



Ferrum College
Social Work Program Field Placement
Manual SWK 299

Ferrum College
Field Placement Manual

SWK 299

Social Work Program

Ferrum College

Beckham Hall

225 Ferrum Mountain Road

Ferrum, VA 24088

*Ferrum College's Baccalaureate Degree Program in Social Work awards
graduates the BSW Degree.*

Accredited by the Council on Social Work Education

Revised February 2024

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1 Ferrum College Social Work Program

1.1 Mission Statement

Rooted in a liberal arts tradition our program prepares students to be self-aware generalist professional social workers committed to ethically empowering diverse populations. Our students advocate for the social welfare of all individuals, groups, families, communities, and organizations. As advocates, social work students practice under an ADEI lens that allows them to address client systems holistically without discrimination or bias. The BSW program collaborates with social service agencies as well as community organizations in supporting the use of evidence-based practice and advocacy for human rights.

1.2 Social Work Program Goals

The primary goals of the Ferrum College Social Work Program are to equip students to be professional social workers using knowledge, values, skills, and cognitive/affective processes in social work practice with diverse individuals, families, groups, organizations, and vulnerable communities. Students will be prepared to:

1. Appreciate and abide by the NASW Code of Ethics.
2. Apply generalist social work practice knowledge, skills, values, and cognitive/affective processes to engage, assess, intervene, and evaluate clients and constituencies, while demonstrating appropriate use of self.
3. Apply research and critical thinking skills to practice using appropriate communication.
4. Respect and empower diverse clients using a strengths approach and cognizant of the intersectionality of bio-psycho-social-spiritual and cultural variables.
5. Advocate with and for clients to address policy changes to advance human rights while promoting social, economic, and environmental justice.
6. Behave professionally in field practicum and applied service-learning projects in a variety of contexts.
7. Realize the importance of continuing professional education.

1.3 Definition of Generalist Practice

Generalist social work practice involves holistic helping relationships with diverse clients (individuals, families, groups, organizations, and

communities) using best practice interventions guided by social work knowledge, values and ethics, and skills, including cognitive and affective processes. With an emphasis on the problem-solving model, generalist practitioners use systems theory and the person-in-environment framework to maximize the strengths of those in need.

2 Social Work Program Competencies

The Social Work Program Competencies clarify more fully the program's mission and goals. The competencies specify what students will know, do, and be at the time of graduation.

Graduates of the Ferrum College Social Work Program will have mastered the following 9 Competencies and 20 Practice Behaviors as set forth by the Council on Social Work Education (EPAS 2022). During the SWK 299 experience, students are expected to focus primarily on the first 3 competencies.

2.1.1. Competency 1: Demonstrate Ethical and Professional Behavior

- 1a. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- 1b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- 1c. use technology ethically and appropriately to facilitate practice outcomes; and
- 1d. use supervision and consultation to guide professional judgment and behavior.

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

- 2a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- 2b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

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

- 3a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- 3b. 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.

3 Social Work Field Practicum

The Ferrum College Social Work Program is very proud of its positive reputation in the community for preparing responsible, ethical, hard-working interns who recognize their important responsibilities to provide service to client consumers. **A field placement opportunity is a privilege, not a right.** When an agency and field instructor make the serious time commitment to instruct and provide learning opportunities to a student, we expect a high degree of responsible behavior from the student. Client consumers of services are often suffering from various life problems and a student does not have the right to make the clients' lives worse or become a burden to the community agency.

SWK 299 is an elective experiential course opportunity for students to work with professional social workers in the field for three weeks, 75 hours. Students need to understand that in social work practice, one rarely gets to work only with one particular type of client or problem. Students must broaden their exposure to different client systems and varying agency structures or approaches to develop their knowledge and skill base. One may assume that a particular population group would not be fulfilling to work with but after a field experience, students often get past some fear or discomfort and discover newly expanded interest which may end up being a population of choice after graduation. Coursework, advising, speakers, class or club service-learning projects and field experience all continuously emphasize the holistic nature of the field and the value in diverse experiences.

4 Brief Description of SWK 299 Community Service Practicum and Eligibility Criteria

SWK 299 Introduction to Community Service: Participation in a structured community setting including 75 hours of volunteer service within the local social welfare delivery system. A classroom seminar accompanies this initial experience in the field. Prerequisite:

ENG 112 (with a “C” or higher). Accepted majors only; see formal acceptance process.
Three hours, three credits.

To be eligible for a SWK 299 Field Placement the student must meet the following requirements as documented on the Application for SWK 299 Field Placement

1. Have a minimum 2.2 GPA overall and within the major;
2. Have completed SWK 201 and SWK 297 courses; and be officially accepted into the Social Work Program. (Occasionally a student may request a waiver due to the timing of SWK 297 course offering).
3. Complete [Application for SWK 299 Field Placement](#),
4. Be in “good standing” based on academic standards as well as the Community Standards of Conduct as stated in the [Ferrum College Student Handbook](#).

5 Criteria for Selection of a Field Instruction Site

1. The agency’s philosophy, goals, programs, and policies are compatible with professional social work standards.
2. The agency’s board, administrator, and staff are committed to the Ferrum College Social Work Program, and its goals and objectives are viewed as important to the agency.
3. The agency is in good standing in the community and complies with local, state, and federal standards of operation.
4. The agency administrator and staff are willing to cooperate with the College in planning for supervision and evaluation of placed students.

5. The agency is located within a reasonable distance from the College (maximum 50 mi.).

Employment-Based Field Practicum Policy Any student currently employed in a human services agency who desires to complete the requirements of a Field Practicum in the same agency must meet with the Social Work Field Coordinator to discuss the CSWE stipulations about employment-based field practicums. To maximize learning opportunities students are strongly encouraged to complete their field practicum in a completely new agency, apart from their employment. However, in limited situations, an intern may request to remain in their employment agency to complete their practicum hours. Approval requires that the intern be assigned new responsibilities and be evaluated by a different supervisor. Any such arrangement must be carefully considered and approved by the Social Work Field Coordinator, employment supervisor, and field instructor with a thorough understanding of the Social Work Program policies. A student is not allowed to complete a practicum under the same employment supervisor and in the same agency unit.

6 Field Practicum Responsibilities

6.1 Responsibilities of the Student

- Fulfill 75 hours as scheduled, **notifying the Field Instructor and the Field Coordinator of absences, illness and car trouble immediately;**
- Bring enthusiasm and curiosity to the learning situation;
- Respect client and agency confidentiality;
- Develop a learning contract and agendas for weekly supervisory conferences;
- Make increasing efforts throughout the three-week term to contribute to the agency's work, look for what needs to be done, take initiative to ask for guidance when applicable, and work independently when appropriate following guidelines and supervision;
- Follow agency practice regarding dress code, attendance at meetings, maintaining agency records, etc.;

DO NOT engage in the personal use of cell phones, texting, checking personal email, or social media during agency hours or when working with clients.

- Master skills necessary to work in the agency to engage, assess, intervene, and evaluate:
 - appropriate use of the telephone and computer system, as well as their information and referral network,
 - preparation of written documents, – professional interviews and client interaction,
 - participation in staff meetings, conferences, etc.
- Gather information about the agency, service, programs, client group, and related community systems by reading publications, historical materials, case records, policy manuals, etc.;
- Seek ongoing feedback from Field Instructor, frequently assess own strengths and weaknesses, and initiate change where needed;
- Share relevant materials from the integrative seminar with the Field Instructor to enhance the mutuality of the learning relationship;
- **Notify the Field Coordinator as quickly as possible of any concerns or discrepancies at the practicum that cannot be mutually resolved between the student and Field Instructor;**
- Accumulate self-knowledge that enables her/him to assess individual suitability for the social work profession and for particular areas within that profession by:
 - Assessing her/his strengths and limitations,
 - Accepting constructive criticism, and
 - Attempting to change or minimize limitations;
- Make a consistent effort toward “purposeful use of self,” integrating theory and practice;
- Complete the evaluation process, including meetings with Field Instructor and Field Liaison on-site and a written evaluation of the field practicum;

Conduct oneself following the [NASW Code of Ethics](#) and the [Code of Ethics for the Virginia Board of Social Work](#).

6.2 Responsibilities of the Practicum Site

The agency is responsible for providing an environment in which the student may learn about her/himself, the client population served, the role of the agency in a particular social services network, and the profession of social work. This will include offering tasks that contribute to learning, assigning supervision that includes weekly meetings, maintaining contact with the Field Coordinator, and participating in the evaluation of the student's experience. The agency shall:

- Agree with intended learning outcomes for the practicum and be willing to assign tasks that will help the student fulfill the outcomes;
- Appoint a Field Instructor who has an MSW or BSW degree from an accredited program, is not under sanction by NASW, and has a commitment to direct the learning of a student (when the Field Instructor is not a professional social worker, she/he will work closely with the Field Coordinator to ensure a social work practice perspective);
- Designate space to be used by the student that is appropriate for the task assigned (e.g. private for interviewing) with appropriate equipment (telephone, computer) and
- Notify the Social Work Program of any disciplinary actions related to the agency of field supervisor that could impact the students learning experience in the placement.

6.3 Responsibilities of the Field Instructor

- Complete [Field Practicum Agency Information Form](#) and [Field Instructor Information form](#);
- Become acquainted with the Social Work Program and student supervision by attending Ferrum College Social Work Field Orientation and meetings scheduled with the Field Coordinator;
- Provide an agency orientation to the student, including its history, mission and purpose, funding sources, administrative and staff organization, and personnel

policies and practices – telephone and computer practices, meetings, forms, insurance and liability policies, etc.;

Help the student develop the learning plan by contributing expectations and goals of the agency and Field Instructor for the student's experience;

- Review the learning plan frequently and encourage revisions in the plan or agency assignments as necessary;
- **Meet with student at least several times weekly**, (in case of an emergency reschedule the weekly supervision meeting) to discuss:
 - integration of experience with class work –
 - interaction with clients/staff.
- Review assignments for integrative seminar and materials
- **Notify the Field Coordinator immediately** of irregularities in student's performance (e.g. frequent absence or tardiness, resistant, negative, or apathetic attitudes, any inappropriate or unprofessional behavior);
- Be willing and able to evaluate the student's performance in a timely fashion using criteria provided by the Program; complete the [field practicum evaluation form](#) and meet regarding the field experience with the student and Field Liaison;
- Notify the Field Coordinator immediately should she/he be sanctioned by NASW or have a social work license suspended or revoked.

6.4 Responsibilities of the Field Coordinator

- Recruit agencies to provide practicums and inform students of the possibilities;
- Provide Field Instructor orientation and recognition for their efforts; when appropriate provide CEUs offered through NASW-VA.
- Define intended learning outcomes for the field practicum which are in keeping with the students' abilities, the agencies' resources, and the Social Work Program Competencies based on [CSWE EPAS 2022](#);
- Prepare the students for the field practicum, including reviewing their responsibilities to the agency, the Program, the profession and themselves;
- Provide a minimum weekly integrative seminar where students share experiences in a confidential setting and actively integrate theoretical material along with individual experiences; review journals and other assignments;
- Offer supervisory assistance through individual conferences or telephone contacts as needed to troubleshoot emergencies and unusual occurrences;
- Evaluation: After the first week the field liaison will contact each agency field instructor to discuss progress or lack of progress. At this time if a face-to-face meeting is needed at the agency it will be scheduled.
- Meet with student and field instructor for final evaluation to review student learning objectives and student progress at the agency; and
- Assign the student's grade with input from the Field Instructor's evaluation.

7 Guidelines for Students and Agency Field Instructors

1. Hours

- (a) The Student is expected to keep an ongoing daily record of hours completed at the assigned agency (Record daily on personal timesheet). These hours must be verified by the agency field instructor weekly. A minimum of 75 hours is required for SWK 299 course credit. These hours are the absolute minimum.

- (b) Placement hours must be completed by the day specified on the syllabus.

2. Absences

- (a) **If illness, inclement weather, or transportation difficulties should arise the student must call the field instructor and the faculty field liaison immediately.** The student should then make arrangements with the field instructor to make up the lost hours.

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- (b) Excessive absences or non-reported absences will affect the student's grade and may result in a "failing" grade.

3. Professionalism

- (a) It is expected that students will be open and receptive to learning at all times.
- (b) Students are to act, dress, and communicate in a manner that reflects positively of Ferrum College, the agency, the social work program and profession, and themselves at all times.
- (c) Students are to honor and abide by the [NASW Code of Ethics](#).

4. Grievances

- (a) If a student experiences any kind of difficulty with the field experience the following procedures are to be followed:
 - i. The student should discuss the problem with the agency field instructor.
 - ii. If this discussion fails to solve the problem, the problem should be brought to the attention of the Faculty Coordinator who will discuss the problem with the Field Instructor and/or the Agency Executive.
 - iii. If a satisfactory solution cannot be achieved, the Social Work Program Director may be consulted and the student may withdraw or be removed from the agency if a resolution is not possible.
 - iv. Depending on the circumstances, the student may be placed in another agency for remainder of the semester.
- (b) If the agency is dissatisfied with a student's performance, the procedures are as follows:
 - i. Immediately bring the issue to the student's attention and clarify agency expectations.
 - ii. If the student's performance does not adequately improve after following the above procedure, the agency should immediately contact the Faculty Coordinator who will discuss the situation with the student and consult the agency executive.
 - iii. If a satisfactory solution cannot be achieved the student may be removed from the agency or may choose to withdraw.
 - iv. Depending on the circumstances, the student may be placed in another agency for the remainder of the semester or may receive a failing grade.

8 Student Status Review Policy: Guidelines for Termination

To maintain the integrity of the Social Work Program and to graduate quality social work practitioners, the faculty may determine that a student's unacceptable academic or professional performance result in a Student Status Review. This review process may ultimately lead to the student's termination from the Social Work Program. For details of the Student Status Review Policy's guidelines and procedures, including but not limited to possible termination, see the *Social Work Student Handbook 2023-2024*. (Available at the [Ferrum College Social Work Program website](#)).

9 Criminal Background Checks, DMV Checks, and Health Requirements

Social work education programs, agencies and students have a duty to protect client consumers of services as well as the public and community at large. To maintain the academic integrity of the Social Work Program as an educational entity and our field placement requirements, the Field Practicum agencies, the Social Work Program, and the social work students each have several responsibilities.

9.1 Field Practicum Agency Responsibility

The majority of social work related agencies are required by law or agency policy to conduct criminal background checks and health tests (proof of up to date vaccinations and TB screenings) on employees and often on volunteers as well as student interns.

Field practicum agencies clearly provide a service to the community and to our student interns. Ultimately in order to best serve everyone the agencies have the following responsibilities.

1. To complete the [Field Instructor Questionnaire](#) and inform the Social Work Program Field Coordinator of any specific criminal and/or motor vehicle violation charges or convictions that would automatically preclude a student from an internship placement with the agency.
2. The agency where a student is placed may also require the practicum student to sign a consent form so the agency may conduct a criminal background check, a DM Records Check, a drug screen, health records/tests, and other necessary checks or screenings.
3. to sign a consent form so the agency may conduct a criminal background check, a DMV Records Check, a drug screen, health records/tests, and other necessary checks or screenings.

9.2 Social Work Program Responsibilities

1. To assist students to meet agency internship requirements for field practicum as preparation for professional generalist social work practice.
2. To assist agencies in recruiting student interns who can pass their background check requirements. Agencies vary on some issues and one mistake by a student does not necessarily preclude an internship or employment in the entire social work field. However, students must realize that they are held responsible for their behaviors. Both the Social Work Program and the social work student must be open and honest with agencies regarding **any and all** criminal or motor vehicle charges and convictions, regardless of their outcome.
3. As an educational academic program we cannot knowingly in good conscience place a student in an agency practicum who may do harm. On the other hand, social work practice is all about focusing on people's strengths and their potential for positive change. Thus, the faculty may be able to work with a student and a potential agency to proceed with a field placement. The nature of the student's offenses may greatly limit which agencies, if any, are open to him or her for field placements as well as employment. Again, honesty and forthrightness are crucial for all those involved.

Student Responsibilities

All prospective and active field placement students have the following responsibilities:

1. The social work student must be open and honest with the Social Work Program faculty regarding **any and all** criminal or motor vehicle charges and convictions, regardless of their outcome. The Social Work Program may require a completed criminal background check and DMV check coordinated through the Ferrum College Office of Human Resources.
2. If a student is found to have criminal background or DMV issues, the student must complete a consent form allowing the Social Work Field Coordinator to discuss the shared information with the Program Director and specific potential field agency contacts. Students must be prepared to discuss the findings with a potential agency. Failure to follow these requirements may result in the student not being placed in an agency and thereby not being able to complete the social work major.
3. If a student has criminal charges pending prior to or during a field placement, the student will not be allowed to begin or continue. Once the charges have been settled the student may contact the Social Work Program Coordinator for a review of his or her status.

Appendices

A Social Work Program Competencies and Practice Behaviors

The Ferrum College Social Work educational program prepares students for beginning generalist social work practice by building upon the nine Core Competencies and 20 Practice Behaviors developed and approved by CSWE in the 2022 EPAS. The section below is directly quoted from that document.

“The nine social work competencies are listed in this section. Programs may add competencies that are consistent with their mission to respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that make up the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, and the descriptions that precede them represent the underlying content and processes that inform the behaviors.

A.1 Competency 1: Demonstrate Ethical and Professional Behavior

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

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

A.2 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. Social Workers:

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

A.3 Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) 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.

- demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in

working with clients and constituencies, acknowledging them as experts of their own lived experiences.

A.4 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. Social workers:

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

A.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. Social workers:

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

A.6 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. Social workers:

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

A.7 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. Social workers:

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

A.8 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. Social workers:

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

A.9 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. Social workers:

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