizational and public policy</p> <p>5b: determine the factors that influence the development of legislation, policies, program services and funding at all system levels</p>

Competency 6 - Engage with Individuals, Families, Groups, Organizations, and Communities: Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

APP - Administration & Policy Practice	CCIP – Community – Centered Integrative Practice	Clinical – Clinical Social Work	Health - Mental Health – Integrative Health-Mental Health Advanced Practice	Multigen – Multigenerational Practice with Children, Families, and Elders
<p>6a: demonstrate the skills required for effectively engaging with clients/constituents (e.g., leadership, critical thinking and interpersonal skills)</p> <p>6b: demonstrate ability to engage with constituents to assess and analyze community/organization capacities, strengths, and needs</p>	<p>6a: demonstrate the skills required for effectively engaging with clients/constituents (e.g., leadership, critical thinking and interpersonal skills).</p> <p>6b: engage clients/constituents to be active partners in the establishing intervention goals and expected outcomes</p>	<p>6a: demonstrate the skills required for effectively engaging with clients/families/constituents (e.g., leadership, critical thinking and interpersonal skills)</p> <p>6b: engage clients/families/constituents to be active partners in the establishing intervention goals and expected outcomes</p>	<p>6a: demonstrate the skills required for effectively engaging with clients/constituents (e.g., leadership, critical thinking and interpersonal skills)</p> <p>6b: engage clients/constituents to be active partners in the establishing intervention goals and expected outcomes</p>	<p>6a: demonstrate the skills required for effectively engaging with clients/constituents (e.g., leadership, critical thinking and interpersonal skills)</p> <p>6b: engage clients/constituents to be active partners in the establishing intervention goals and expected outcomes</p>

Competency 7 - Assess Individuals, Families, Groups, Organizations, and Communities: Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice content in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experience and affective reactions may affect their assessment and decision-making.

APP - Administration & Policy Practice	CCIP – Community – Centered Integrative Practice	Clinical – Clinical Social Work	Health - Mental Health – Integrative Health-Mental Health Advanced Practice –	Multigen – Multigenerational Practice with Children, Families, and Elders
<p>7a: use multidimensional assessment (e.g., bio/psycho/social/spiritual/structural) 7b: assess policies influencing practice within organizational and community settings, identifying opportunities for individuals to become</p>	<p>7a: use multidimensional assessment (e.g., bio/psycho/social/spiritual/structural) 7b: demonstrate a critical understanding of major approaches to community practice</p>	<p>7a: use multidimensional assessment (e.g., bio/psycho/social/spiritual/structural) 7b: evaluate, select, and implement appropriate assessment instruments, adapting them as appropriate to client/constituent circumstances</p>	<p>7a: use multidimensional assessment (e.g., bio/psycho/social/spiritual/structural) 7b: evaluate, select, and implement appropriate assessment instruments, adapting them as appropriate to client/constituent circumstances</p>	<p>7a: use multidimensional assessment (e.g., bio/psycho/social/spiritual/structural) 7b: evaluate, select, and implement appropriate assessment instruments, adapting them as appropriate to client/constituent circumstances</p>

Competency 8 - Intervene with Individuals, Families, Groups, Organizations, and Communities: Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

APP - Administration & Policy Practice	CCIP – Community – Centered Integrative Practice	Clinical – Clinical Social Work	Health - Mental Health – Integrative Health-Mental Health Advanced	Multigen – Multigenerational Practice with Children, Families, and Elders
<p>8a: identify, evaluate, and select effective and appropriate intervention strategies</p> <p>8b: develop and implement collaborative, multidisciplinary intervention strategies</p> <p>8c: demonstrate analytical and interpersonal skills in work with community-based groups and human service organizations</p>	<p>8a: identify, evaluate, and select effective and appropriate intervention strategies</p> <p>8b: develop and implement collaborative, multidisciplinary intervention strategies</p> <p>8c: use intergroup dialogue principles to effect justice across all levels of practice and to guide intervention planning</p>	<p>8a: identify, evaluate, and select effective and appropriate intervention strategies</p> <p>8b: develop and implement collaborative, multidisciplinary intervention strategies</p> <p>8c: incorporate practice theories and bio-psycho-social-spiritual-structural factors into the design of intervention strategies</p>	<p>8a: identify, evaluate, and select effective and appropriate intervention strategies</p> <p>8b: develop and implement collaborative, multidisciplinary intervention strategies</p> <p>8c: incorporate practice theories and bio-psycho-social-spiritual-structural factors into the design of intervention strategies</p>	<p>8a: identify, evaluate, and select effective and appropriate intervention strategies</p> <p>8b: develop and implement collaborative, multidisciplinary intervention strategies</p> <p>8c: incorporate practice theories and bio-psycho-social-spiritual-structural factors into the design of intervention strategies</p>

Competency 9 - Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities: Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative methods for evaluating outcomes and practice effectiveness.

APP - Administration & Policy Practice	CCIP – Community – Centered Integrative Practice	Clinical – Clinical Social Work	Health - Mental Health – Integrative Health-Mental Health Advanced Practice	Multigen – Multigenerational Practice with Children, Families, and Elders
<p>9a: identify and utilize appropriate evaluation tools for specific interventions</p> <p>9b: involve constituents in implementing and evaluating policy decisions and programs to enhance equity and inclusion</p>	<p>9a: identify and utilize appropriate evaluation tools for specific interventions</p> <p>9b: critically evaluate and examine best practices and evidence-based interventions using an anti-oppression lens</p>	<p>9a: identify and utilize appropriate evaluation tools for specific interventions</p> <p>9b: critically evaluate and examine best practices and evidence-based interventions using an anti-oppression lens</p>	<p>9a: identify and utilize appropriate evaluation tools for specific interventions</p> <p>9b: critically evaluate and examine best practices and evidence-based interventions using an anti-oppression lens</p>	<p>9a: identify and utilize appropriate evaluation tools for specific interventions</p> <p>9b: critically evaluate and examine best practices and evidence-based interventions using an anti-oppression lens</p>

***SPECIALIZATION OPTIONS BY UW SSW PROGRAM:**

Full Time, MSW Day & Full Time, Advanced Standing Programs

- Administration and Policy Practice (APP)
- Community-Centered Integrative Practice (CCIP)
- Clinical Social Work (Clinical)

Part Time MSW Extended Degree Program & PT Advanced Standing Programs

- Multigenerational Practice with Children, Families, and Elders (Multigen)
- Integrative Health-Mental Health Advanced Practice (Health-Mental Health)

CWTAP, Child Welfare Training Advancement Program:

- Day and Advanced Standing FT Cohorts –required to take the Clinical Specialization
- EDP and Advanced Standing PT Cohorts - required to take Multigen Specialization. However, DCYF/Tribe Employees can also choose Health-Mental Health if they prefer.

Bachelor of Arts in Social Welfare (BASW) Generalist Practicum Overview

The BASW program is a generalist program that serves as an excellent foundation for aspiring leaders, helpers, innovators, community organizers, and social service professionals, giving students skills to work with clients individually, with groups and families, or on a macro policy level. As a full-time professional degree program, students develop skills and values that prepare them for successful careers as social workers.

Students typically apply their sophomore year to enter the program their junior year of college. Successful applicants demonstrate an interest in the field through both extracurricular activities and completion of pre-requisite courses. While no volunteer hours are required to qualify for the program, it is a way students demonstrate interest in the field.

Junior Year - Students attend a series of academic classes throughout the school year that includes material that informs their micro, mezzo, and macro practice. During the Winter and Spring quarters they also engage in Community Service Learning, 2-3 hours a week/25 hrs a quarter, volunteering at a variety of locations, including social service agencies, schools and non-profits, for example.

Senior Year – During students' senior year, they engage in academic courses as well as a Practicum all three quarters. (Field Seminar, SocWf 405, is a 3 credit course Autumn quarter only. Generalist Practicum SocWf 415, is 4 credits/160 hours each all three quarters.) By the end of the school year, students will have completed 12 credits/480 hours of Generalist Practicum. Students typically take two academic classes each quarter in their major, Social Welfare, in addition to their Practicum.

Practicum Learning Opportunities - The Generalist Practicum placement experience must offer micro, mezzo and macro learning opportunities.

Learning contracts are the students' work plan for their practicum placement. The student, Field Instructor and in some cases Task Supervisor create it collaboratively. The Field Instructor posts it to STAR by due date, which is typically approximately three weeks after the start date. The contracts are then reviewed and approved by Field Faculty.

Evaluations are completed quarterly and are due the last day of instruction each quarter, the week before the official last day of the quarter. The student and Field Instructor work together to review the student's work, using the learning contract as a reference. Evaluations are submitted on STAR by the Field Instructor after the student approves and signs it. The Field Faculty then reviews it for credit.

Holidays and Personal Time Off (PTO): All BASW students are awarded federal holidays with credited hours. For example, if the student is scheduled to attend 8 hours on a Monday, and it is a federally recognized holiday, then they are not required to be at Practicum, even if the site is open. The student is credited the 8 hours towards their total required hours. In addition, students get up to 2 days off a year (not a quarter) for illness or other personal reasons. If they are scheduled to attend 8 hours the day they are taking PTO and are not, they are still credited the 8 hours.

1 credit = 40 hours of practicum work; 1 quarter = 10 weeks

Advanced Standing Programs, Full-Time & Part-Time

<https://socialwork.uw.edu/programs/msw/msw-advanced-standing-program>

Our full-time (FT) and part-time (PT) MSW Advanced Standing Programs are for students who completed their undergraduate degree in social work or social welfare. Students build off their generalist (formerly known as “foundational”) social work studies during their intensive summer bridge and quickly enter the MSW specialized (formerly known as “advanced”) curriculum in a chosen area of specialization (formerly known as “concentration”).

Full-Time Advanced Standing Program

Summer Bridge – Full-time MSW Advanced Standing program starts mid-summer during Term B with the intensive summer “bridge” program, where students attend classes up to 5 days a week.

Autumn Quarter - students join the full-time MSW Day Program students in the specialized curriculum, which includes academic classes, usually two days a week (Autumn, Winter, Spring quarters) and the Specialized Practicum, starting 9/30/20 through the end of Spring quarter, 2021. Students generally take 3 classes a quarter, but this varies.

- **Specialized Practicum (SW 525A) is 17 credits = 680 hours** to be divided out over all three quarters. A standard credit plan is Autumn/6 credits/240 hours, Winter/6c/240hrs, Spring/5c/200hrs. Ex., The quarter is 10 weeks. A student scheduled to complete 240 hours in the quarter, works 24 hours a week, three 8 hours a day.
 - SW 525A is practicum only with no academic class time.
 - Specialized practicums generally reflect the specialization the student has chosen.

Specialization Options: See the website for a description of the Specializations in addition to the required and elective courses: <https://socialwork.uw.edu/msw-advanced-standing-specializations>

- Administration and Policy Practice (APP)
- Community-Centered Integrative Practice (CCIP)
- Clinical Social Work (Clinical)

Part-Time Advanced Standing Program

Summer Bridge – Part-time MSW Advanced Standing program starts mid-summer during Term B with the intensive summer “bridge” program, attending classes up to 5 days a week.

Autumn Quarter of year one, students join the part-time MSW Evening Degree Program’s (EDP) specialized curriculum. However, PT Advanced Standing students take a reduced course load of 1 academic course in addition to their practicum per quarter for 6 quarters. Some students choose to do their field education or practicum in their agency of employment. Classes are taken during weekends or evenings.

- **Specialized Practicum (SW 525B) is 17 credits = 680 hours** to be completed between 3-6 quarters. Each student’s practicum credit plan varies.
 - SW 525B is a practicum only course with no academic class time.
 - Specialized practicums generally reflect the specialization or concentration the student has chosen.

Specialization Options: See the website for a description of the Specialization in addition to the required and elective courses: <https://socialwork.uw.edu/msw-advanced-standing-specializations>

- Multigenerational Practice with Children, Families, and Elders
- Integrative Health-Mental Health Advanced Practice

General Information

1 credit = 40 hours of practicum work; 1 quarter = 10 weeks

Learning contracts are the students work plan for their practicum placement. The student, Field Instructor and in some cases Task Supervisor create it collaboratively. The student posts it to STAR by due date and are reviewed and approved by Field Faculty.

Evaluations are completed quarterly and are due the last day of instruction each quarter, the week before the official last day of the quarter. (Exception for Generalist students Autumn quarter, no evaluations are due.) The student and Field Instructor work together to review the student's work, using the learning contract as a reference. Evaluations are submitted on STAR after approved by both the Field Instructor and student. The Field Faculty then reviews it for credit.

Holidays and Personal Time Off (PTO): All MSW students are awarded federal holidays with credited hours. For example, if the student is scheduled to attend 8 hours on a Monday, and it is a federally recognized holiday, then they are not required to be at Practicum, even if the site is open. The student is credited the 8 hours towards their total required hours. In addition, students get up to 2 days off a year (not a quarter) for illness or other personal reasons. If they are scheduled to attend 8 hours the day they are taking PTO and are not, they are still credited the 8 hours.



MSW Day Program Quick Facts

The Day program is a full-time, two year program. Required courses and most field placements are offered during Autumn, Winter and Spring quarters, during weekday and daytime hours.

First year includes academic classes two to four days a week AND a Generalist practicum, starting 1/4/21 through the end of Spring quarter. Students take A/4, W/3, S/3 academic courses per quarter

- **First year, Generalist Practicum (SW 524A) is 8 credits = 320 hours** (1 credit = 40 hours) to be divided out over two quarters with the practicum credit plan Winter, 4c/160hrs; Spring, 4c/160hrs practicum. Ex., The quarter is 10 weeks. A student scheduled to complete 160 hours works 16 hours a week, usually two 8 hours a days at their practicum.
 - Fall quarter only, students attend SW 524A academic class, an introduction Social Work practice.
 - Practicum placement runs Winter and Spring quarters
 - *Generalist practicum placements must have micro, mezzo and macro learning opportunities*

Second year includes academic classes, usually two days a week (Autumn, Winter, Spring quarters) and the Specialized Practicum, starting 9/30/20 through the end of Spring quarter, 2021. Students generally take 3 classes a quarter, but this varies.

- **Second year, Specialized Practicum (SW 525A) is 17 credits = 680 hours** to be divided out over all three quarters. A standard credit plan is Autumn/6 credits/240 hours, Winter/6c/240hrs, Spring/5c/200hrs. Ex., The quarter is 10 weeks. A student scheduled to complete 240 hours in the quarter, works 24 hours a week, three 8 hours a day.
 - SW 525A is practicum only with no academic class time.
 - Specialized practicums generally reflect the specialization/concentration the student has chosen.

The MSW Day program offers three concentrations - See the website for a description of the concentrations in addition to the required and elective courses:

[https://socialwork.uw.edu/msw-dayfull-time-advanced-standing-concentrations:](https://socialwork.uw.edu/msw-dayfull-time-advanced-standing-concentrations)

- Administration and Policy Practice (APP)
- Community-Centered Integrative Practice (CCIP)
- Clinical Social Work (choosing between: Children, Youth and Families; Multigenerational Practice with Elders; Health Practice; Mental Health Practice) (Clinical)

Learning contracts are the students work plan for their practicum placement. The student, Field Instructor and in some cases Task Supervisor create it collaboratively. The student posts it to STAR by due date and are reviewed and approved by Field Faculty.

Evaluations are completed quarterly and are due the last day of instruction each quarter, the week before the official last day of the quarter. (Exception for Generalist students Autumn quarter, no evaluations are due.) The student and Field Instructor work together to review the student's work, using the learning contract as a reference. Evaluations are submitted on STAR after approved by both the Field Instructor and student. The Field Faculty then reviews it for credit.

Holidays and Personal Time Off (PTO): All MSW students are awarded federal holidays with credited hours. For example, if the student is scheduled to attend 8 hours on a Monday, and it is a federally recognized holiday, then they are not required to be at Practicum, even if the site is open. The student is credited the 8 hours towards their total required hours. In addition, students get up to 2 days off a year (not a quarter) for illness or other personal reasons. If they are scheduled to attend 8 hours the day they are taking PTO and are not, they are still credited the 8 hours.

Extended Degree Program (EDP) Quick Facts

<https://socialwork.uw.edu/programs/msw/msw-day-program>

The EDP program is a part-time, three year program. Required courses and most field placements are offered year round, during evening, weekend, and day hours. Students choose between the evening or weekend EDP program.

First year of the program includes academic courses only during Autumn, Winter and Spring quarters.

Second year of the program includes academic courses, two to three classes a quarter, starting Summer quarter AND the first year or Generalist practicum. The practicum start date varies by student.

- **First year, Generalist Practicum placement (SW 524B) is 9 credits = 360 hours to be divided out between 2-4 quarters.** Each student's credit plan varies, however the standard plan is: Summer/3 credits/120 hours, Autumn/3 credits/120 hours, Winter/3 credits/120 hours. Ex, The quarter is 10 weeks. A student scheduled to complete 120 hours, works 12 hours a week.
 - Summer quarter only, students attend SW 524B academic class, an introduction to Social Work practice.
 - *Generalist/Foundation Practicum must have micro, mezzo and macro learning opportunities*

Third year of the program includes academic classes, two to three classes a quarter, starting Summer quarter and the second year or Specialized practicum. The practicum start date varies by student.

- **Second year, Specialized/Advanced Practicum placement (SW 525B) is 17 credits = 680 hours to be divided out over 2-4 quarters.** Each student's credit plan varies, however the standard plan is: Summer/5 credits/200 hours, Autumn/6 credits/240 hours, Winter/6 credits/240 hours. If a student is scheduled to complete 240 hours over 10 weeks, they work 24 hours a week. However, some students choose to work through school breaks, and/or over 4 quarters, so there are more weeks to complete the hours and fewer hours worked weekly.
 - SW 525B is a practicum only course with no academic class time.
 - Specialized practicums generally reflect the specialization or concentration the student has chosen.

The EDP program offers one concentration: See the website for a description of the concentration in addition to the required and elective courses:

<https://socialwork.uw.edu/msw-edppart-time-advanced-standing-specialization>

- Clinical Social Work

General Information:

1 credit = 40 hours; 1 quarter = 10 weeks

Learning contracts are the students work plan for their practicum placement. The student, Field Instructor and in some cases Task Supervisor create it collaboratively. The student posts it to STAR by due date and are reviewed and approved by Field Faculty.

Evaluations are completed quarterly and are due the last day of instruction each quarter, the week before the official last day of the quarter. (Exception for Generalist students Autumn quarter, no evaluations are due.) The student and Field Instructor work together to review the student's work, using the learning contract as a reference. Evaluations are submitted on STAR to be approved by both the Field Instructor and student. The Field Faculty then reviews it for credit.

Holidays and Personal Time Off (PTO): All MSW students are awarded federal holidays with credited hours. For example, if the student is scheduled to attend 8 hours on a Monday, and it is a federally recognized holiday, then they are not required to be at Practicum, even if the site is open. The student is credited the 8 hours towards their total required hours. In addition, students get up to 2 days off a year (not a quarter) for illness or other personal reasons. If they are scheduled to attend 8 hours the day they are taking PTO and are not, they are still credited the 8 hours.