

Carlow University, Master of Social Work Program

MSW FIELD MANUAL

Academic Year 2026-2027

CARLOW UNIVERSITY

MSW FIELD MANUAL 2026-2027

Revised August 2026

Table of Contents

PURPOSE AND USE OF THE MSW FIELD MANUAL	4
Council on Social Work Education (CSWE) Field Education Standards.....	4
PURPOSE AND OBJECTIVES OF FIELD EDUCATION.....	5
SOCIAL WORK CORE COMPETENCIES	6
Field Placement Requirements and Prerequisites: Traditional Students	7
Field Placement Requirements and Prerequisites: Advanced Standing Students	7
MSW FIELD EDUCATION TEAM	8
Director of MSW Field Education.....	8
MSW Field Coordinator.....	9
Field Placement Specialist.....	9
Field Liaison.....	9
FIELD PLACEMENT PATHWAYS.....	10
Non-Employment-Based Field Placement	10
Employment-Based Field Placement	10
Employment Based Field Placements.....	10
Policy on Employment-Based Field Placements	11
APPLICATION AND ELIGIBILITY PROCESS	12
FIELD PLACEMENT PLANNING AND PLACEMENT PROCESS	13
FIELD PLACEMENT PREPARATION AND APPROVAL TIMELINE	15
Course-Specific Field Placement Approval.....	16
CRITERIA FOR SELECTION OF MSW Field Instructors (Agency-Based Supervisors)	16
RESPONSIBILITIES.....	17
RESPONSIBILITIES OF THE MSW FIELD INSTRUCTOR (AGENCY-BASED SUPERVISOR)	17
RESPONSIBILITIES OF THE MSW PROGRAM TO THE FIELD PLACEMENT AGENCY	19
RESPONSIBILITIES OF STUDENTS IN FIELD PLACEMENT	20
LIABILITY INSURANCE	22
Student Transportation of Clients	22
CLEARANCES	22
EVALUATION OF THE FIELD EDUCATION EXPERIENCE	22
GRADING	23
APPEAL PROCESS FOR REMOVAL OR DISMISSAL FROM FIELD PLACEMENT.....	25
ADDITIONAL POLICIES AND PROCEDURES	25
QUESTIONS AND FIELD EDUCATION SUPPORT.....	25

APPENDIX A: Initial Field Contract and Learning Agreement	27
APPENDIX B: FIELD PRACTICE EVALUATION OF STUDENTS	38
Generalist Practice	39
Direct Practice Specialization	48
Macro Specialization	58
School Social Work Specialization	71

PURPOSE AND USE OF THE MSW FIELD MANUAL

The MSW Field Manual provides the policies, procedures, expectations, and resources specific to field education within Carlow University's Master of Social Work (MSW) Program. It is designed to be used in conjunction with the MSW Student Handbook, which contains the broader mission, policies, academic expectations, professional standards, and requirements applicable to all students in the MSW Program.

Carlow University's MSW Field Education Program operates in accordance with the mission, policies, and expectations established in the MSW Student Handbook. These include, but are not limited to, the MSW Program Mission and Goals, Council on Social Work Education (CSWE) accreditation standards and social work competencies, the NASW Code of Ethics, MSW Essential Standards for Skills, Values and Professional Conduct, and applicable University and MSW Program policies. Students participating in field education remain responsible for understanding and adhering to the requirements outlined in the MSW Student Handbook.

This Field Manual focuses specifically on the policies and procedures governing field education, including field placement planning and approval, field education requirements, roles and responsibilities, supervision, employment-based placements, student learning and evaluation, and processes for addressing concerns that arise during field placement. Students are responsible for becoming familiar with and following the requirements outlined in both the MSW Student Handbook and MSW Field Manual. The MSW Field Manual is reviewed and updated regularly, and the most current version is published on the MSW Program website.

Council on Social Work Education (CSWE) Field Education Standards

Carlow University's MSW Program follows the Council on Social Work Education (CSWE) 2022 Educational Policy and Accreditation Standards (EPAS) and has designed its Field Education Program in accordance with Accreditation Standard (AS) 3.3: Field Education.

Field education is the signature pedagogy of social work education. As described in CSWE EPAS 3.3:

Field education is the signature pedagogy for social work. Signature pedagogies are elements of instruction and socialization that teach future practitioners the fundamental dimensions of professional work in their discipline: to think, to perform, and to act intentionally, ethically, and with integrity. The field setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. Field education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the field setting. It is a basic precept of social work education that the two interrelated components of curriculum—

classroom and field—are of equal importance, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria and measures of student acquisition and demonstration of the nine social work competencies. Responding to the changing nature of the practice world and student demographics and characteristics, field education programs articulate how they maintain or enhance students' access to high-quality field practicum experiences. Field education programs develop field models to prepare students for contemporary and interprofessional social work practice, including the use of various forms of technology. The program's field education director serves as an essential contributor to the curricular development, administration, and governance of field education.

The policies and procedures outlined in this Field Manual reflect Carlow University's implementation of these standards and guide the planning, approval, supervision, coordination, and evaluation of MSW field education experiences.

PURPOSE AND OBJECTIVES OF FIELD EDUCATION

Field education provides students with opportunities to integrate and apply the knowledge, values, skills, and cognitive and affective processes developed throughout the MSW curriculum within professional social work practice settings. Through supervised field experiences, students develop professional competence, strengthen their social work identity, engage in ongoing reflection and professional growth, and demonstrate their ability to apply social work knowledge and skills in practice.

Field education is a collaborative educational experience involving the student, field placement agency, MSW Field Instructor (Agency-Based Supervisor), and Carlow University MSW Program. Each participant has responsibilities for supporting the student's learning and development and for ensuring that the field experience meets MSW Program requirements.

Consistent with the CSWE competencies identified in the MSW Student Handbook and listed below, Carlow's MSW Field Education Program provides opportunities for students to:

- integrate social work knowledge, values, ethics, and skills into professional practice;
- develop and demonstrate the social work competencies and associated practice behaviors appropriate to their level of field education;
- strengthen their professional identity, self-awareness, critical thinking, and use of professional judgment;
- engage effectively with individuals, families, groups, organizations, and communities as appropriate to the placement setting and level of practice;
- apply ethical decision-making and the NASW Code of Ethics to situations

- encountered in professional practice;
- engage anti-racism, diversity, equity, and inclusion in practice and advance human rights and social, racial, economic, and environmental justice;
- integrate research, policy, and trauma-informed perspectives into social work practice;
- develop the ability to use supervision, consultation, feedback, and self-reflection to strengthen professional practice; and
- progressively demonstrate the level of competence and professional responsibility expected of an MSW-prepared social worker.

SOCIAL WORK CORE COMPETENCIES

Carlow University's MSW Program follows the CSWE 2022 Educational Policy and Accreditation Standards (EPAS) and has designed its Field Education Program to provide students with opportunities to develop and demonstrate the nine social work competencies established by CSWE. Carlow's MSW Program has added a tenth competency to reflect the Program's emphasis on trauma-informed social work practice. The MSW Program further extends and enhances these competencies for each of its three specializations: direct practice, macro practice, and school social work. Field education provides students with opportunities to develop, apply, and demonstrate proficiency in the competencies and associated practice behaviors appropriate to their level of field education.

The competencies are:

Competency 1: Demonstrate Ethical and Professional Behavior

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

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

Competency 10: Engage in Trauma-Informed Social Work Practice

Field Placement Requirements and Prerequisites: Traditional Students

Traditional MSW students complete three field placements: MSW 730: Generalist Field Placement I, MSW 732: Specialization Field Placement II, and MSW 734: Specialization Field Placement III. MSW 732 and MSW 734 are completed in consecutive semesters during the final two semesters of the MSW Program. Each field placement requires a minimum of 300 field hours, for a total of 900 field hours completed as part of the Carlow MSW Program. Students typically complete approximately 20 field hours per week over a 15-week semester, although schedules may vary based on the field placement agency and approved placement plan.

Traditional students must complete the applicable prerequisites before beginning each field placement. Students must complete 12 credits of Generalist I coursework prior to MSW 730; alternatively, students may complete 9 credits of Generalist I coursework prior to MSW 730 and complete the remaining 3 credits concurrently with MSW 730 as a co-requisite. Students must successfully complete MSW 730 and MSW 720 prior to beginning MSW 732: Specialization Field Placement II. Students typically complete at least one semester of MSW coursework between MSW 730 and MSW 732.

MSW 730: Generalist Field Placement I provides a generalist field education experience with opportunities for students to develop and demonstrate competency in practice across system levels, including individuals, families, groups, organizations, and communities.

MSW 732: Specialization Field Placement II and MSW 734: Specialization Field Placement III provide field education experiences at the specialization level. Field placements must provide learning opportunities appropriate to the student's selected area of specialized practice and support development and demonstration of the Carlow MSW competencies at the specialization level. Direct Practice students primarily focus on practice with individuals and families; Macro Practice students primarily focus on organizations and communities; and School Social Work students primarily focus on individuals, families, and communities within educational and related systems.

Field Placement Requirements and Prerequisites: Advanced Standing Students

Advanced Standing MSW students complete two specialization field placements: MSW

MSW 732: Specialization Field Placement II and MSW 734: Specialization Field Placement III. These field placements are completed in consecutive semesters during the final two semesters of the MSW Program. Each field placement requires a minimum of 300 field hours, for a total of 600 field hours completed as part of the Carlow MSW Program. Students typically complete approximately 20 field hours per week over a 15-week semester, although schedules may vary based on the field placement agency and approved placement plan.

Advanced Standing students must successfully complete MSW 720 prior to beginning MSW 732: Specialization Field Placement II. Students typically complete at least one semester of MSW coursework prior to beginning MSW 732.

MSW 732: Specialization Field Placement II and MSW 734: Specialization Field Placement III provide field education experiences at the specialization level. Field placements must provide learning opportunities appropriate to the student's selected area of specialized practice and support development and demonstration of the Carlow MSW competencies at the specialization level. Direct Practice students primarily focus on practice with individuals and families; Macro Practice students primarily focus on organizations and communities; and School Social Work students primarily focus on individuals, families, and communities within educational and related systems.

Advanced Standing status recognizes prior completion of a CSWE-accredited baccalaureate social work program, including the field education requirements associated with that degree. Accordingly, Advanced Standing students complete 600 hours of field education within Carlow's MSW Program.

MSW FIELD EDUCATION TEAM

Carlow University's MSW Field Education Team works collaboratively to support students throughout the field education process, from initial placement planning through completion of each field experience. The team includes the Director of MSW Field Education, MSW Field Coordinator, Field Placement Specialist, and Field Liaisons. Each role has distinct responsibilities within the field education process.

Director of MSW Field Education

The Director of MSW Field Education provides overall leadership and oversight of the MSW Field Education Program. The Director is responsible for ensuring that field placements meet MSW Program and CSWE requirements and for reviewing and approving field placement agencies and MSW Field Instructors (Agency-Based Supervisors) before students begin placement. The Director provides consultation and oversight when significant concerns, changes, or challenges arise during a field placement and works with students, field agencies, MSW Field Instructors (Agency-Based Supervisors), Field Liaisons, and other MSW Program faculty as appropriate to address field education issues.

A field placement is not considered finalized or approved until the Initial Field Contract and Learning Agreement has been reviewed and signed by the Director of MSW Field Education.

MSW Field Coordinator

The MSW Field Coordinator works primarily with students during the semester prior to beginning a field placement. The Field Coordinator assists students with the field planning process, including identifying their field education goals and needs, exploring potential field placement agencies and appropriate MSW supervision, and coordinating the steps required to develop a proposed placement. The Field Coordinator works collaboratively with the Field Placement Specialist when additional agency identification and outreach are needed, particularly for students seeking placements outside the Pittsburgh region. The Field Coordinator helps students navigate the steps necessary to develop a proposed field placement so that the student and agency can complete the Initial Field Contract and Learning Agreement and submit it to the Director of MSW Field Education for final review and approval.

Field Placement Specialist

The Field Placement Specialist supports the field placement planning process by assisting in the identification and development of field placement opportunities for students who reside outside the Pittsburgh region. Because Carlow University's MSW Program is offered online and serves students across a broad geographic area, the Field Placement Specialist researches and connects with potential agencies in students' local communities and assists in identifying organizations that may be able to provide appropriate field learning experiences and qualified MSW supervision.

The Field Placement Specialist works collaboratively with the MSW Field Coordinator and Director of MSW Field Education to support the development of potential placement opportunities. Identification of an agency or contact by the Field Placement Specialist does not constitute approval of a field placement. All proposed placements, agencies, MSW Field Instructors (Agency-Based Supervisors), and supervision arrangements remain subject to the MSW Program's established field placement review and approval process.

Field Liaison

Field Liaisons are MSW faculty members who teach sections of the field education courses, MSW 730, MSW 732, and MSW 734, and work with students throughout the semester in which they are completing their field placement. Field Liaisons support the integration of students' field experiences with the MSW curriculum and provide guidance related to the course components of field education.

Field Liaisons work with students and MSW Field Instructors (Agency-Based Supervisors) in the development and ongoing review of the Competency Integration Plan (CIP), conduct

required field site meetings or visits and coordinate the mid-term and final evaluation of student field performance. Field Liaisons also serve as a point of contact for students and field agencies during the field semester and communicate with the Director of MSW Field Education when concerns or significant changes arise that may affect the student's field experience.

FIELD PLACEMENT PATHWAYS

Carlow University's MSW Program recognizes two pathways through which students may complete their field education requirements: **Non-Employment-Based Field Placement** and **Employment-Based Field Placement**. Regardless of pathway, all field placements must meet applicable CSWE requirements and Carlow University MSW Program field education policies and procedures and must be reviewed and approved through the established field placement approval process.

Non-Employment-Based Field Placement

The student completes field education at an agency or organization where they are not employed. The placement is established specifically for the student's field education experience.

Employment-Based Field Placement

The student completes some or all field education hours within their place of employment as part of, or in conjunction with, their regular employment in accordance with all sections of CSWE AS 3.3: Field Education. Employment-based placements are not guaranteed and must be reviewed and approved by the MSW Program to ensure that the student's field learning activities, supervision, and responsibilities meet program requirements.

Employment Based Field Placements

Carlow University's MSW Program permits employment-based field placements in which students complete some or all field education hours within their place of employment as part of, or in conjunction with, their regular employment. Employment-based placements are not guaranteed and must be reviewed and approved by the MSW Program to ensure that the student's field learning activities, supervision, and responsibilities meet Program requirements.

Employment-based field placements are educational experiences and must provide opportunities for students to develop and demonstrate the Carlow MSW competencies at the appropriate generalist or specialization level. Approved employment duties may count as field hours when they are directly linked to the competencies and appropriate level of practice. New or expanded learning opportunities may also be incorporated to ensure educational breadth, professional growth, and exposure beyond the student's prior experience.

Policy on Employment-Based Field Placements

Carlow's MSW Program is committed to field education that builds on students' prior experience while providing continued growth and diverse practice exposure. Employment-based field placement may be approved only when all the following criteria can be met:

1. The proposed site identifies and coordinates supervision by an MSW-prepared social worker who meets the MSW Program criteria for approved MSW Field Instructors (Agency-Based Supervisors).
2. The student can meet all the educational goals of field placement as described in the Program's Field Manual and field education documents.
3. The site can provide opportunities for growth and diverse practice exposure. Student responsibilities and learning activities must support development and demonstration of all ten Carlow MSW competencies at the appropriate generalist level for MSW 730 or specialization level for MSW 732 and MSW 734.

If the above criteria are met, approved current employment duties linked to competencies, new or expanded duties, or a combination of both may qualify as field learning and field hours. Field hours may begin only after the placement is approved, and the field course has begun; past work experience cannot be counted retroactively.

The student's Employment Supervisor may also serve as the MSW Field Instructor (Agency-Based Supervisor) when that individual holds an MSW from a CSWE-accredited program and has at least two years of post-MSW social work practice experience. When the same individual serves in both roles, employment supervision and field education supervision must be clearly distinguished. At least one hour each week must be dedicated to field education and focus on educational development, social work competencies, the Competency Integration Plan (CIP), field assignments, and evaluation of field performance rather than routine job performance.

Students completing an employment-based field placement must promptly notify the Director of MSW Field Education of any change in employment status, position, department, responsibilities, or supervision arrangement that may affect the approved educational plan. A change in employment may affect the student's ability to continue the placement or complete field requirements within the planned semester.

Prior to confirming an employment-based field placement, students should consider the responsibilities associated with the dual roles of employee and student intern within the same agency. Employment and field education may involve different expectations, responsibilities, and supervisory relationships. Students are expected to maintain clear awareness of these roles and address questions or concerns regarding role expectations with their MSW Field Instructor (Agency-Based Supervisor) and Director of MSW Field Education.

Employment-based field placements are subject to review and approval by the Director of

MSW Field Education. The student, field placement agency, and Director of MSW Field Education must agree that the proposed employment-based educational plan, supervision arrangement, and learning opportunities meet program requirements before field hours begin.

If a student's employment ends during an employment-based field placement, the following policies apply:

- If the student is terminated from employment for reasons related to the student's conduct or performance, the MSW Program will review the circumstances and follow applicable field education policies, including the procedures outlined in *Removal or Dismissal from Field Placement* when appropriate.
- If the student's employment ends, changes substantially, or becomes jeopardized for reasons unrelated to the student's conduct or performance, the Program will work with the student and agency to determine whether field education can continue at the same agency or whether an alternative placement is necessary. Availability of an immediate replacement placement cannot be guaranteed.

APPLICATION AND ELIGIBILITY PROCESS

To be eligible to begin a field placement, students must meet the following requirements:

- Complete the *MSW Program's Field Placement Application* and required field planning process during the semester prior to starting field placement.
- Complete the applicable course prerequisites and/or co-requisites:
 - MSW 730: Complete 12 credits of Generalist I coursework prior to MSW 730; alternatively, students may complete 9 credits of Generalist I coursework prior to MSW 730 and complete the remaining 3 credits of Generalist I coursework concurrently with MSW 730 as a co-requisite.
 - MSW 732: Advanced Standing status or successful completion of MSW 730 and MSW 720.
 - MSW 734: Successful completion of MSW 732.
- Maintain satisfactory academic standing in the MSW Program, including a cumulative GPA of at least 3.0.
- Participate in required field education meetings and complete required field planning activities during the semester prior to starting field placement.
- Obtain approval of the proposed field placement through completion of the Initial Field Contract and Learning Agreement by the applicable field placement deadline.

Students must complete the field placement approval process by the applicable deadline: July 15 for Fall placement, November 15 for Spring placement, and April 1 for Summer placement. Sections I–XI of the Initial Field Contract and Learning Agreement must be completed by the student and field placement agency and submitted to the Director of MSW Field Education for review and approval. A field placement is not considered finalized or approved until the Initial Field Contract and Learning Agreement has been

reviewed and signed by the Director of MSW Field Education. Students who do not complete the approval process by the applicable deadline may not begin field placement in the intended semester. Students may not begin field placement or accrue field hours prior to Program approval and the beginning of the applicable field course.

FIELD PLACEMENT PLANNING AND PLACEMENT PROCESS

Carlow University's MSW Field Education Program assists students in identifying and securing an appropriate agency and supervision arrangement for each field placement. Students are not expected to independently identify and secure their own field placements; however, students are expected to actively participate in the placement planning process, communicate their learning goals and interests, and respond professionally and promptly throughout the process.

During the semester immediately preceding the intended field placement, students must complete the required field planning process. Students are expected to review the applicable policies in the MSW Student Handbook and MSW Field Manual and participate in required field orientation and planning activities. Students who do not participate in required field planning activities or complete required steps and documentation by established deadlines may not be able to begin field placement in the intended semester.

The MSW Field Coordinator works with students during the pre-placement process to gather information about their professional background, prior experience, learning goals, specialization, and areas of interest. The Field Coordinator assists students in identifying potential placement agencies and appropriate MSW supervision that may meet the student's educational needs and MSW Program requirements. When additional agency identification or outreach is needed, particularly for students residing outside the Pittsburgh region, the Field Coordinator may work with the Field Placement Specialist to identify and develop potential placement opportunities in the student's geographic area. Follow-up meetings and communication may occur as needed throughout the placement planning process.

Once a potential placement site has been identified, students are expected to participate actively in the agency's interview and placement process. This may include contacting agency representatives, scheduling and participating in interviews, providing requested information, and communicating professionally and in a timely manner. Identification of a potential agency or completion of an agency interview does not constitute approval of the field placement.

When the student and agency wish to proceed with a proposed placement, they must complete the applicable sections of the Initial Field Contract and Learning Agreement. The contract documents the proposed agency, placement pathway, MSW Field Instructor (Agency-Based Supervisor), Task Supervisor when applicable, educational design, learning opportunities, supervision arrangement, and other information necessary for Program review.

The Director of MSW Field Education reviews the proposed placement, agency, MSW Field Instructor (Agency-Based Supervisor), supervision arrangement, and educational opportunities to determine whether the placement meets MSW Program requirements and can support the student's learning and development at the appropriate level of field education. The Director of MSW Field Education makes the final decision regarding approval of the field placement.

Students must complete the field placement approval process by the applicable deadline: July 15 for Fall placement, November 15 for Spring placement, and April 1 for Summer placement. A placement is not finalized or approved until the Initial Field Contract and Learning Agreement has been reviewed and signed by the Director of MSW Field Education. Students who do not complete the approval process by the applicable deadline may not begin field placement in the intended semester.

Students must also register for the applicable field education course and meet all course prerequisites and/or co-requisites before beginning placement. Field hours may not begin before the field course starts and the placement has received final Program approval.

Once the field semester begins, students are responsible for reviewing the field course syllabus and MSW Field Manual and meeting all requirements and deadlines associated with field education, including Skills Labs, course assignments, field-hour documentation, the Competency Integration Plan (CIP), site meetings or visits, and mid-term and final field evaluations.

FIELD PLACEMENT PREPARATION AND APPROVAL TIMELINE

Timing	Required Action
Semester Prior to Placement	Submit the <i>MSW Program's Field Placement Application</i> , attend required Field Education orientation and pre-placement meetings, and work with the MSW Field Coordinator to identify potential sites and supervision arrangements. Students continue through the placement process by communicating with and interviewing at potential sites and identifying a proposed placement pathway and supervision arrangement.
Registration / Declaration of Intent Deadline	Students intending to enter field placement in the following semester must register for the applicable field placement course and formally declare their intent to enter field according to MSW Field Education Program instructions. Registration and declaration of intent initiate and/or confirm the student's participation in the field placement planning process and do not constitute approval of a field placement.
During Placement Planning	Following agency acceptance, confirm the proposed placement pathway, MSW Field Instructor (Agency-Based Supervisor) and, when applicable, Task Supervisor and employment-based educational plan. Complete the Initial Contract and Learning Agreement and all other required placement documentation. Agency acceptance creates a proposed placement; it does not constitute final approval by the MSW Field Education Program.
Field Placement Approval Deadline	The Initial Field Contract and Learning Agreement must be completed and the agency, MSW Field Instructor (Agency-Based Supervisor), supervision arrangement, and placement plan must receive final approval by the applicable deadline: Fall placement – July 15; Spring placement – November 15; Summer placement – April 1. The placement is not considered finalized or approved until the Initial Field Contract and Learning Agreement has been reviewed and signed by the Director of MSW Field Education. Students who do not complete the field placement approval process by the applicable deadline may not begin field placement in the intended semester.
Before Field Hours Begin	Satisfy all course prerequisites and/or co-requisites, be registered for the applicable field placement course, and confirm that final placement approval remains in effect. Field hours may begin only after the applicable field placement course has started and the placement has been fully approved; prior work or activities may not be counted retroactively as field hours.

Timing	Required Action
Semester of Placement	Complete 300 hours of field placement and all associated requirements of MSW 730, MSW 732, or MSW 734, including the embedded seminar/Skills Lab component, CIP requirements, field-hour documentation, supervision, and evaluations.

Course-Specific Field Placement Approval

Approval of an agency or organization for MSW 730: Generalist Field Placement I applies only to that field experience and does not imply that the agency meets the requirements for MSW 732 or MSW 734 specialization field placement. A student who wishes to return to the same agency for a specialization field placement must complete the field placement planning and approval process for the new field experience. The agency, proposed role, learning opportunities, and supervision arrangement will be reviewed again to determine whether they meet the requirements of the student's selected specialization and applicable field course.

CRITERIA FOR SELECTION OF MSW Field Instructors (Agency-Based Supervisors)

The MSW Field Instructor (Agency-Based Supervisor) must hold an MSW from a CSWE-accredited program and have at least two years of post-MSW social work practice experience.

Field placement agencies are responsible for identifying and coordinating a qualified MSW Field Instructor (Agency-Based Supervisor) who meets the MSW Program's criteria. When an MSW is not available within the student's immediate department or program, the agency should explore other qualified MSW connections affiliated with the organization. The agency is responsible for confirming the proposed MSW Field Instructor (Agency-Based Supervisor)'s availability to provide at least one hour of formal MSW field supervision each week, coordinate with any Task Supervisor, and complete required field education documentation. All MSW Field Instructors (Agency-Based Supervisors) and supervision arrangements must be approved by the Director of MSW Field Education before placement begins.

Placement sites are expected to provide qualified MSW field supervision. If the agency cannot provide qualified MSW supervision at the site or through an identified and approved eligible MSW affiliated with the organization, an alternative MSW supervision arrangement may be considered only in exceptional circumstances for Field II and Field III students. Alternative supervision is considered only after reasonable efforts to identify qualified agency-based MSW supervision have been unsuccessful. Students should not anticipate alternative supervision as a routine field education option.

When an alternative MSW supervision arrangement is believed to be necessary and appropriate, the Director of MSW Field Education will consult with the MSW Program Director and Social Work Department Chair. Approval of both the placement site and the

alternative supervision arrangement must be obtained before the placement is finalized. Beginning in Spring 2027, when an approved placement requires an alternative MSW supervision arrangement, the student is responsible for the associated supervision fee. The arrangement, applicable fee, and related requirements will be communicated to and acknowledged by the student before the placement is finalized.

When a Task Supervisor provides day-to-day oversight, the approved MSW Field Instructor (Agency-Based Supervisor) remains responsible for coordinating the student's social work learning experience, the Competency Integration Plan (CIP), and field evaluations in collaboration with the student, Director of MSW Field Education, and Task Supervisor. Task supervision does not replace the required weekly MSW field supervision.

The MSW Field Instructor (Agency-Based Supervisor) must be able to teach, interpret, and represent the profession of social work and demonstrate a genuine commitment to social work education and ethical professional practice. The MSW Field Instructor (Agency-Based Supervisor) should have knowledge of the placement organization and its functions and be prepared to support the student's professional learning and development. MSW Field Instructors (Agency-Based Supervisors) are required to provide documentation requested by the MSW Field Education Program to verify their qualifications. This may include an application, résumé, references, credential information, or other documentation necessary for Program review and approval.

RESPONSIBILITIES

RESPONSIBILITIES OF THE MSW FIELD INSTRUCTOR (AGENCY-BASED SUPERVISOR)

The MSW Field Instructor (Agency-Based Supervisor) plays an essential role in supporting and evaluating the student's professional learning and development throughout the field experience. Responsibilities of the MSW Field Instructor (Agency-Based Supervisor) include completing and participating in required field education documentation and activities according to the following general timeline:

Timing	Required Documentation/Activity
Semester Prior to Placement	Provide required contact information, credentials, résumé, reference information, and other documentation requested by the MSW Field Education Program. Collaborate with the student and field placement agency to complete applicable sections of the Initial Field Contract and Learning Agreement.

Carlow MSW Field Manual

Beginning of Field Semester	Collaborate with the student in developing the Competency Integration Plan (CIP), including identifying learning activities and evidence connected to the ten Carlow MSW competencies.
Throughout Field Placement	Provide at least one hour of formal MSW field supervision each week; review and support progress on the CIP; coordinate with the Task Supervisor when applicable; and review and verify the student's field hours according to MSW Field Education Program procedures.
Mid-term	Complete the required mid-term evaluation of the student's field performance and participate in the required field site meeting or visit with the student and Field Liaison.
End of Semester	Complete the required final evaluation of the student's field performance, verify completion of required field hours, and complete other required field education documentation or evaluation activities.

1. MSW Field Instructors (Agency-Based Supervisors) will receive orientation to the MSW Field Education Program and will be encouraged to participate in ongoing professional development opportunities offered by Carlow University.
2. MSW Field Instructors (Agency-Based Supervisors) will collaborate with the student and field placement agency to complete the applicable sections of the Initial Field Contract and Learning Agreement during the semester prior to placement. The agreement must be reviewed and approved by the Director of MSW Field Education before field hours begin. MSW Field Instructors (Agency-Based Supervisors) are also responsible for orienting students to relevant agency policies, procedures, confidentiality requirements, safety procedures, professional expectations, technology, and emergency protocols.
3. The MSW Field Instructor (Agency-Based Supervisor) will require the student to maintain a record of field hours and will verify hours according to the schedule established by the MSW Field Education Program.
4. The MSW Field Instructor (Agency-Based Supervisor) is required to collaborate with the student in developing and updating the Competency Integration Plan (CIP). The CIP specifies learning activities and evidence connected to the ten Carlow MSW competencies and serves as a working document throughout the placement. The preliminary learning opportunities documented in the Initial Field Contract and Learning Agreement do not replace the CIP. Students will be provided with the current working CIP template for their course level and specialization within the applicable Brightspace course shell. The Brightspace template is the version students should use to complete and submit the CIP. Any CIP reference sample provided with or referenced in the Field Manual is for reference only; students

must use the current version provided in Brightspace for completion and submission.

5. The MSW Field Instructor (Agency-Based Supervisor) and student will participate in required field education meetings or site visits with the Field Liaison, as appropriate, to review the educational experience, supervision, CIP progress, evaluations, and student development. The Director of MSW Field Education may also participate when consultation or additional oversight is appropriate.
6. MSW Field Instructors (Agency-Based Supervisors) should provide practice opportunities appropriate to the agency mission and the student's course level, including engagement, assessment, intervention, and evaluation across relevant system levels. MSW Field Instructors (Agency-Based Supervisors) should support the student's development as an ethical professional who attends to human rights and social, racial, economic, and environmental justice; anti-racism, diversity, equity, and inclusion; research; policy; and trauma-informed practice.
7. MSW Field Instructors (Agency-Based Supervisors) are required to provide students with at least one hour of formal MSW field supervision each week. Supervision will address the student's educational development, workload, ethical practice, application of competencies, CIP progress, field assignments, and current and future learning goals. When a Task Supervisor is assigned, the MSW Field Instructor (Agency-Based Supervisor) will coordinate regularly with that individual; however, task supervision does not replace the required weekly MSW field supervision. Students must have a specified time for weekly supervision and should be active participants in the supervisory process.
8. MSW Field Instructors (Agency-Based Supervisors) are expected to communicate promptly with the Field Liaison and/or Director of MSW Field Education when concerns arise regarding a student's attendance, professional behavior, performance, safety, supervision, or the viability of the placement. Significant concerns, including repeated or significant attendance or tardiness issues, should be reported when they arise rather than waiting until a formal evaluation. MSW Field Instructors (Agency-Based Supervisors) should also promptly report significant changes in the student's role, supervision arrangement, employment status when applicable, or agency conditions that could affect the approved educational plan.
9. MSW Field Instructors (Agency-Based Supervisors) complete required mid-term and final evaluations of the student's field performance and participate in the evaluation process with the student. Evaluation should draw from the student's CIP and other evidence of competency development. When a Task Supervisor is assigned, the MSW Field Instructor (Agency-Based Supervisor) is encouraged to seek that individual's input; however, the approved MSW Field Instructor (Agency-Based Supervisor) remains responsible for completing the required field evaluations. Due dates are established by the field course and MSW Field Education Program.

RESPONSIBILITIES OF THE MSW PROGRAM TO THE FIELD PLACEMENT AGENCY

Carlow University's MSW Program works collaboratively with field placement agencies, MSW Field Instructors (Agency-Based Supervisors), and Task Supervisors to support the student's field education experience. Responsibilities of the MSW Program include:

1. The MSW Program will orient the MSW Field Instructor (Agency-Based Supervisor) and/or Task Supervisor to field education expectations, the student's course level, the Initial Field Contract and Learning Agreement, the Competency Integration Plan (CIP), evaluation requirements, and relevant MSW Field Manual policies. The Program will provide relevant course information and access to required field education documents.
2. The Field Liaison will maintain communication with the student and field placement agency throughout the field semester and conduct required field meetings or site visits, on-site or virtually, as appropriate to review the educational experience, supervision, CIP progress, and student development. Additional consultation or meetings may be requested when questions or concerns arise.
3. The Field Liaison serves as the primary faculty contact for the student and field placement agency during the field semester. The Director of MSW Field Education and other MSW faculty are also available as resources to MSW Field Instructors (Agency-Based Supervisors) and Task Supervisors when consultation or additional support is needed.
4. The MSW Program will provide field placement agencies and MSW Field Instructors (Agency-Based Supervisors) with information necessary to understand the MSW curriculum and field education requirements and will assist with questions regarding placement responsibilities, supervision, competency development, and student learning. The Field Liaison and Director of MSW Field Education are available for consultation and support throughout the field placement.
5. The Director of MSW Field Education will seek and welcome feedback from MSW Field Instructors (Agency-Based Supervisors) and field placement agencies regarding the Field Education Program. Feedback may be shared with MSW Program faculty and used to inform ongoing evaluation and improvement of the field education curriculum, policies, and processes.
6. The Field Liaison and Director of MSW Field Education will review field evaluations and other required documentation, as appropriate to their respective roles, and support problem-solving when concerns or significant changes in the student's role, supervision, agency circumstances, or employment status affect the field placement.

RESPONSIBILITIES OF STUDENTS IN FIELD PLACEMENT

The supervised field experience provides students with opportunities to integrate and apply social work knowledge, values, skills, and competencies within a professional practice setting. Students are active participants in the field education process and are expected to take responsibility for their professional learning, development, communication, and conduct throughout the field experience.

During the field placement experience, students are expected to:

1. Remain open to learning, supervision, feedback, and constructive criticism.
2. Arrive on time and prepared for scheduled field activities. Notify the MSW Field Instructor (Agency-Based Supervisor) promptly of unavoidable absence or tardiness and address any immediate client or agency responsibilities according to agency procedures. Students should also notify the Field Liaison when absences, attendance concerns, or other circumstances may affect their ability to meet field education requirements.
3. Register for the appropriate field education course (MSW 730, MSW 732, or MSW 734), attend all required Skills Lab sessions, and complete all course and field education requirements.
4. Adhere to the NASW Code of Ethics, Carlow MSW Essential Standards, and agency expectations regarding professional behavior, confidentiality, documentation, safety, technology, and administrative procedures.
5. Adhere to and demonstrate the Standards of Professional Conduct for MSW Students and the Essential Standards for Skills, Values, and Professional Conduct as detailed in the MSW Student Handbook.
6. Collaborate with the MSW Field Instructor (Agency-Based Supervisor) to develop, update, and complete the Competency Integration Plan (CIP) and use it to guide learning, supervision, reflection, and evidence of competency development throughout the semester.
7. Maintain required field-hour records and submit them for verification according to MSW Field Education Program procedures.
8. Complete all agency documentation and recordkeeping responsibilities according to agency policies and procedures. Agency records and client information must remain confidential and be maintained in accordance with agency requirements, applicable law, and professional ethical standards. Students may not remove or retain confidential agency or client information except as expressly permitted by the agency and applicable MSW Program requirements.
9. Attend weekly MSW field supervision prepared to participate actively in the supervisory process and discuss field work, ethical and practice questions, competency development, CIP evidence, learning goals, and questions related to agency or client responsibilities.
10. Raise questions or concerns promptly with the MSW Field Instructor (Agency-Based Supervisor). If concerns cannot be resolved, students should notify the Field Liaison and/or Director of MSW Field Education in a timely manner. Significant changes to the placement role, educational activities, weekly schedule, MSW Field Instructor (Agency-Based Supervisor), Task Supervisor, supervision arrangement, or employment status when applicable must be communicated promptly to the Director of MSW Field Education and are subject to Program approval.
11. Complete required evaluations of the field placement site, MSW Field Instructor (Agency-Based Supervisor), and MSW Field Education Program according to established Program procedures.

LIABILITY INSURANCE

Carlow University provides liability insurance to all students while in field placement. Students are charged a course fee for MSW 730, MSW 732, and MSW 734 for this liability insurance. This level of coverage is required for all students in field placement.

Student Transportation of Clients

MSW students are not permitted to transport clients in their own vehicles as part of their field placement responsibilities. If the field placement agency has an official county, state, or agency owned and clearly marked vehicle which the MSW student has access to for transporting clients, the agency must be willing to indemnify the student transporter and must provide proof of the agency's indemnity coverage for students for review and approval by Carlow MSW Program prior to the student transporting clients. MSW students are not permitted to transport clients who have a history of violence or transport a child without a second staff member from the field placement agency present in ANY vehicle.

CLEARANCES

Agencies determine if clearances including the following are required for the field placement position: state criminal record check, Child abuse history clearances and/or Federal Bureau of Investigation (FBI) fingerprint criminal background check. If required by the agency, students are responsible for obtaining and paying for clearances. Failure to obtain agency-required clearances by the required deadline may delay or prevent the student from beginning field placement and may affect the student's ability to complete field education requirements within the planned semester.

EVALUATION OF THE FIELD EDUCATION EXPERIENCE

Evaluation of the field education experience is continuous. Students and MSW Field Instructors (Agency-Based Supervisors) are encouraged to raise concerns, questions, or feedback with the Field Liaison and/or Director of MSW Field Education so that issues can be addressed in a timely manner and shared with MSW Program faculty or other appropriate groups as needed.

MSW Field Instructors (Agency-Based Supervisors) complete the same competency-based Field Practice Evaluation at both mid-term and final. The mid-term evaluation provides a formative assessment of the student's progress and identifies strengths, areas for continued development, and any concerns requiring attention during the remainder of the semester. The final evaluation provides a summative assessment of the student's performance across the full field placement semester. Using the same evaluation

instrument at both points allows the student, MSW Field Instructor (Agency-Based Supervisor), and MSW Field Education Program to assess growth over time and compare progress toward the expectations used for the final evaluation.

Reference copies of the evaluation instruments are provided in the appendix. Current working versions, due dates, and submission instructions are provided through the applicable Brightspace field course shell.

Additional evaluation of the overall field education experience occurs at designated points in the field education sequence. Students are provided opportunities to evaluate their field placement agency, MSW Field Instructor (Agency-Based Supervisor), and the MSW Field Education Program. MSW Field Instructors (Agency-Based Supervisors) are also provided opportunities to evaluate and provide feedback regarding the MSW Field Education Program. Reference copies or example questions from these evaluation instruments may be provided in the appendices, while current working versions and instructions are provided through the applicable Brightspace field course shell.

GRADING

The MSW Field Instructor (Agency-Based Supervisor) provides important evaluative input regarding the student's performance in the field placement through ongoing supervision and completion of the required mid-term and final Field Practice Evaluations. The Field Liaison considers these evaluations, the student's completion of required field hours, Competency Integration Plan (CIP), field course assignments and requirements, participation in required Skills Labs, and other relevant evidence of field education performance when determining the student's course grade.

The Field Liaison, as the faculty instructor of record for MSW 730, MSW 732, or MSW 734, is responsible for assigning the final course grade in accordance with the grading criteria and requirements established in the applicable course syllabus.

Students with questions or concerns regarding a course grade should first contact the Field Liaison. Policies and procedures regarding final grades and grade appeals are provided in the current MSW Student Handbook and applicable Carlow University academic policies found in the Graduate Catalog.

REMOVAL OR DISMISSAL FROM FIELD PLACEMENT

Students are expected to demonstrate professional and ethical conduct throughout field education in accordance with the NASW Code of Ethics, the MSW Essential Standards for Skills, Values, and Professional Conduct, applicable MSW Program and University policies, and the professional expectations of the field placement agency. Concerns regarding a student's conduct or performance should be communicated promptly to the Field Liaison and/or Director of MSW Field Education.

When concerns arise, the MSW Program will review the circumstances and determine an appropriate response based on the nature and seriousness of the concern. Whenever appropriate, the student, MSW Field Instructor (Agency-Based Supervisor), Field Liaison, and/or Director of MSW Field Education will meet to discuss the concern, clarify expectations, and identify steps to address the situation. A plan for improvement or other corrective action may be established when appropriate.

When a concern involves serious professional or ethical misconduct, client or student safety, a significant violation of agency or University policy, or circumstances that may jeopardize the integrity of the field experience, the student may be directed to discontinue field activities temporarily while the circumstances are reviewed. The Director of MSW Field Education will coordinate the review in consultation with the Field Liaison, MSW Program Director, Department Chair, and/or other appropriate University representatives as warranted by the circumstances.

A field placement agency may also determine that it is no longer able or willing to continue a student's placement. Termination of a placement by an agency does not, by itself, determine the student's course grade or automatically result in dismissal from the MSW Program. The MSW Program will review the circumstances surrounding the termination and determine the appropriate academic and field education response.

Following review, outcomes may include continued placement with additional expectations or supports, a corrective or remediation plan, reassignment to another field placement when appropriate and feasible, withdrawal or other action related to the field course, or dismissal from field placement. Serious or unresolved concerns may also be addressed through applicable MSW Program or University academic and professional conduct procedures.

The Field Liaison, as the faculty instructor of record, is responsible for assigning the final field course grade in accordance with the course syllabus and applicable University grading policies. Removal or dismissal from a field placement may affect the student's ability to successfully complete field course requirements.

Students who wish to appeal an academic or Program decision should follow the applicable appeal procedures outlined in the MSW Student Handbook and Carlow University policies.

APPEAL PROCESS FOR REMOVAL OR DISMISSAL FROM FIELD PLACEMENT

A student who is removed or dismissed from a field placement for reasons related to professional conduct, ethical concerns, or other non-academic circumstances has the right to request review of the decision in accordance with MSW Program and University policies.

A student wishing to appeal a decision to remove or dismiss them from field placement should submit the appeal in writing to the MSW Program Director. The written appeal should identify the decision being appealed and the basis for requesting reconsideration. The MSW Program Director will review the circumstances of the decision and relevant documentation and may consult with the student, Director of MSW Field Education, Field Liaison, Department Chair, field placement agency, and/or other appropriate individuals as necessary.

The student will be informed of the outcome of the review and any additional appeal options available under applicable MSW Program or University policies.

If removal or dismissal from field placement results in a final course grade that the student wishes to appeal, the student must follow the University's established grade appeal process. Current policies and procedures for academic and other appeals are provided in the MSW Student Handbook and applicable Carlow University policies.

ADDITIONAL POLICIES AND PROCEDURES

Students participating in field education remain subject to all applicable Carlow University and MSW Program policies and procedures. These include, but are not limited to, policies related to academic integrity, student conduct, academic grievances and appeals, professional conduct, and other academic and student responsibilities.

Students are responsible for reviewing and following the policies and procedures contained in the current MSW Student Handbook, Carlow University Student Handbook, Carlow University Graduate Catalog, and other applicable University policies. When a policy or procedure is not specifically addressed in this MSW Field Manual, the applicable MSW Program and/or University policy will govern.

QUESTIONS AND FIELD EDUCATION SUPPORT

Students, MSW Field Instructors (Agency-Based Supervisors), Task Supervisors, and field placement agencies are encouraged to contact the MSW Field Education Team when questions arise regarding field education requirements, placement expectations,

supervision, or other aspects of the field experience.

To help ensure questions and concerns are addressed by the appropriate person:

- Questions related to planning a future field placement should generally be directed to the MSW Field Coordinator. The Field Coordinator may involve the Field Placement Specialist when additional agency identification or outreach is needed, particularly for students seeking placements outside the Pittsburgh region.
- Questions related to a student's current field course, Competency Integration Plan (CIP), evaluations, or learning experience should generally be directed to the Field Liaison.
- Questions involving field placement approval, significant changes to an approved placement, supervision concerns, or issues that may affect the viability of a placement should be directed to the Director of MSW Field Education.
- Matters requiring broader MSW Program consultation, interpretation of Program policy, or consideration of a student's overall progression in the MSW Program may involve the MSW Program Director.
- Matters requiring Department-level consultation or oversight, including significant concerns that extend beyond the MSW Field Education Program, may involve the Department of Social Work Chair.

The MSW Field Education Team, MSW Program Director, and Department of Social Work Chair work collaboratively, as appropriate, to support students, field placement agencies, and the quality and integrity of the MSW Field Education Program.

The MSW Program values its partnerships with students and field placement agencies and welcomes ongoing communication and feedback to support high-quality field education experiences.

APPENDIX A: Initial Field Contract and Learning Agreement

The Initial Field Contract and Learning Agreement provided in this appendix is included for reference purposes only. Students should not complete or submit the reference copy contained in this Manual.

The current working version of the Initial Field Contract and Learning Agreement, along with applicable instructions and submission requirements, is provided by the MSW Field Education Program during the field placement planning process.

Carlow MSW Field Manual

Carlow University MSW Field Education

Initial Field Placement Contract | AY 2026-2027

Carlow University MSW Field Placement Initial Contract and Learning Agreement

For New Field Experiences/Non-Employment-Based and Employment-Based Field Placements

CARLOW MSW FIELD EDUCATION CONTACT	
Director of MSW Field Education	Dr. Ken Smythe-Leistico
Email	kjsmythe-leistico@carlow.edu
Phone	412.578.6369

Field Placement Approval Process

This Initial Field Contract and Learning Agreement must be completed during the semester prior to the semester in which the student intends to begin field placement. Sections I–XI must be completed by the student and field placement agency before the agreement is submitted to the MSW Director of Field Education for review and approval.

The field placement is not considered finalized or approved until Section XII has been signed by the MSW Director of Field Education.

The completed agreement and all required approvals must be obtained by the following deadlines: Fall field placement: July 15

Spring field placement: November 15 Summer field placement: April 1

Students who do not complete the field placement approval process by the applicable deadline may not begin field placement in the intended semester.

Field Education and Accreditation

In completing this Initial Field Contract and Learning Agreement, all parties acknowledge that field education is the signature pedagogy of social work education and that the Carlow University MSW Program arranges, reviews, and approves field placements in accordance with the Council on Social Work Education (CSWE) Accreditation Standard (AS) 3.3: Field Education. All field placements must meet applicable CSWE requirements and Carlow University MSW Program field education policies and procedures.

STUDENT INFORMATION	
Student Name	
Carlow Email	
Phone / Additional Phone	
Address	
Field Course	☐ MSW 730 ☐ MSW 732 ☐ MSW 734
Semester and Year to be completed	☐ Fall ☐ Spring ☐ Summer Year:

I. STUDENT AND PLACEMENT INFORMATION

Carlow University MSW Field Education

Specialization	☐ DIRECT PRACTICE ☐ MACRO PRACTICE ☐ SCHOOL SW ☐ DUAL MBA
----------------	---

Placement Pathway-Select One

☐ Non-Employment Based Field Placement

Carlow MSW Field Manual

Non-Employment Based Field Placement : The student completes field education at an agency or organization where they are not employed. The placement is established specifically for the student's field education experience.

☐ **Employment-Based Field Placement**

Employment-Based Field Placement: The student completes some or all field education hours within their place of employment as part of, or in conjunction with, their regular employment in accordance with all sections of CSWE AS 3.3: Field Education. Employment-based placements are not guaranteed and must be reviewed and approved by the MSW Program to ensure that the student's field learning activities, supervision, and responsibilities meet program requirements.

FIELD PLACEMENT AGENCY	
Agency Name	
Department / Program	
Placement Address	
Agency Phone	
Agency Website	

MSW FIELD INSTRUCTOR (AGENCY-BASED SUPERVISOR)	
MSW Field Instructor (Agency-Based Supervisor) Name	
Title	
Email	
Phone	
MSW Degree Institution	
Years of Post-MSW Social Work Practice	

MSW Field Instructor (Agency-Based Supervisor): The qualified MSW affiliated with the field placement agency who provides the student's required social work field supervision is referred to as the MSW Field Instructor (Agency-Based Supervisor). The MSW Field Instructor (Agency-Based Supervisor) oversees the student's social work learning experience, provides regular supervision, supports the development and review of the Competency Integration Plan (CIP), and completes required field evaluations. The MSW Field Instructor (Agency-Based Supervisor) must hold an MSW from a CSWE-accredited program and have at least two years of post-MSW social work practice experience. The placement agency is responsible for identifying and coordinating a qualified MSW Field Instructor (Agency-Based Supervisor) to provide the required agency-based field supervision.

TASK SUPERVISOR, IF APPLICABLE	
Task Supervisor Name (if applicable)	
Title	
Email	
Phone	

Carlow MSW Field Manual

Carlow University MSW Field Education

Relationship to Student / Role in Daily Oversight	
--	--

Task Supervisor: A Task Supervisor may provide the student's direct, day-to-day oversight at the placement agency when the approved MSW Field Instructor (Agency-Based Supervisor) is not the student's daily supervisor. The Task Supervisor assists with assigning and monitoring daily activities, orienting the student to agency practices and expectations, and providing feedback related to the student's work.

Task supervision does not replace the required MSW field supervision. The MSW Field Instructor (Agency-Based Supervisor) remains responsible for overseeing the student's social work learning experience, providing required MSW supervision, supporting the development and review of the Competency Integration Plan (CIP), and completing required field evaluations..

II. PLACEMENT PATHWAY AND EDUCATIONAL DESIGN

Complete the section that applies to the student's placement pathway.

A. Non-Employment-Based Field Placement

NON-EMPLOYMENT-BASED FIELD PLACEMENT INFORMATION	
Primary Proposed Role / Assignment	
Primary Populations / Systems Served	
Primary Learning Activities	
How this placement provides new social work learning	

B. Employment-Based Field Placement

CURRENT EMPLOYMENT INFORMATION	
Current Employment Position Title	
Current Department / Program	
Hire Date	
Employment Supervisor	
Employment Supervisor Email / Phone	
Brief Description of Current Job Responsibilities	
How this placement provides social work learning	

Proposed source of field learning and hours

☐ Current employment duties linked to competencies ☐ New or expanded duties ☐ Combination of both

Carlow MSW Field Manual

EMPLOYMENT-BASED EDUCATIONAL PLAN

Describe current employment duties proposed for field hours	
---	--

Initial Field Placement Contract | AY 2026-2027

Carlow University MSW Field Education

Describe new or expanded learning opportunities, if applicable	
How the placement will provide growth and diverse practice exposure beyond prior experience	

If the Employment Supervisor and MSW Field Instructor (Agency-Based Supervisor) are the same person: The agency and student agree that employment supervision and field education supervision will be clearly distinguished. At least one hour each week will be dedicated to field education and will focus on educational development, social work competencies, the CIP, field assignments, and evaluation of field performance rather than routine job performance.

- ☐ Employment Supervisor is also the MSW Field Instructor (Agency-Based Supervisor)
- ☐ Employment Supervisor and MSW Field Instructor (Agency-Based Supervisor) are different individuals

Employment-Based Placement Acknowledgment: Field hours may begin only after the placement is approved and the field course has begun; past work experience cannot be counted retroactively. The student must promptly notify the Director of Field Education of any change in employment status. A change in employment may affect the student's ability to continue the placement or complete field requirements within the planned semester.

III. FIELD PLACEMENT SITE AND MSW FIELD INSTRUCTOR (AGENCY-BASED SUPERVISOR) RESPONSIBILITIES

- Provide required contact information, credentials, resume, reference information, and other documentation requested by the MSW Field Education Program.
- Orient the student to the agency, including relevant policies, procedures, confidentiality requirements, safety procedures, professional expectations, technology, and emergency protocols.
- Provide learning opportunities that allow the student to develop and demonstrate all ten Carlow MSW competencies at the appropriate generalist or specialization level.
- Collaborate with the student in developing and updating the Competency Integration Plan (CIP). The CIP specifies learning activities and evidence connected to the ten competencies and serves as a working document throughout the placement.
- Provide at least one hour of formal MSW field supervision each week. Supervision will address the student's educational development, workload, ethical practice, application of competencies, CIP progress, field assignments, and current and future learning goals.
- When a Task Supervisor is assigned, coordinate regularly with that individual. The Task Supervisor may provide day-to-day guidance; however, the approved MSW Field Instructor (Agency-Based Supervisor) retains responsibility for the student's social work learning, CIP, and field evaluations.
- Require the student to maintain a record of field hours and verify hours according to the schedule established by the MSW Field Education Program.

Carlow MSW Field Manual

- Provide practice opportunities appropriate to the agency mission and the student's course level, including engagement, assessment, intervention, and evaluation across relevant system levels.
- Support the student's development as an ethical professional who attends to human rights, social, racial, economic, and environmental justice; anti-racism, diversity, equity, and inclusion; research; policy; and trauma-informed practice.
- Complete required mid-term and final evaluations of the student's field performance and participate in field education meetings/site visits.
- Contact the Director of Field Education promptly when concerns arise regarding attendance, professional behavior, performance, safety, supervision, or the viability of the placement.
- Notify the Director of Field Education of significant changes in the student's role, supervision arrangement, employment status when relevant, or agency conditions that could affect the educational plan.

Initial Field Placement Contract | AY 2026-2027

Carlow University MSW Field Education

IV. CARLOW UNIVERSITY RESPONSIBILITIES

- Orient the MSW Field Instructor (Agency-Based Supervisor) and/or Task Supervisor to field education expectations, the course level, the CIP, evaluation requirements, and relevant MSW Field Manual policies.
- Provide the MSW Field Instructor (Agency-Based Supervisor) with relevant course information and access to required field education documents.
- Maintain communication with the student and field site throughout placement and provide consultation when questions or concerns arise.
- Conduct site meetings or visits, on-site or virtually, as appropriate to review the educational experience, supervision, CIP progress, and student development.
- Review field evaluations and other required documentation in coordination with the field course instructor.
- Support problem-solving when changes in role, supervision, agency circumstances, or employment status affect the placement.

V. STUDENT RESPONSIBILITIES

- Remain open to learning, supervision, feedback, and constructive criticism.
- Arrive on time and prepared for scheduled field activities. Notify the MSW Field Instructor (Agency-Based Supervisor) and Director of Field Education promptly of unavoidable absence or tardiness.
- Register for the appropriate field education course (MSW 730, MSW 732, or MSW 734) and attend all required skill lab sessions and complete all course and field education requirements.
- Adhere to the NASW Code of Ethics, Carlow MSW essential standards, and agency expectations regarding professional behavior, confidentiality, documentation, safety, and administrative procedures.
- Collaborate with the MSW Field Instructor (Agency-Based Supervisor) to develop, update, and complete the Competency Integration Plan (CIP) and use it to guide learning, supervision and reflection throughout the semester.
- Maintain required field-hour records and submit them for verification according to program procedures.
- Attend weekly supervision prepared to discuss field work, ethical and practice questions, competency development, CIP evidence, and learning goals.
- Raise questions or concerns promptly with the MSW Field Instructor (Agency-Based Supervisor). If concerns cannot be resolved, notify the Director of Field Education or Faculty Liaison in a timely manner.
- Complete required evaluations of the field site, MSW Field Instructor (Agency-Based Supervisor), and Field Education Program.

Carlow MSW Field Manual

- For employment-based placements, maintain clear awareness of the dual roles of employee and student intern; promptly report any employment change that could affect placement.

VI. TERMS, CONDITIONS, AND LOGISTICS

PLACEMENT LOGISTICS	
Total Required Field Hours	300 hours per field placement semester
Academic Credits	6 credits per field placement semester
Placement Start Date	
Placement End Date	
Weekly Field Schedule: days and times	
Day / Time of Weekly MSW Field Supervision	
Location / Modality of Weekly MSW Field Supervision	☐ In person ☐ Virtual ☐ Hybrid
Person Responsible for Verifying Hours	

Initial Field Placement Contract | AY 2026-2027

Carlow University MSW Field Education

Person Responsible for Mid-Term / Final Evaluations	MSW Field Instructor (Agency-Based Supervisor). The MSW Field Instructor (Agency-Based Supervisor) is encouraged to seek input from the task supervisor, if applicable, when completing the evaluations.
--	--

AGENCY RESOURCES AND ORIENTATION	
Agency resources available to student	☐ Office/workspace ☐ Computer ☐ Phone ☐ ID badge ☐ Administrative support ☐ Other:
Orientation plan and date	
Regular travel / transportation expectations	
Mileage / parking reimbursement, if applicable	
Anticipated client/case/project responsibilities	
Knowledge or skills required for this placement	

FIELD EDUCATION DOCUMENT DUE DATES	
CIP Final due	TBD. Upon start of semester, student will refer to field course syllabus for CIP due date.
Mid-Term Evaluation due	TBD. Upon start of semester, student will refer to field course syllabus for mid-term evaluation due date and notify the MSW Field Instructor (Agency-Based

Carlow MSW Field Manual

	Supervisor).
Final Evaluation and final hours due	TBD. Upon start of semester, student will refer to field course syllabus for final evaluation due date and due date for completion of hours notify the MSW Field Instructor (Agency-Based Supervisor)r.

Note: The CIP replaces references to a learning agreement in prior field education documents. It is a working document that is developed early in the semester and updated as the student's learning and evidence of competency development progress.

VII. INITIAL COMPETENCY LEARNING OPPORTUNITY GRID

Purpose: This grid confirms that the placement can provide opportunities related to all ten competencies. It is not a substitute for the Competency Integration Plan (CIP). The student and MSW Field Instructor (Agency-Based Supervisor) will use the CIP to identify specific learning activities, evidence, and ongoing development.

Com p.	Competency	Opportunity Available?	Initial Example(s) / Notes
1	Demonstrate Ethical and Professional Behavior	Yes Needs development	
2	Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Yes Needs development	
3	Engage in Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	Yes Needs development	
4	Engage in Practice-informed Research and Research-informed Practice	Yes Needs development	

Initial Field Placement Contract | AY 2026-2027

Carlow University MSW Field Education

5	Engage in Policy Practice	Yes Needs development	
6	Engage with Individuals, Families, Groups, Organizations, and Communities	Yes Needs development	
7	Assess Individuals, Families, Groups, Organizations, and Communities	Yes Needs development	
8	Intervene with Individuals, Families, Groups, Organizations, and Communities	Yes Needs development	

Carlow MSW Field Manual

9	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Yes Needs development	
10	Engage in Trauma Informed Social Work Practice	Yes Needs development	

For employment-based placements, indicate in the notes whether the opportunity is expected to arise from: current employment duties, new/expanded learning activities, or a combination.

VIII. LIABILITY INSURANCE

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

IX. TRANSPORTATION OF CLIENTS

MSW students are not permitted to transport clients in their own vehicles as part of their field placement responsibilities. If the field placement agency has an official county, state, or agency owned and clearly marked vehicle which the MSW student has access to for transporting clients, the agency must be willing to indemnify the student transporter and must provide proof of the agency's indemnity coverage for students for review and approval by Carlow MSW Program prior to the student transporting clients. MSW students are not permitted to transport clients who have a history of violence or transport a child without a second staff member from the field placement agency present in ANY vehicle.

X. TERMINATION OR CHANGE IN PLACEMENT

- The field site, Director of MSW Field Education, and student each reserve the right to terminate the placement when obligations in this contract are not met. Concerns should be communicated promptly and handled in accordance with MSW Field Manual policies.
- The party requesting termination must provide notice to the appropriate parties and identify the reason for the requested change or termination.
- Any significant change to the student's placement role, educational activities, weekly schedule, MSW Field Instructor (Agency-Based Supervisor), Task Supervisor, or supervision arrangement must be communicated to and approved by the Director of Field Education.
- For employment-based placements, the student must notify Director of Field Education promptly if employment ends, changes substantially, or becomes jeopardized. The Program will work with the student and agency to determine whether field education can continue at the same agency or whether an alternative placement is necessary. Availability of an immediate replacement placement cannot be guaranteed.

Initial Field Placement Contract | AY 2026-2027

Carlow University MSW Field Education

XI. FINAL ACKNOWLEDGMENTS BY FIELD AGENCY AND STUDENT

By signing below, the parties confirm that:

- They have reviewed and agreed to the applicable responsibilities and policies in the Carlow University MSW Field Manual.
- The proposed placement is designed as an educational field experience and can support development of the ten Carlow MSW competencies at the appropriate course level.
- The approved MSW Field Instructor (Agency-Based Supervisor) will provide at least one hour of field education

Carlow MSW Field Manual

supervision each week.

- The student, MSW Field Instructor (Agency-Based Supervisor), and agency will collaborate in the development and ongoing review of the Competency Integration Plan (CIP).
- For an employment-based placement, approved employment duties may count as field hours when directly linked to the competencies and appropriate level of practice; new or expanded learning opportunities may also be used to ensure educational breadth and growth.
- For an employment-based placement in which the same individual serves as Employment Supervisor and MSW Field Instructor (Agency-Based Supervisor), employment supervision and field education supervision will remain distinct.
- The agency has policies and procedures designed to support student and client safety.
- Changes to this agreement will be communicated in writing to the Director of MSW Field Education and are subject to program approval.

MSW Field Instructor (Agency-Based Supervisor) Signature	Signature:	Date:
Task Supervisor Signature, if applicable	Signature:	Date:
Student Signature	Signature:	Date:

Employment-Based Placement Agency Approval, if applicable

Agency Representative Name / Title	
Signature	
Date	

XII. FINAL ACKNOWLEDGMENTS BY MSW PROGRAM

By signing below, the MSW Director of Field Education confirms that that:

- The above-named agency meets the MSW Program's requirements for the above-named student and their designated level of field placement.
- The above-named MSW Field Instructor (Agency-Based Supervisor) meets the MSW Program's requirements to provide field supervision for the above-named student during the semester indicated.
- The field placement, including the agency and MSW Field Instructor (Agency-Based Supervisor) identified in this agreement, is approved for the above-named student for the semester indicated.

Carlow Director of MSW Field Education	Signature:	Date:
---	------------	-------

This field placement is not finalized or approved until the MSW Director of Field Education signs above. Students should consider their field placement unconfirmed until they receive the completed contract with the MSW Director of Field Education's signature.

Initial Field Placement Contract | AY 2026-2027

Carlow University MSW Field Education

Initial Field Placement Contract | AY 2026-2027

If the MSW Director of Field Education is unable to approve the placement as proposed, the

student will be notified that additional information is required or that an alternative placement and/or supervision arrangement must be identified and approved before the student may begin field placement.

APPENDIX B: FIELD PRACTICE EVALUATION OF STUDENTS

The same Field Practice Evaluation instrument is used at both the midterm and final points of each field placement semester. The midterm evaluation provides a formative assessment of the student's progress and identifies strengths, areas for continued development, and concerns requiring attention. The final evaluation provides a summative assessment of the student's performance and competency development across the full field placement semester.

The appropriate evaluation instrument is determined by the student's course level and specialization. Reference copies of each evaluation instrument are provided below. Current working versions, due dates, and submission instructions are provided through the applicable Brightspace field course shell.

Email: kjsmythe-leistico@carlow.edu

At the conclusion of the semester, use the scale below to assess the student's achievement of each competency and practice behavior, drawing from the Competency Integration Plan (CIP), field performance, supervision, and other relevant evidence.

5	The intern has excelled in this area
4	The intern is functioning above expectations for interns in this area
3	The intern has met the expectations for interns in this area
2	The intern has not as yet met the expectations in this area, but is demonstrating improvement
1	The intern has not met the expectations in this area

Generalist Practice Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

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

EVALUATION OF COMPETENCY 1

1.1	make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context	1	2	3	4	5
1.2	demonstrate professional behavior; appearance; and oral, written, and electronic communication	1	2	3	4	5

1.3	use technology ethically and appropriately to facilitate practice outcomes	1	2	3	4	5
1.4	use supervision and consultation to guide professional judgment and behavior	1	2	3	4	5

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

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

EVALUATION OF COMPETENCY 2

2.1	advocate for human rights at the individual, family, group, organizational, and community system levels	1	2	3	4	5
2.2	engage in practices that advance human rights to promote social, racial, economic, and environmental justice	1	2	3	4	5

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

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

EVALUATION OF COMPETENCY 3

3.1	demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels	1	2	3	4	5
3.2	demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences	1	2	3	4	5

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

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

EVALUATION OF COMPETENCY 4

4.1	apply research findings to inform and improve practice, policy, and programs	1	2	3	4	5
4.2	identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	1	2	3	4	5

Competency 5: Engage in Policy Practice

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

EVALUATION OF COMPETENCY 5

5.1	use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services	1	2	3	4	5
5.2	apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice	1	2	3	4	5

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

EVALUATION OF COMPETENCY 6

6.1	apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies	1	2	3	4	5
6.2	use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies	1	2	3	4	5

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

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

Evaluation of Competency #7:

7.1	apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies	1	2	3	4	5
7.2	demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	1	2	3	4	5

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

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

Evaluation of Competency #8:

8.1	engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies	1	2	3	4	5
-----	---	---	---	---	---	---

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

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

Evaluation of Competency #9:

9.1	select and use culturally responsive methods for evaluation of outcomes; and critically analyze outcomes	1	2	3	4	5
9.2	apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities	1	2	3	4	5

Competency 10: Engage in Trauma Informed Social Work Practice

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

Evaluation of Competency #10:

10.1	use a trauma informed lens to assess how trauma affects the delivery of and access to social services	1	2	3	4	5
10.2	incorporate practices that promote trauma-informed practices with all clients and constituencies	1	2	3	4	5

Summative Comments

Please provide additional narrative summary of the students's performance in the practicum for the period covered by this evaluation. Identify areas of students growth, specific strengths, and suggest directions for future development.

Comments:

Students Comments and Self Evaluation:

Comments:

Please attach additional sheets as needed.

Overall Evaluation of Students (Circle one):

This intern is excelling in field placement by performing well above expectations for interns.	5
This intern is above expectations for interns.	4
This intern is meeting the expectations of a field placement intern.	3
This intern is functioning somewhat below the expectations of a field placement intern. There is a question whether this intern will be ready for beginning level social work practice by the end of placement.	2
This intern is functioning below the expectations of a field placement intern. There is considerable concern that this intern will not be ready for beginning level social work practice by the end of placement.	1

Final decisions concerning grades for the field placement course are determined by the faculty instructor and include student performance in the seminar/skills-lab component and written assignments.

Evaluation Signatures:

MSW Field Instructor (Agency-Based Supervisor)

Date

Students

Date

Faculty Liaison

Date

Email:

kjsmythe-leistico@carlow.edu

Direct Practice:

The Direct Practice specialization builds on the foundation of Generalist Practice course work and the core values, ethics, and skills of social work. Through course work and assignments, the curriculum establishes that direct practice social workers learn about practice of all the dimensions of the worker/client experience including focus on best practices for a range of intervention methods for working with individuals, families and groups. It is grounded in the person-in-the-environment framework, trauma informed care, human rights and social and economic justice. This specialization is designed for students seeking careers in health and behavioral health-related fields across the lifespan within a wide array of settings including social service agencies, hospitals, clinics, public safety organizations (i.e., first responders and victims' services), schools, correctional facilities, and community mental health and counseling.

Evaluation:

At the conclusion of the semester, use the scale below to assess the student's achievement of each competency and practice behavior, drawing from the Competency Integration Plan (CIP), field performance, supervision, and other relevant evidence.

5	The intern has excelled in this area
4	The intern is functioning above expectations for interns in this area
3	The intern has met the expectations for interns in this area
2	The intern has not as yet met the expectations in this area, but is demonstrating improvement
1	The intern has not met the expectations in this area

Direct Practice Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Direct practice social workers demonstrate ethical and professional behavior while using a trauma-informed approach to practice. Direct practice social workers are trauma-informed as they recognize the pervasiveness and impact of trauma across systems, and they demonstrate the key characteristics of trauma-informed practice. With this knowledge, direct practice social workers comprehend and critically engage with the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Direct practice social workers use a trauma-informed lens, to apply frameworks of ethical decision making and apply critical thinking in practice, research, and policy arenas. Direct practice social workers recognize and manage personal values and the distinction between personal and professional values. Direct practice social workers understand how their evolving worldview, personal experiences, trauma history, and affective reactions influence their professional judgment and behavior, and they consistently incorporate cultural humility into practice. Direct practice social workers have high regard for the importance

of human rights, and the impacts of trauma while working toward social, racial, economic, and environmental justice in their practice. Direct practice social workers recognize the impact of collective trauma, vicarious trauma, and traumatic stress and take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Direct practice social workers adhere to the ethical responsibility to represent themselves as competent only within the boundaries of their education, training, supervised experience, or other relevant professional experience. Direct practice social workers understand the role of other professionals and engage in interprofessional practice. Direct practice social workers demonstrate lifelong learning through a commitment to ongoing skill development to ensure relevant and effective practice. Direct practice social workers maintain ethical standards when using digital technology in practice.

EVALUATION OF COMPETENCY 1

1.1	make ethical decisions incorporating the understanding of trauma and trauma-informed practice, the National Association of Social Workers Code of Ethics, models for ethical decision making, and relevant laws, policies, and regulations	1	2	3	4	5
1.2	identify, attend, and facilitate ethical considerations including maintaining physical, interpersonal, spiritual, emotional and psychological boundaries for clients and client systems and demonstrates the ability to assess and address barriers to safety for clients across the lifespan	1	2	3	4	5
1.3	engage in self-reflection, self-regulation strategies, and self-care practices that prevent and address compassion fatigue, burnout, and vicarious trauma	1	2	3	4	5

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

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

EVALUATION OF COMPETENCY 2

2.1	recognize and strive to redress human rights, social, economic, and environmental injustices at the individual, family, group, organizational, and community system levels	1	2	3	4	5
-----	--	---	---	---	---	---

2.2	demonstrate skills in providing trauma-informed social work practices across local, regional, and global environments	1	2	3	4	5
-----	---	---	---	---	---	---

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

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

EVALUATION OF COMPETENCY 3

3.1	engage in the ongoing process demonstrating ADEI practices at the individual, family, group, organizational, community, research, and policy levels	1	2	3	4	5
3.2	integrate the meaning of trauma and responses to trauma into practices grounded in cultural humility for all clients and constituencies	1	2	3	4	5

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

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

EVALUATION OF COMPETENCY 4

4.1	use trauma relevant theories and research to inform and conduct scientific inquiry and research	1	2	3	4	5
4.2	use research to adopt, adapt, and translate practices and policies that are most appropriate to trauma-informed social work practices	1	2	3	4	5

Competency 5: Engage in Policy Practice

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

EVALUATION OF COMPETENCY 5

5.1	advocate for trauma informed policies to enhance the delivery of and access to social services	1	2	3	4	5
5.2	engage in policy work to ensure trauma informed principles and practices are incorporated across all levels and fields to promote resiliency, trauma recovery, and to avoid retraumatization	1	2	3	4	5

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

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

EVALUATION OF COMPETENCY 6

6.1	identify, understand, respect, and address the wide range of coping strategies trauma survivors may demonstrate, and how trauma experiences may create barriers to engagement	1	2	3	4	5
6.2	implement trauma-informed principles to engagement with clients and constituencies	1	2	3	4	5

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

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

EVALUATION OF COMPETENCY 7

7.1	conduct trauma-informed assessments that examine the effects of trauma and assess for risks, strengths, and protective factors in a developmental context across the lifespan	1	2	3	4	5
7.2	demonstrate awareness of the ways in which one's own biases, experiences, potential countertransference processes, and values can affect a trauma-informed approach to assessment	1	2	3	4	5

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

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

EVALUATION OF COMPETENCY 8

8.1	devise and implement trauma-informed interventions that are evidence-based and culturally competent	1	2	3	4	5
8.2	mobilize client strengths to increase individual, family, group, and community resiliency and wellbeing	1	2	3	4	5

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

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

EVALUATION OF COMPETENCY 9

9.1	use a trauma-informed lens to conduct assessment and evaluation	1	2	3	4	5
9.2	apply evaluation findings to improve trauma-informed practices with individuals, families, groups, organizations, and communities	1	2	3	4	5

Competency 10: Engage in Trauma Informed Social Work Practice

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

Evaluation of Competency #10:

10.1	comprehensively approach practice with a trauma informed lens	1	2	3	4	5
10.2	develop and employ trauma-informed practices with all clients and constituencies	1	2	3	4	5

Summative Comments

Please provide additional narrative summary of the students's performance in the practicum for the period covered by this evaluation. Identify areas of students growth, specific strengths, and suggest directions for future development.

Comments:

Students Comments and Self Evaluation:

Comments:

Please attach additional sheets as needed.

Overall Evaluation of Students (Circle one):

This intern is excelling in field placement by performing well above expectations for interns.	5
This intern is above expectations for interns.	4
This intern is meeting the expectations of a field placement intern.	3
This intern is functioning somewhat below the expectations of a field placement intern. There is a question whether this intern will be ready for beginning level social work practice by the end of placement.	2
This intern is functioning below the expectations of a field placement intern. There is considerable concern that this intern will not be ready for beginning level social work practice by the end of placement.	1

Final decisions concerning grades for the field placement course are determined by the faculty instructor and include student performance in the seminar/skills-lab component and written assignments.

Evaluation Signatures:

MSW Field Instructor (Agency-Based Supervisor)

Date

Students

Date

Faculty Liaison

Date

Macro Specialization

https://www.carlow.edu/uploadedFiles/Academics/Colleges_and_Programs/College_of_Leadership_and_Social_Change/Social_Work/MSW-Field-Manual-2019_v2.pdf for complete instructions and for additional downloadable copies of this form.

Students Name _____

Semester	Fall	Spring	Summer
----------	------	--------	--------

Year

Agency

MSW Field Instructor
(Agency-Based
Supervisor)

Telephone

Email

Additional Agency _____
 Supervisor/Task _____
 Supervisor _____

Carlow Faculty Liaison: Ken Smythe-Leistico, EdD, LSW

Phone: 412.578.6369

Email:

kismythe-leistico@carlow.edu

Macro Practice:

Macro practice builds on the advancement of human rights through a lens of advocacy and social justice. Through course work and assignments, the curriculum establishes that macro practice social workers learn about practice of all the dimensions of the client experience including intervention methods for working with large groups, communities, and organizations. It is grounded in the person-in-the-environment framework, trauma informed care, human rights and social and economic justice. Students are taught best practices with large systems and frameworks for advocating for and achieving change. This specialization is designed for students seeking careers in community advocacy, public policy, human service leadership, non-profit leadership and other public service roles.

Evaluation:

At the conclusion of the semester, use the scale below to assess the student's achievement of each competency and practice behavior, drawing from the Competency Integration Plan (CIP), field performance, supervision, and other relevant evidence.

5	The intern has excelled in this area
4	The intern is functioning above expectations for interns in this area
3	The intern has met the expectations for interns in this area
2	The intern has not as yet met the expectations in this area, but is demonstrating improvement
1	The intern has not met the expectations in this area

- (1) The intern has not met the expectations in this area
- (2) The intern has not as yet met the expectations in this area, but is demonstrating improvement
- (3) The intern has met the expectations for interns in this area
- (4) The intern is functioning above expectations for interns in this area
- (5) The intern has excelled in this area

Macro Practice Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Macro social workers demonstrate the capacity, integrity, and commitment to act in an ethical manner that promotes inclusive participation in decision making, public policy, and community building. They ensure that practice in complex systems respects every individual's and community's right to human dignity and worth by opposing sources and structures of racism and other forms of oppression. Macro practitioners are facilitative leaders and organizers across all realms of practice and maintain a commitment to a vision and mission that supports the collective process of social change. To ensure ethical practice with communities, with organizations, and in the policy arena,

these social workers use self-reflection, self-regulation, supervision, consultation, and lifelong learning to address how their attitudes and biases influence their personal and professional identity, values, and behaviors. Social workers in macro practice represent the profession's values in interactions with clients, interprofessional colleagues, policymakers, and community stakeholders. They understand and promote organizational, community, and individual rights regarding policy, political activity, and other forms of social action. Macro practitioners recognize ethical issues in practice. They distinguish between professional decision-making frameworks to navigate ethical dilemmas and their personal values, their identity, the values of the profession, and the values, interests, and rights of individuals, families, groups, organizations, and communities.

EVALUATION OF COMPETENCY 1

1.1	critically apply an anti-racist, anti-oppression ethical decision-making framework that integrates the principles included in the NASW and International Federation of Social Workers (IFSW) ethical codes, as well as relevant evidence-based knowledge, and relevant legal and policy-related information	1	2	3	4	5
1.2	assess internal and external policies, regulations, and laws that govern nonprofit and public agencies for their compatibility with social work values, their anti-racist and anti-oppressive effects, and their prioritization of the voices of affected populations;	1	2	3	4	5
1.3	use self-evaluation and reflection to critically navigate competing personal and professional values, as well as trade-offs involved in making strategic decisions in macro practice;	1	2	3	4	5
1.4	model appropriate professional use of self in the different social work roles required in professional macro environments	1	2	3	4	5
1.5	use social work supervision as an accountability mechanism in supporting ethical and professional macro social work practice.	1	2	3	4	5

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

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

participation to fully and freely engage in democratic processes.

EVALUATION OF COMPETENCY 2

2.1	integrate knowledge of human rights theories, frameworks, international documents, conventions, and covenants into practice to improve social, racial, economic, and environmental well-being	1	2	3	4	5
2.2	engage members of society in designing and promoting trauma-informed programs and services that address human rights to access resources that ensure social, racial, economic, and environmental equity;	1	2	3	4	5
2.3	identify issues, develop strategies, evaluate outcomes, and promote human rights and social justice with affected clients and constituencies	1	2	3	4	5
2.4	analyze and participate in the political process and political climate when engaging in trauma-informed organizational, community, and policy change on behalf of human rights and social justice	1	2	3	4	5

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

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

EVALUATION OF COMPETENCY 3

3.1	formulate inclusive, anti-racist, anti-oppressive, trauma-informed engagement strategies based on an intersectional analysis of systems of power, privilege, and oppression both within and outside organizational, community, and policy contexts	1	2	3	4	5
3.2	engage in practices that advance social, economic, and environmental justice	1	2	3	4	5

3.3	apply a variety of communication styles to effectively engage diverse stakeholders from a position of cultural humility, understanding how personal biases, power, and privilege affect the engagement process and all aspects of macro practice	1	2	3	4	5

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

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

EVALUATION OF COMPETENCY 4

4.1	engage in critical analysis and ongoing review of research findings, macro practice models, and practice wisdom to inform ethical, anti-racist, trauma-informed organizational, community, and policy practice	1	2	3	4	5
4.2	identify, critically evaluate, and use data and scholarship to build new knowledge and inform the development, implementation, and evaluation of social policy and community and organizational programs	1	2	3	4	5
4.3	consciously and collaboratively integrate the voices and experiences of those directly affected by social, racial, economic, and political inequality throughout the research process, recognizing the differences in conducting research with, research by, and research on an organizational or community entity	1	2	3	4	5
4.4	identify anticipated obstacles and opposition to the conduct and dissemination of research, including ethical, political, and economic dilemmas.	1	2	3	4	5

Competency 5: Engage in Policy Practice

Social workers in macro practice examine how historical, political, social, economic, and cultural factors shape the policy environment at the local, state, federal, and global levels and use this knowledge to recognize and capitalize on opportunities for reform that advance human rights; racial and gender equity; access to high-quality, comprehensive social welfare services; and social, racial, economic, and environmental justice. Macro practitioners appreciate the complexity of

policy issues; understand legislative, executive, and judicial policy-making processes; and critically analyze and reflect on the varied dimensions of power as they affect individuals, families, groups, organizations, and communities. Macro practitioners engage in policy research, development, advocacy, analysis, implementation, evaluation, and electoral politics. They devise and implement strategies at the local, state, and national levels to achieve policy goals reflecting social work values. They engage and build the capacity of affected constituencies to participate in advocacy and direct and indirect lobbying, including working through coalitions, to advance rights based, anti-oppressive, and anti-racist, evidence-informed policies that support well-being.

EVALUATION OF COMPETENCY 5

5.1	analyze policies at local, state, national, and international levels to assess their impact on individuals, families, groups, organizations, and communities and on the values of human rights and social, racial, economic, and environmental justice	1	2	3	4	5
5.2	strategically document and disseminate persuasive information to key policymakers and relevant audiences about unmet needs and policy and program accomplishments by using research evidence, practice wisdom, stories of lived experience, and human rights based, anti-racist, and anti-oppressive lenses	1	2	3	4	5
5.3	use interpersonal communication, relationship building, group work, and organizing skills to form coalitions, lobby policymakers, engage and mobilize constituents, and leverage political capital to challenge structures of power and privilege and effect positive change	1	2	3	4	5
5.4	develop ethical, anti-racist, trauma-informed policy proposals for implementation at the organizational, community, or societal levels, recognizing and rewarding professionalism, diversity, high-quality consumer service, and employee and client engagement and empowerment	1	2	3	4	5

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

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

personal experiences and affective reactions may affect how they engage with diverse stakeholders and audiences and how clients, constituencies, and stakeholders may engage with them based on their identities and background.

EVALUATION OF COMPETENCY 6

6.1	actively engage with individuals, families, groups, communities, and organizations affected by issues or problems from a position of cultural humility, demonstrating self- and other- awareness and communicating value and respect for their expertise, knowledge, and culture	1	2	3	4	5
6.2	develop and implement multiple engagement strategies that reflect an understanding of structural, environmental, and power dynamics; policymakers' characteristics and objectives; and the strengths, priorities, and interests of stakeholder groups	1	2	3	4	5
6.3	use interpersonal, and relationship-building skills to gain credibility with allies, clients, and constituents at the grassroots level in defining and communicating community and organizational needs and advancing potential solutions with decision makers	1	2	3	4	5
6.4	use the roles of facilitator, organizer, educator, coach, trainer, and/or bridge builder to engage with community members, groups, and organizations to address mutually identified problems or conditions	1	2	3	4	5

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

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

EVALUATION OF COMPETENCY 7

7.1	assess and analyze assets, needs, benefits, gaps in services, rights, and the inequitable distribution of resources and power to identify appropriate macro interventions	1	2	3	4	5
7.2	develop, select, and conduct collaborative assessments using appropriate metrics, analytical methods, frameworks, and tools, including primary data sources (e.g., surveys, interviews)	1	2	3	4	5
7.3	prepare reports that summarize and analyze collected data and frame options for intervention	1	2	3	4	5
7.4	design and conduct assessments of the structure, composition, process, and environmental factors that affect organizational performance and community and policy practice activities	1	2	3	4	5

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

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

EVALUATION OF COMPETENCY 8

8.1	select and implement strengths-based, theoretically, and empirically informed interventions to achieve community, organizational, and policy goals that enhance well-being for clients and constituencies	1	2	3	4	5
8.2	negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies and facilitate their participation in macro interventions	1	2	3	4	5
8.3	initiate and facilitate interprofessional collaborations within and between organizational, community, and policy partners to achieve positive system change	1	2	3	4	5
8.4	build and effectively manage organizations that initiate and sustain positive social change interventions	1	2	3	4	5
8.5	draw on policy analyses and a nuanced understanding of policy processes, contexts, and windows of opportunities to develop effective advocacy strategies	1	2	3	4	5
8.6	formulate educational materials and deliver persuasive arguments through written and oral communications, such as fact sheets, case vignettes, testimony, and policy briefs	1	2	3	4	5

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

Macro social workers use research methods to evaluate programs, interventions, organizations, communities, and policies by using multiple sources of knowledge including professional experience, practice knowledge, and stakeholder input. They consider research and theories on organizational, community, and political processes in addressing the causes and consequences of social problems, inequality, and systematic oppression. Macro social workers evaluate the processes and outcomes of change efforts to ensure that evaluation findings are used to promote social, racial, political, and economic justice, sustainable and accessible services and programs, and evidence-based practice. Macro social workers ensure that evaluation design, measurement, implementation, and use of findings are customized to the target population and diverse settings

and that they are culturally responsive, accurate, and timely. They recognize that evaluation is a complex activity that does not occur in a vacuum and that factors such as measurement issues, multiple goals, and changing systemic contexts contribute to success or failure. They understand that values and politics can influence evaluation processes and findings. They critically appraise methods and findings for these influences and engage in self-reflection to examine how and why their own values and biases may influence evaluation design and processes. They strive to include the perspectives, input, and participation of stakeholders and community members throughout the evaluation process.

EVALUATION OF COMPETENCY 9

9.1	integrate theoretical and conceptual frameworks into evaluation strategies that facilitate an understanding of community, organizational, and policy dynamics and outcomes	1	2	3	4	5
9.2	develop ethical, culturally appropriate, anti-racist, and anti-oppressive evaluation plans that include clear goals, outputs, and outcomes, and operationalize all aspects of a planned evaluation, including partners, measures, data collection, analysis, and dissemination	1	2	3	4	5
9.3	demonstrate the ability to use and apply quantitative and qualitative data analyses and current technological processes and resources, such as specialized software, geographic information systems, administrative data, and management information systems, to inform and enhance evaluation activities	1	2	3	4	5
9.4	use and translate evaluation outcomes to increase the effectiveness and sustainability of organizations and communities and to advocate for policies and planned change efforts that advance social work values	1	2	3	4	5

Competency 10: Engage in Trauma Informed Social Work Practice

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

Evaluation of Competency #10:

10.1	comprehensively approach practice with communities, organizations, and in the policy arena with a trauma informed lens	1	2	3	4	5
10.2	develop and employ trauma-informed practices with all clients and constituencies at the community, organization, and policy level of practice	1	2	3	4	5

Summative Comments

Please provide additional narrative summary of the students's performance in the practicum for the period covered by this evaluation. Identify areas of students growth, specific strengths, and suggest directions for future development.

Comments:

Students Comments and Self Evaluation:

Comments:

Please attach additional sheets as needed.

Overall Evaluation of Students (Circle one):

This intern is excelling in field placement by performing well above expectations for interns.	5
This intern is above expectations for interns.	4
This intern is meeting the expectations of a field placement intern.	3
This intern is functioning somewhat below the expectations of a field placement intern. There is a question whether this intern will be ready for beginning level social work practice by the end of placement.	2
This intern is functioning below the expectations of a field placement intern. There is considerable concern that this intern will not be ready for beginning level social work practice by the end of placement.	1

Final decisions concerning grades for the field placement course are determined by the faculty instructor and include student performance in the seminar/skills-lab component and written assignments.

Evaluation Signatures:

MSW Field Instructor (Agency-Based Supervisor)

Date

Students

Date

Faculty Liaison

Date

MSW Field Placement

Field Practice Evaluation Form

School Social Work Specialization

Brief Instructions: Please see Field Manual, available at

[https://www.carlow.edu/uploadedFiles/Academics/Colleges_and_Programs/College of Leadership and Social Change/Social Work/MSW-Field-Manual-2019 v2.pdf](https://www.carlow.edu/uploadedFiles/Academics/Colleges_and_Programs/College_of_Leadership_and_Social_Change/Social_Work/MSW-Field-Manual-2019_v2.pdf) for complete instructions and for additional downloadable copies of this form.

kjsmythe-leistico@carlow.edu At the end of the semester, the MSW Field Instructor (Agency-Based Supervisor) shall complete and submit the evaluation after reviewing it with the student. For each new field placement semester, the student and MSW Field Instructor (Agency-Based Supervisor) will update the Competency Integration Plan (CIP) to reflect the student's continuing learning activities, evidence, and competency development. The Initial Contract and Learning Agreement establishes the placement and preliminary learning opportunities; it does not replace the CIP.

Students Name _____

Semester Fall _____ Spring _____ Summer _____

Year _____

Agency _____

MSW Field Instructor
(Agency-Based
Supervisor) _____

Telephone _____

Email
Additional Agency
Supervisor/Task
Supervisor _____

Carlow Faculty Liaison: Ken Smythe-Leistico, EdD, LSW

Phone: 412.578.6369

Email: kjsmythe-leistico@carlow.edu

School Social Work:

The School Social Work specialization builds on the foundation of Generalist Practice course work and the core values, ethics, and skills of social work. Through course work and assignments, the curriculum establishes that school social workers learn about practice of all the dimensions of the client experience including focus on best practices for a range of intervention methods for working with students, families, communities and organizations. Students are also taught best practices with large systems and frameworks for advocating for and achieving change. It is grounded in the person-in the-environment framework, trauma informed care, and a commitment to human rights and social and economic justice. This specialization is designed for students seeking careers in educational settings working with PK-12 students.

Evaluation:

At the conclusion of the semester, use the scale below to assess the student’s achievement of each competency and practice behavior, drawing from the Competency Integration Plan (CIP), field performance, supervision, and other relevant evidence.

5	The intern has excelled in this area
4	The intern is functioning above expectations for interns in this area
3	The intern has met the expectations for interns in this area
2	The intern has not as yet met the expectations in this area, but is demonstrating improvement
1	The intern has not met the expectations in this area

CSWE School Social Work Competencies

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

School social workers demonstrate a commitment to the values and ethics of the social work profession and use of NASW’s professional school social work standards and Code of Ethics as a guide to ethical decision-making. School social workers demonstrate ethical and professional behavior while using a trauma-informed approach to practice. School social workers are trauma-informed as they recognize the pervasiveness and impact of trauma across systems, and they demonstrate the key characteristics of trauma-informed practice. With this knowledge, school social workers comprehend and critically engage with the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with students, families, groups, organizations, and communities. School social workers use a trauma-informed lens, to apply frameworks of ethical decision making and apply critical thinking in practice, research, and policy arenas. School social workers recognize and manage personal values and the distinction between personal and professional values. School social workers understand how their evolving worldview, personal experiences, trauma history, and affective reactions influence their professional judgment and behavior, and they consistently incorporate cultural humility into practice. School social workers have high regard for the importance of human rights,

and the impacts of trauma while working toward social, racial, economic, and environmental justice in their practice. School social workers recognize the impact of collective trauma, vicarious trauma, and traumatic stress and take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. School social workers adhere to the ethical responsibility to represent themselves as competent only within the boundaries of their education, training, supervised experience, or other relevant professional experience. School social workers understand the role of other professionals and engage in interprofessional practice. School social workers demonstrate lifelong learning through a commitment to ongoing skill development to ensure relevant and effective practice. School social workers maintain ethical standards when using digital technology in practice.

EVALUATION OF COMPETENCY 1

1.1	make ethical decisions incorporating the understanding of trauma and trauma-informed practice, the National Association of Social Workers Code of Ethics, models for ethical decision making, and relevant laws, policies, and regulations	1	2	3	4	5
1.2	identify, attend, and facilitate ethical considerations including maintaining physical, interpersonal, spiritual, emotional and psychological boundaries for clients and client systems and demonstrates the ability to assess and address barriers to safety for clients across the lifespan	1	2	3	4	5
1.3	engage in self-reflection, self-regulation strategies, and self-care practices that prevent and address compassion fatigue, burnout, and vicarious trauma	1	2	3	4	5

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

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

EVALUATION OF COMPETENCY 2

2.1	recognize and strive to redress human rights, social, economic, and environmental injustices at the individual, family, group, organizational, and community system levels	1	2	3	4	5
2.2	demonstrate skills in providing trauma-informed social work practices across local, regional, and global environments	1	2	3	4	5

--	--	--	--	--	--	--

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

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

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

EVALUATION OF COMPETENCY 3

3.1	engage in the ongoing process demonstrating ADEI practices at the individual, family, group, organizational, community, research, and policy levels	1	2	3	4	5
3.2	integrate the meaning of trauma and responses to trauma into practices grounded in cultural humility for all clients and constituencies	1	2	3	4	5
3.3	Integrate knowledge of cultural, racial, gender and ethnic diversity when working with children of varied needs	1	2	3	4	5

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

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

collaborate with trauma researchers to ensure clinically relevant interventions. School social workers use trauma informed strategies to regulate their own cognitive and affective processes to avoid compassion fatigue and vicarious trauma.

EVALUATION OF COMPETENCY 4

4.1	use trauma relevant theories and research to inform and conduct scientific inquiry and research	1	2	3	4	5
4.2	use research to adopt, adapt, and translate practices and policies that are most appropriate to trauma-informed social work practices	1	2	3	4	5

Competency 5: Engage in Policy Practice

(PA School SW Competency 8: Public Education and Federal and State Laws)

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

EVALUATION OF COMPETENCY 5

5.1	advocate for trauma informed policies to enhance the delivery of and access to social services	1	2	3	4	5
5.2	engage in policy work to ensure trauma informed principles and practices are incorporated across all levels and fields to promote resiliency, trauma recovery, and to avoid re-traumatization	1	2	3	4	5
5.3	Demonstrate knowledge of and work within legislation, regulations and policies	1	2	3	4	5

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

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

School social workers utilize knowledge and understanding basic to the social work profession, specialization knowledge and understanding, and theories of human development. School social workers use a trauma-informed lens to engage with students, families, groups, organizations, and communities. School social workers recognize that clients and constituencies affected by trauma may have experienced a variety of emotional and psychological disturbances and therefore the process of engagement must use strategies that are restorative and build trust. School social

workers understand a collaborative alliance with clients and constituents formed during the engagement process provides safety for the client and acknowledges that disclosure occurs at the client's own pace. School social workers critically consider the impacts trauma may have on human relationships. School social workers incorporate trauma theories with other theories of human behavior and the person-in-environment perspective to critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including students, families, groups, organizations, and communities. School social workers are self-reflective and understand how trauma, bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies.

EVALUATION OF COMPETENCY 6

6.1	identify, understand, respect, and address the wide range of coping strategies trauma survivors may demonstrate, and how trauma experiences may create barriers to engagement	1	2	3	4	5
6.2	implement trauma-informed principles to engagement with clients and constituencies	1	2	3	4	5
6.3	utilize specialization knowledge and understanding and theories of human development to engage with children, families, and communities	1	2	3	4	5

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

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

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

EVALUATION OF COMPETENCY 7

7.1	conduct trauma-informed assessments that examine the effects of trauma and assess for risks, strengths, and protective factors in a developmental context across the lifespan	1	2	3	4	5
7.2	demonstrate awareness of the ways in which one's own biases, experiences, potential countertransference processes, and values can affect a trauma-informed approach to assessment	1	2	3	4	5
7.3	Demonstrate knowledge of appropriate diagnostic assessment tools for children, family and personnel	1	2	3	4	5
7.4	Demonstrate skills in utilizing developmental, ecological, strength-based and preventative models of assessment and treatment	1	2	3	4	5

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

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

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

EVALUATION OF COMPETENCY 8

8.1	devise and implement trauma-informed interventions that are evidence-based and culturally competent	1	2	3	4	5
8.2	mobilize client strengths to increase individual, family, group, and community resiliency and wellbeing	1	2	3	4	5
8.3	Implement approaches for case management, conflict mediation and resolution, crisis intervention, effective educational strategies and system record keeping	1	2	3	4	5

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

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

EVALUATION OF COMPETENCY 9

9.1	use a trauma-informed lens to conduct assessment and evaluation	1	2	3	4	5
9.2	apply evaluation findings to improve trauma-informed practices with students, families, groups, organizations, and communities	1	2	3	4	5

Competency 10: Engage in Trauma Informed Social Work Practice

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

Evaluation of Competency #10:

10.1	comprehensively approach practice with a trauma informed lens	1	2	3	4	5
10.2	develop and employ trauma-informed practices with all clients and constituencies	1	2	3	4	5

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

School Social Work Competency 2: Professional Development and Management Skills

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

Evaluation of SSW Competency #2:

SSW 2.1	Develop priorities for service delivery to students	1	2	3	4	5
SSW 2.2	Demonstrated ability to develop systematic needs	1	2	3	4	5

School Social Work Competency 7: Multidisciplinary and Interdisciplinary Activities

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

Evaluation of SSW Competency #7:

SSW 7.1	Implement collaborative strategies within the school, education agencies, and/or community	1	2	3	4	5
SSW 7.2	Implement activities to overcome barriers, improve school safety, and fill gaps in services	1	2	3	4	5
SSW 7.3	Utilize effective coordination by demonstrating skills to create trust, rapport and communication	1	2	3	4	5

Summative Comments

Please provide additional narrative summary of the students's performance in the practicum for the period covered by this evaluation. Identify areas of students growth, specific strengths, and suggest directions for future development.

Comments:

Students Comments and Self Evaluation:

Comments:

Please attach additional sheets as needed.

Overall Evaluation of Students (Circle one):

This intern is excelling in field placement by performing well above expectations for interns.	5
This intern is above expectations for interns.	4
This intern is meeting the expectations of a field placement intern.	3
This intern is functioning somewhat below the expectations of a field placement intern. There is a question whether this intern will be ready for beginning level social work practice by the end of placement.	2
This intern is functioning below the expectations of a field placement intern. There is considerable concern that this intern will not be ready for beginning level social work practice by the end of placement.	1

Final decisions concerning grades for the field placement course are determined by the faculty instructor and include student performance in the seminar/skills-lab component and written assignments.

Evaluation Signatures:

MSW Field Instructor (Agency-Based Supervisor)

Date

Students

Date

Faculty Liaison

Date