

Juniata College Social Work Program



Social Work Field Placement Manual

rev. January 2026

Juniata College BSW Program Field Placement Manual

Levels of Field Work

Juniata's Social Work Program distinguishes between four modes of field work that, when integrated over the four-year undergraduate experience, serve to allow students to demonstrate increasing proficiency in their emerging professional repertoire. These four modes are as follows:

1. Orientation to Social Service Networks

This orientation is provided through in-class experiences, such as guest lectures, field trips, roleplay simulations, and problem-solving assignments. Students are exposed to a broad range of social services, programs, policies, and agency social work personnel through coursework taken in all years.

2. Volunteer Work and Community Service

Volunteer work and community service provide students with valuable experiences in social service agency settings. Beginning as soon as they are ready and willing, Social Work students are strongly encouraged to participate in student organizations (namely, the Social Work Service Club) that work in consort with community agencies and networks.

In SW 230 ("Introduction to Social Work"), students engage in 20 hours of required volunteer work, often offered with the leadership of the Social Work Service Club. This volunteer work is intended to expose students to client populations and service agencies in an introductory manner.

Students are also encouraged to participate on service trips and in other community-engaged learning efforts across the college campus.

3. Social Work Practice and Research Experience

During the junior and senior year, Social Work students typically enroll in a series of courses that require them to engage in collateral field assignments to bridge the gap between theory and practice.

In SW 331 ("Social Work Practice: Individuals, Families, and Small Groups"), and SW 330 (the companion lab), students participate in a "mini-field experience", for a total of 80 hours (typically, eight hours per week over a ten-week period) in an approved human service agency, under the supervision of an agency staff member. Through observations of helping professionals and interaction with client populations, students have an opportunity to apply what they learn in the classroom, including skills, knowledge and theory, and key ethical principles, including cultural humility.

In SW 332 ("Social Work Practice: Large Groups, Organizations and Communities"), students are required to participate in an organizational and/or community project of their choosing, which averages three hours per week per student across the semester. Projects vary, but have a collaborative emphasis in which students partner with at least one agency in order to engage meaningfully at the mezzo and/or macro level of Social Work practice.

4. Social Work Professional Semester

Social Work students are required to complete twelve credits and at least 500 hours of field instruction while enrolled in SW 490 ("Professional Semester") in the spring of their senior year. Students are placed in a variety of social service settings under the supervision of an approved agency-based field

supervisor, preferably a licensed social worker at the masters-level with at least two years of experience. Agencies are required, among other things, to provide both breadth and depth of experiential learning opportunities in a variety of programming areas, thus allowing students to practice and analyze a broad scope of social work skills and problem-solving approaches with client systems of various types. SW 495 (“Research Seminar”) is taken concurrently with SW490, in order to provide an opportunity for students in the SW 490 field experience to meet with each other in a discussion-based seminar and engage in assignments which meaningfully integrate coursework with the field experience.

The integration of knowledge, values, and skills into a professional social work practice repertoire is an ongoing developmental process. The four-mode approach to field experience and learning ensures that each student has a broad range of opportunities in a variety of settings, in order to apply, analyze, and synthesize social work knowledge, values, and skills on a regular basis throughout the undergraduate experience.

The Social Work Professional Semester

Competency Development and Field Instruction in the Professional Semester

Senior Social Work students enrolling in The Social Work Professional Semester (SW 490) and its companion research seminar (SW 495) will have made considerable progress in acquiring the knowledge, values, and skills they need to become social workers. The Social Work Professional Semester challenges students to sharpen their approaches to practice in a social service agency setting under the supervision of an agency-based social worker and the guidance of social work faculty.

Assessment

Assessing the degree to which students demonstrate mastery of the program competencies is an important ongoing feature of the Professional Semester, and it is one over which students must assume considerable ownership. The professional growth and development competencies and practice behaviors provided below are a specific expression of the program’s ambitions and are the basis of formative and summative evaluation processes throughout the Professional Semester placement. [Note: The coding (e.g., EP2.1.1, etc.) of the competencies and practice behaviors is intentional so as to be consistent with the educational policies of the Council on Social Work Education. Persons affiliated with the Juniata’s Social Work Program will see similar coding in other program documents.]

Core Competencies of BSW Practice:

These course objectives support the Social Work Program’s mission and goals and students’ ongoing professional development associated with the nine competencies of BSW level practice as articulated by the 2022 Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education.

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, antiracist, and anti-oppressive lenses to understand and critique the profession’s history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

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

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:

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

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.

Social workers:

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

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:

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

Competency 5: Engage in Policy Practice

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

Social workers:

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

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

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

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:

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

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

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

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

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

Student Requirements of the Professional Semester

Agency Placement

Social work students enrolling in SW 490 “Professional Semester”, a 12-credit course, must complete at least 500 hours of field instruction in the 14.5 week semester while being placed in a full-time, supervised social service agency that has been approved by the Social Work Program. Students are on-site during the regular operating hours of the agency, typically putting in about 36 hours per week.

During the first three to four weeks of placement students should be oriented to the agency’s structure, policies, staff, clients, and approaches to intervention. When students become comfortable with the agency and its protocols, they begin taking on the responsibilities of a social work staff member under the supervision of the agency-based field supervisor. During the course of the field placement, students should expect increasingly greater responsibilities, duties, and challenges.

Agencies are required to provide students with a breadth and depth of experiential opportunities, thus encouraging students to practice and analyze a broad scope of skills with a variety of client systems. To facilitate the process of professional development, agencies are required to provide students with a minimum of one hour of structured supervision each week.

By the end of the semester, the successful student will be prepared to assume the duties and responsibilities in an entry-level BSW position in the agency.

Professional Semester Research Seminar

Taken concurrently with the Professional Semester agency field placement, the three-credit seminar meets bi-weekly for 3 hours. Its principal aim is to further students’ professional maturation and acculturation in social work by requiring them to integrate the profession’s knowledge, values, and skills into their emerging professional repertoire, particularly within the context of their placement agency and field of practice. The seminar also permits considerable opportunity for students to learn from each other and to permit ongoing monitoring and evaluation of the field experience.

The seminar consists of focused exploration and discussion of practice matters and issues of importance to the generalist social worker as well as a focused examination of the impact these matters and issues have on each student’s practice experience in the field. It is intended to be an arena for considerable student discussion and interaction. The seminar is team-taught by social work faculty and both attend each seminar. Students enrolled in the seminar are assigned responsibility for planning and coordinating discussion. Faculty members provide pre-seminar consultation and direction to assist students in leading a productive and purposeful seminar exploration with their student colleagues.

Each seminar has a particular focus, and students have assignments to complete prior to each seminar that require agency based and library research. The intent of the written assignments that complement each seminar is essentially to enable students to integrate previously learned *and* newly acquired social work knowledge with their practice experience in the field agency. Broadly stated, the first four seminars deal with:

- [1] the role of generalist practice and the generalist social worker in the placement arena;
- [2] dilemmas and diversity issues in the placement arena, including an examination of the professional values and ethics, problem solving modalities, and theories that can inform the resolution of the dilemmas and issues;
- [3] an exploration of intervention methods and techniques used in the placement agency, and how they build upon the generalist foundation developed in the Social Work Program; and

[4]an investigation of empirically founded practice and programmatic innovations that lie near the “cutting edge” of social work practice in the field placement arena.

The last three seminars focus on case presentations by students, which are conducted in much the same manner as “case staffings” are in many agencies. In our instance, the “staffing” is a dynamic group activity in which a member makes a case presentation to the seminar group for the purposes of professional development and/or for brainstorming a problem that the presenter finds particularly challenging and problematic, and thus seeks the input and advice of co-workers. Each student selects a case having an individual, family, group, organizational, or community focus that is prepared in advance of the seminar. The assigned student presenter is responsible for selecting companion readings that help prepare students for the “staffing,” guiding the exploration of the case, and soliciting input from seminar members.

The seminar assignments and discussions are designed to enable senior social work field students to meet the following general objectives:

- To engage in structured opportunities to analyze the field experience from the perspective of the generalist practitioner;
- To integrate and synthesize the student’s social work knowledge and skill base prior to graduation so as to heighten preparation for employment as a self-directed entry level social work practitioner;
- To practice identifying and applying research to inform problem solving and direct work with clients, in a peer group supervision setting;
- And to engage in structured opportunities to monitor and evaluate the field experience in light of the expressed ethical and value commitments of the social work profession.

In addition to these objectives, the seminar intends to prepare students for their professional responsibilities in the future and to foster in them the skills and outlooks needed to take on leadership roles in a professional, collegial setting.

Biweekly On-on-One Meetings with Social Work Faculty

In addition to the seminar, students are required to meet bi-weekly (i.e., the weeks the seminar is not held) with a member of the social work faculty for individual consultation and supervision. These sessions provide structured opportunities to review student progress in the field, identify and address any problems that may arise in the placement, consider research proposals and social plans, and integrate social work knowledge and theory with practical experiences in the agency setting.

Thus, the one-on-one meetings provide an intimate professional platform for refining and enhancing student understanding of and ability to use supervision and peer review as an ongoing means of professional development in social work.

Standards for Field Placement Agencies

To ensure that agencies selected for student field placements can provide suitable experiences and support that permit students to meet the objectives of the Professional Semester, agencies must meet the following criteria:

1. The agency must be recognized, licensed, or accredited by the applicable bodies. Selection of an agency is based on regional or community recognition that it is a reputable provider of social services. The agency and its staff must operate according to the acceptable community and professional standards of behavior. Membership in and/or licensing by an appropriate organization is one criterion for determining

the degree to which appropriate standards are met. For example, a hospital social service department would be expected to meet the standards set forth by the Joint Commission on Accreditation.

2. The services that the agency delivers and the agency's practices and policies must be supportive of and consistent with the program's goals and objectives for undergraduate social work education aimed at the preparation of entry-level generalist practitioners.
3. The agency must hold that its primary responsibilities are to its clients/consumers and the agency and its staff must be committed to providing services in a nondiscriminatory, culturally competent manner. No aspect of agency policy, practice or service provision should be in conflict with the Code of Ethics of the National Association of Social Workers.
4. The agency must be committed to providing students with a substantive, structured orientation during the initial weeks of placement in a way that increasingly heightens their familiarity with agency policies, structure, clientele, staffing patterns, procedures, intervention strategies, referral sources, and so forth.
5. The agency must be willing to provide students with opportunities to apply the generalist model of practice with a range of systems, including individuals, families, groups, communities, and organizations as the agency has opportunity or occasion to do so. Further, the agency must provide students with a variety of direct service experiences that involve increasingly challenging cases and require increasingly complex interventions, taking into account students readiness and previously demonstrated proficiencies.
6. The agency must provide adequate supervision by a competent, seasoned staff person who is consistently available to the student during the field placement. Field supervisors are selected on the basis of their educational background, with the MSW being preferred, professional competence and reputation, and motivation to contribute to the professional development of a social work student.
7. In general, a field supervisor must demonstrate:
 - That they have earned an MSW or a BSW from a CSWE accredited program and have two years' experience in the field after earning the social work degree*;
 - At least one year of experience in the placement agency (for the MSW) and at least 2 years (for the BSW);
 - Competence in the provision of direct social services grounded in best practice wisdom and a professional commitment to social work values and ethics;
 - A capacity to provide regular supervision aimed at facilitating the professional development and acculturation of social work students; and
 - A willingness to work in a cooperative relationship with the student and the Field Director to achieve the goals of the professional semester field placement and its companion research seminar.

*BSW/MSW Exception: Due to the rural nature of Juniata College's central Pennsylvania service area, there may be circumstances where an MSW or BSW field supervisor may not always be available. In such instances, the program will consider field supervisors who possess a degree in a related discipline and otherwise meet the standards for field instruction. In some cases, the Social Work program Field Director will monitor the field placement carefully to determine the extent to which their further involvement will be necessary to assure that a social work focus and identity development are maintained for the student. The Field Director will provide whatever additional support may be necessary to meet the goals and objectives of the field placement, including more frequent agency visits to monitor and coordinate field learning assignments.

Administration of the Professional Semester Field Placement

The Social Work Program staff configuration provides for a Field Director who, in consultation with other social work faculty, is responsible for managing the field placements associated with the Professional Semester.

Process for Selecting Agency Placements and Orienting Field Supervisors

The Social Work Program faculty configuration provides for a Field Director with twenty-five percent release time who, in consultation with other social work faculty, is responsible for administering the field placements associated with The Professional Semester. All potential field placements are screened by the Field Director who meets with agency staff, including the potential agency-based field supervisor(s), to provide a beginning orientation to the social work curriculum, the general purposes of the field placement in the educational process of preparing BSWs, and the particular objectives and assignments of The Professional Semester, and to assess the degree to which the agency conforms with the standards and expectations of the program. Agency representatives present their ideas about the nature of the field experience they envision for students. All parties have the opportunity to ask and answer questions. If the parties mutually agree to continue deliberation and planning toward the development of a field placement, the process continues. By this stage of the process, the agency will have had full access to The Social Work Program Manual, the syllabus for The Professional Semester, and any documentation it may require, inc. the college's certificate of liability insurance.

For subsequent meetings, the agency is asked to prepare and present its emerging plan for the field placement that describes: the content and methods to be employed by the agency for the student's orientation; the duties and tasks for which the student will be responsible; and the agency's plan for supervising the student. Using this emerging plan as a springboard, the agency representatives, including potential field supervisors and the Field Director, meet and deliberate until a plan for the field placement is reached that is acceptable to both parties.

During the planning discussions described above, potential agency-based field supervisors are invariably key players, so it is quite typical for the selection and orientation of field supervisors to be embedded in the broader planning process. However, regardless of the particular circumstances, once potential field supervisors are identified, face-to-face meetings with the program Field Director ensue during which the agency-based field supervisor shares information and provides documentation as needed concerning her/his: educational history; professional/employment history; professional licenses, certifications and memberships; previous experiences in field supervisions; philosophy/outlook toward supervision; and so forth.

Once there is a mutual determination to proceed with placing a student at the agency, the program's Field Director and the agency-based field supervisor engage in meetings and ongoing consultations, focusing more specifically on the role of The Professional Semester in the professional development of Juniata undergraduate social work students. Supervisory approaches to field instruction are explored with significant attention being given to the model of formative and summative field evaluation used to promote the student's professional growth and development. The Social Work Program Manual, The Professional Semester Syllabus, and other supporting materials are drawn upon prominently as these processes unfold.

The Field Placement Process for Students

In selecting a Professional Semester field placement, students are strongly encouraged to engage in a sequential process of exploration and consultation beginning not later than the spring semester of the junior year to assure that the senior year field placement is right for them and that they are right for it.

Regularly scheduled preregistration advising in the spring of junior year, during which the course plan is developed for the senior year, provides a beginning opportunity for the social work student and the Field

Director to begin, if it has not already begun, the process of exploring further the student's career preferences, social work practice interests, and field placement opportunities for the Professional Semester. Early in the fall semester of senior year, students will attend an introductory meeting with social work faculty at which time, the requirements for the Professional Semester and the process of agency placement is explained.

The field agency placement process involves ongoing deliberations between the student and the Field Director, and it is through this process that field placement preferences become clarified and placement decisions are made. In most instances, students will be enrolled in Social Work Practice: Large Groups, Organizations, and Communities during the fall senior year semester, thus students anticipating their field placement in the upcoming spring semester have regular access to the Field Director.

Once a determination of field placement preference is made between the student and the Field Director, who will by this stage of the process know with some certainty that the field placement is indeed available, the student makes formal application to the agency by preparing and mailing the required application portfolio to the agency-based field supervisor. The application portfolio will include:

- A current resume;
- A current academic transcript (an unofficial copy can be obtained from the college self-service system);
- A letter of recommendation from a supervisor or faculty member. (Faculty teaching the Social Work practice courses should not be asked to write these letters, as their impressions of the student social worker are routinely conveyed to field agencies as part of the agency selection process); and
- A cover letter in which the student provides a brief introduction of themself and states the student's general goals for the field placement.

Following the submission of the application portfolio the student contacts the agency-based field supervisor to schedule a formal interview. The interview is conducted in much the same way as a formal professional employment interview. The purposes of the interview are to allow each party to ask and answer questions pertaining to the field placement, to allow the student and agency to carefully screen each other to assure the field placement is a good match, and to allow each party to further clarify the nature, scope, and goals of the field placement for the student. If the agency, student, and Social Work Program are agreeable to the field placement for the student, the Field Director sends a letter of acceptance to the field supervisor that formalizes the field placement agreement for the student and which binds the host agency, the Social Work Program, and the social work student to the requirements and expectations set forth in this manual.

Additional negotiation and contracting between the student, the agency-based field supervisor, and the Field Director, who serves as the student's Social Work Program supervisor, regarding the tasks and responsibilities assigned to the student are done throughout the Professional Semester as necessary.

Professional Semester Oversight and Monitoring by Social Work Faculty

The Field Director assumes faculty field liaison responsibilities during the Professional Semester and maintains regular contact with the student and agency-based field supervisor to monitor and further the aims of the field placement. Over the course of the field placement students meet bi-weekly with the Field Director for one hour of one-on-one supervision. These meetings, which are informed by the Field Director's reading of the student's field journal, provide the Field Director a context in which to monitor student progress. The meetings afford the student and faculty supervisor structured opportunities to:

- Review student progress and promote refinement of the student's professional development;
- Establish new learning objectives to forward the field experience;
- Solve problems and overcome obstacles that may arise at the field agency;
- Enhance the degree of sophistication with which the student integrates prior coursework and social work knowledge, skills, and values with the field experience;

- Review recently completed assignments with the student, providing additional feedback and constructive criticism as warranted, and to plan for and to support the student's aspirations pertaining to upcoming assignments;
- Enhance the student's understanding of and the ability to use supervision as an ongoing resource in support of professional development in social work;
- And to promote the effective use of professional self, particularly with regard to the self-regulation of practice and professional development.

The Field Director also monitors the student's progress and the agency's role in the field experience through regular contacts with the agency field supervisor, usually via telephone by "touching base" with the agency field supervisor every few weeks. Generally, the Field Director, the student, and the field supervisor meet formally on two occasions. The first meeting is scheduled near the mid-term date and focuses on:

- A review of the student's accomplishments and development to date, using the mid-term evaluation as the point of departure;
- Developing a plan for the second half of the field placement to assure the Professional Semester objectives are met effectively and appropriately in light of the host agency's structure and processes, as well as the student's professional development needs and interests.

Professional Semester Roles and Expectations for Social Work Students

- **Relationship to client/consumer systems:**

The student is expected to interact with and relate to agency clients in a manner that is in keeping with the agency's standards and protocols, as well as with the standards and ethics of the social work profession, including the Code of Ethics of the National Association of Social Workers. This includes but is not limited to:

- Establishing rapport and a professional relationship with clients from varying backgrounds with varying needs, dispositions, levels of emotional stability, and intellectual ability;
- Communicating with clients in a manner that helps them begin to identify their needs, concerns, and situational realities;
- Assisting clients in negotiating strength-based processes so as to yield the desired client centered outcomes;
- Helping clients to see that they influence and are influenced by the ecological systems of which they are a part; and
- Empowering client/consumer systems.

- **Knowledge of the agency, its programs, and its place in the service delivery system:**

The student is expected to develop a functional understanding of the agency's goals, objectives, procedures, staffing, organizational structure, policy determinants, and financial operation. This includes but is not limited to:

- A knowledge of the agency's historical development and mission;
- An understanding of how the agency is adapting to meet new needs and new modes of service delivery; and
- An understanding of how the agency's work is influenced by the social and political nature of its service area and the state in which it operates.

- **Ability to work independently:**

The student will, over time, develop capacities to work independently, showing initiative and responsibility once given adequate orientation and instruction.

- **Effective use of supervision and feedback:**

The student is expected to be professionally forthright in seeking and providing feedback or constructive criticism to the agency supervisor, other pertinent staff, and the Field Director. Although working

independently is a desired goal, the student should learn when to seek help and direction from staff and should not hesitate to do so when particular problems or questions arise. Students are reminded that among their first obligations as social workers is “to do no harm.” Agencies value students in part because they bring fresh eyes and new perspectives to the field placement. It is not unusual for students to recognize that elements of an agency’s programs and operations are not as effective as they may be in meeting client need. Likewise, students often have excellent suggestions for things the agency may do to improve its service delivery. In such instances, students must present their observations or suggestions to appropriate audiences in a tactful manner that facilitates opportunities for positive change in the agency.

- **Professional development:**

First and foremost, the professional semester is an educational endeavor designed to enhance the student’s professional development and acculturation in the social work profession. Consequently, students are expected to seek out learning opportunities, engage in self-criticism, and actively shape their own professional development through both experiential and self-directed academic learning. This professional development includes an increasingly sophisticated understanding of the ethics of social work as they are applied in actual practice milieus.

- **Required assignments:**

Students are expected to carry out assignments provided by the agency, as well as the required academic assignments associated with the Professional Semester, showing a high degree of professional commitment and fidelity throughout the 15-week field placement.

- **Of special note to Social Work students:**

The Social Work Program’s Policy is to generally not consider a social work student’s place of employment to be a viable option for The Professional Semester field placement because the educational demands of the program and the employment needs of the agency too easily conflict in ways that undermine the aims of the program. In very rare circumstances [i.e., the student’s financial situation requires continuity of employment] and only when certain conditions are assured will this policy be reconsidered on a case-by-case basis. These conditions include that all usual requirements for a field placement are satisfied and that a formal agreement is made between the program, the agency director, and the student that assures the objectives of field instruction will be met, including all academic assignments associated with The Professional Semester. In addition, the host agency will be required to assign a qualified field supervisor that is different from the student’s usual work supervisor.

A closing thought to social work students and agency-based field supervisors: The Field Director seeks to be as responsive to the needs of the host agency and the social work student as possible. The oversight and supervision model embraced by the Social Work Program views the agency-based field supervisor, the social work student, and the Field Director as partners in a collaborative, mutually supportive process. Like a three-legged stool, when each of the three legs effectively carries its weight and is responsive to its obligations, the stool will have high structural integrity and will never wobble.

Appendices:

1. Memorandum of Agreement
2. Social Work Student Field Code of Conduct
3. JC BSW Field Learning Agreement
4. Student Self Evaluation
5. Field Supervisor Evaluation of Student

Appendix 1
Memorandum of Agreement
Juniata College
Social Work Program

Between the Field Placement Agency, the Social Work Program, and the Social Work Student

The undersigned parties agree to the conditions of this memorandum, as well as the conditions described in the Social Work Program Manual, in providing a field experience to meet the requirements of The Social Work Professional Semester, the senior capstone experience of Juniata College's Social Work Program.

I. The Social Work Program will:

1. provide all necessary information and ongoing support to the field agency, the field supervisor, and the social work student to meet the goals and objectives of The Professional Semester field placement;
2. screen and select social work students for the field placement, taking into account the preferences of the host agency and the needs of the student;
3. screen and accept field placements that meet the Social Work Program's standards so as to assure that The Professional Semester's goals and objectives can be achieved;
4. assign a social work faculty (the Field Director) to act as the liaison between the host agency and the social work student to facilitate the integration of academic work with the practical experiences in the agency;
5. develop, implement, and evaluate the academic portion of the field placement in a manner that fosters the integration of social work knowledge, values, and skills into the student's emerging professional repertoire;
6. coordinate the formative and summative evaluation of the student's professional development and performance by providing the necessary guidelines and evaluation forms;
7. maintain all official records of the field placement;
8. assign grades for the field placement based in the standards and protocols expressed in the syllabus for The Social Work Professional Semester;
9. mediate any problems that may arise between the agency and the student during the field placement;
10. provide whatever additional support and information may be required to assure that the aims of The Social Work Professional Semester are achieved.

II. The field placement agency will:

1. interview the prospective social work student for field placement to discuss mutual expectations and evaluate the appropriateness of the placement for that student;
2. inform the Social Work Program Field Director of the acceptance or rejection of the prospective field placement student within one week of the interview date;
3. integrate the field placement student into the agency setting via an established agency orientation process;
4. complete and submit required forms (e.g., the agency questionnaire) related to the field placement;
5. assign a field supervisor to oversee the professional development of the social work student in accordance with the standards and performance expectations delineated in the Social Work Program Manual;
6. evaluate the student's performance and professional development at mid-term and at the end of the semester, using the evaluation instrument and protocols for The Professional Semester;
7. provide the social work student with suitable experiential learning opportunities to permit the achievement of the goals and objectives of The Professional Semester as stipulated in the course syllabus and The Social Work Program Manual;

8. promptly notify the Social Work Program Field Director of any problems or concerns related to the student's performance and/or professional responsibilities, particularly any problems or concerns that may preclude the realization of The Professional Semester's goals and objectives.

III. The social work student will:

1. behave in a mature, responsible manner befitting representatives of the social work profession, the host agency, and the college;
2. adhere to the accepted ethical standards and practices of the social work profession;
3. establish and maintain a regular work schedule and work habits in keeping with the requirements of the Social Work Professional Semester and the host agency's policies;
4. develop and implement self-directed learning objectives as per the guidelines of the Professional Semester in consultation with the agency field supervisor and the Field Director;
5. accept and constructively use regular supervision provided by the agency supervisor and the Field Director;
6. inform the Field Director of any significant changes in duties and/or work conditions and of any major concerns that may undermine the realization of the goals and objectives of The Professional Semester;
7. submit all required assignments to the Field Director in a timely manner;
8. actively engage in the evaluation process with agency field supervisor and the Field Director in accordance with the procedures of The Professional Semester.

Title	Print First and Last Name	Signature	Date
Field Director	Kerry Harper, LCSW		
Agency Field Supervisor			
Social Work Student			

Return to: Director of Field Education
 Juniata College, Social Work Program

Revised January 2026

Appendix 2
Social Work Student Field Code of Conduct
Juniata College
Social Work Program

This form explains your responsibilities regarding your social work field placement in the spring and articulates your Field Code of Conduct. As you know, the professional semester is a major component of your social work education. Field is where you not only get the opportunity to put into practice what you have been learning in your classes, but it is really the beginning of the shift from student to professional. Because of that, you are expected to display professional behaviors in your field placement, similar to what would be expected of a regular employee.

As a social work student, you are also expected to display professional behavior consistent with the [NASW Code of Ethics](#). When you are working at your field placement, not only do you represent yourself, but you represent our Juniata College social work program and every other student that will come after you. We want this to be a positive experience! Please understand that any non-professional behavior may jeopardize your placement and graduation from our social work program. It could also jeopardize future students' options for placements.

The Juniata College Social Work Program has the following Standards/Expectations for Professional Behavior:

1. *Appropriate attire*-- dressing in casual/business attire appropriate to the agency's protocol.
2. *Attendance and punctuality*-- establishing and maintaining a regular schedule that you have negotiated with your site supervisor; maintaining a current time sheet/log of placement hours; arriving on time; being prepared to engage as a working professional; providing prompt notification of tardiness or absences. YOU MUST COMPLETE 500 HOURS in your placement.
3. *Respectful demeanor and interactions*-- demonstrating respect and deference to staff/clients/peers; conducting oneself in a manner consistent with the values and ethics of NASW and the profession.
4. *Professional language and communications*-- demonstrating professional oral and written (including electronic) communication skills; using discretion and appropriate professional language in addressing clients/staff/peers; "filtering" language to limit emotional reactivity/content; only with permission, communicating with colleagues outside of regular work hours.
5. *Appropriate effort and initiative*-- collaborating with your site supervisor to identify and complete a weekly work plan/set of work tasks; following through on appointed tasks and activities; showing a genuine interest, initiative and engagement in the daily life of the organization; demonstrating intellectual and professional curiosity and insightfulness.
6. *Accountability and integrity*-- being accountable to the agency's practice guidelines and speaking and acting on behalf of your placement site in your role as a BSW student; maintaining professional integrity and honesty in all activities/interactions; keeping an accurate time log of placement hours worked.
7. *Boundary maintenance and ethical practice*-- maintaining client/agency confidentiality standards, especially when using cell phones/electronic devices; upholding NASW ethical standards and seeking appropriate consultation when in doubt; maintaining strict personal-professional boundaries in the real and virtual work environment, especially in relation to social media (e.g. Facebook); restricting the use of electronic devices to professional purposes only while in the placement setting.
8. *Emotional self-regulation*-- attending to one's emotional reactivity and triggers; taking responsibility for one's feelings/behavior and avoiding blame; avoiding the expression of raw emotions; being personally and professionally centered when engaging with clients/staff; using appropriate professional language (spoken and written) to filter emotional content; demonstrating a willingness to resolve difficult relationships and modify one's behavior accordingly; not expecting special consideration or 'entitlement'

9. *Responsiveness to feedback*-- demonstrating non-defensive receptivity to feedback and suggestion; showing a willingness to be self-reflective and self-corrective.
10. *Illicit drug use*--site placement regulations may require a drug screen before your placement or during your placement. Illicit drug use during the Professional Semester will result in an automatic dismissal from the Juniata College Social Work program.

Failure to adhere to this Field Code of Conduct may result in an unsuccessful placement and/or other disciplinary actions including dismissal from the Juniata College Social Work Program.

I acknowledge that I have reviewed the Juniata College Social Work Program Standards/Expectations for Professional Behavior.

Title	Print First and Last Name	Signature	Date
Field Director	Kerry Harper, LCSW		
Social Work Student			

Appendix 3

Department of Criminal Justice, Social Work, & Sociology

BSW Field Placement Learning Agreement

IMPORTANT INFORMATION ABOUT DEVELOPING YOUR LEARNING AGREEMENT:

The objective of the Professional Semester is to provide students with the opportunity to demonstrate mastery of the nine core competencies of bachelors-level social work practice. In keeping with the Juniata College Social Work program's mission and goals, students in their Professional Semester will demonstrate ongoing development associated with all nine competencies of BSW level practice as articulated by the 2022 Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE).

This document is a Learning Agreement which guides the student's learning experience during their professional semester in the field. It includes the nine core competencies of BSW social work practice upon which students are being evaluated at both the mid-term and final assessment points. Students are required to use this document as a tool to develop specific and individualized learning activities that will aid the student in developing mastery of the nine core competencies. Students must consult with their field instructor regarding activities that are possible within the agency setting as well as consider appropriate timeline for expected completion of learning activities. In this way, the learning agreement is shaped by the following: opportunities within the agency, student's individual learning needs, interests, and preferences, as well as the core competencies mandated by CSWE. The learning activity objectives must be stated in measurable terms (think SMART Goals) to aid in the evaluation process. Additionally, due to the high number of competencies, it is understandable that some areas may have less learning opportunities/activities available given the work completed within the agency setting. In completing this document early, and ongoing throughout the semester, these areas should be able to be addressed in consultation among the student, field supervisor, and field director.

The Learning Agreement should be **drafted/completed by week three of the semester** and submitted to the Field Director for feedback and suggested revisions, which are common. The Final Learning Agreement must be approved by the student, Field Instructor, and Field Director.

Important Note: While this agreement will mostly be finalized by week 4, it is meant to be organic and fluid in nature, meaning that as circumstances warrant, changes can be made to the learning activities at any time during the semester. All changes must be updated in a timely manner and approved by the student, Field Instructor, and Field Director.

Part I. Student, Field Instructor/Agency, and Field Director Information

Check appropriate field experience:

SW 330 (Social Work Practice Lab/Mini Field)
 SW 490 (Social Work Professional Semester)

Semester/Year:

Student Name:	
Student Cell:	
Student Email:	

Agency:	
Division/Unit:	
Address:	
Agency Phone:	

Field Instructor:	
Field Instructor Email:	

Field Instructor Phone:	
Field Director:	Kerry Harper, MSW, LCSW
Field Director Email:	harper@juniata.edu
Field Director Phone:	814-641-3658 (office)

Brief Description of Agency Setting (i.e., type of organization/agency such as hospital, population served, and basic services provided):

Student's Schedule (include days & hours, make-up arrangements for absences):

Supervision (include days, times, and with whom):

Other staff with whom student will work to complete assignments (name and title):

Part II. Student Pre-Self Assessment

Share about your current strengths with regard to the field population, issue, and/or services you will be working with in your field placement (i.e., knowledge, skills, values):

Share about your current challenges and areas for growth with regard to the field population, issue, and/or services you will be working with in your field placement (i.e., knowledge, skills, values):

Discuss how your field placement will contribute to your overall career development/goals in Social Work:

What desired experiences and new learnings are you hoping for during your professional semester in your field placement setting?

Part III. BSW Field Placement Competencies and Practice Behavior Learning Activities

DIRECTIONS:

Please read each of the 9 core competencies listed below and type your placement specific learning activities beside the corresponding practice behavior. Provide activity details that are specific and measurable (i.e., anticipated number of cases, projects, frequency of activity, etc.).

1. Identify at least two activities for each practice behavior listed within a competency
2. Personalize by developing activities using 1st person language using "I will" action statements.
3. Tailor to issue/agency: While sample learning activities may be reviewed, these should stimulate activities personalized to the student's own field setting, service area, and population being served.
4. Verification of each Learning Activity: Students should consider multiple ways in which their learning can be verified. "How will my supervisor know that I completed this?" is a great reflection question to pose to yourself as you think about how to verify.
 - a. Examples of ways to verify activity completion include:

- i. Discuss the learning activity in supervision
- ii. Develop a written document based on research that you conducted related to the learning activity, such as a report, slide show, fact sheet, or proposal.
- iii. Develop and discuss with your field instructor a written reflection that documents your thoughts and observations on the learning activity. This may be in the form of a process recording, critical case incident, or reflection on the competency.
- iv. Attendance and/or participation at a specific event.

5. Some learning activities may fulfill more than one competency/practice behavior area, and you are encouraged to include them when that makes sense. However, each may only count as one of the two required learning activities once, meaning for each time it is used beyond the first time, you will need to add additional learning activities to meet the two-activity minimum. You may also include more than two learning activities.

IMPORTANT: Please ensure that each learning activity clearly demonstrates both action and verification.

Sample activities demonstrating action and verification are listed below:

Competency 1: Demonstrate Ethical and Professional Behavior

- I will attend weekly staff and/or treatment team meetings and document in my daily journal.
- I will practice at least one self-care activity per week and document in my daily journal.

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

- I will select a social justice issue of importance to my agency setting, conduct research (3 articles), and develop a one-page fact sheet to share my findings with my Field Instructor.

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

- I will complete a reading (journal, book, news article) relevant to client or neighborhood culture and discuss in supervision with Field Instructor.

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

- I will conduct research on Mindfulness-Based Stress Reduction Techniques and develop a handout that can be used by agency staff with clients to share my findings.

Competency 5: Engage in Policy Practice

- I will identify one outdated policy either within or external to my placement agency that impacts service delivery to clients and advocate for change to better serve the population.

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

- I will observe # of intake interviews and discuss afterward with observed staff
- I will conduct # of intake interviews and complete a process recording to review with my field instructor

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

- Individual: I will observe an RN or psychiatrist at my agency placement to observe a different perspective on client assessment and write a reflection to discuss in supervision.
- Family: I will discuss with my agency supervisor the various family systems/structures and stressors and how those family systems/structures, and stressors may impact clients.
- Organizations: I will identify the major social service agencies and services in the community and compare/contrast to services offered by field placement agency which I will discuss in supervision.

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

- I will interview and shadow at least two social workers who perform [type of service] and write a 1-page reflection to discuss in supervision.

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

- I will participate in the agency preparation process for audits and discuss implications in supervision.

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, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Social workers:

Practice Behaviors	Learning Activities/Assignments
a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;	1. Verification: 2. Verification:
b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;	1. Verification: 2. Verification:
c. use technology ethically and appropriately to facilitate practice outcomes; and	1. Verification: 2. Verification:
d. use supervision and consultation to guide professional judgment and behavior.	1. Verification:

	2. Verification:
--	-------------------------

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:

Practice Behaviors	Learning Activities/Assignments
a.) advocate for human rights at the individual, family, group, organizational, and community system levels; and	1. Verification:
	2. Verification:
b.) engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	1. Verification:
	2. Verification:

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. Social workers:

Practice Behaviors	Learning Activities/Assignments
a.) demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and	<p>1.</p> <p>Verification:</p>
	<p>2.</p> <p>Verification:</p>
b.) demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	<p>1.</p> <p>Verification:</p>
	<p>2.</p> <p>Verification:</p>

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:

Practice Behaviors	Learning Activities/Assignments
a.) apply research findings to inform and improve practice, policy, and programs; and	<p>1.</p> <p>Verification:</p>
	<p>2.</p> <p>Verification:</p>
b.) identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	<p>1.</p> <p>Verification:</p>
	<p>2.</p> <p>Verification:</p>

Competency 5: Engage in Policy Practice

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

Practice Behaviors	Learning Activities/Assignments
a.) use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and	1. Verification: 2. Verification:
b.) apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	1. Verification: 2. Verification:

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:

Practice Behaviors	Learning Activities/Assignments
a.) apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and	1. Verification: 2. Verification:

<p>b.) use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.</p>	<p>1.</p> <p>Verification:</p>
	<p>2.</p> <p>Verification:</p>

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. 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:

Practice Behaviors	Learning Activities/Assignments
<p>a.) apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and</p>	<p>1.</p> <p>Verification:</p>
	<p>2.</p> <p>Verification:</p>
<p>b.) demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.</p>	<p>1.</p> <p>Verification:</p>
	<p>2.</p> <p>Verification:</p>

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. 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:

Practice Behaviors	Learning Activities/Assignments
a.) engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and	1. Verification:
	2. Verification:
b.) incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	1. Verification:
	2. Verification:

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:

Practice Behaviors	Learning Activities/Assignments
a.) select and use culturally responsive methods for evaluation of outcomes; and	1. Verification:
	2. Verification:
b.) critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	1. Verification:
	2. Verification:

Signatures

I affirm that the activities planned for in this document are reasonable and conducive to social work competency development, and will be supported and implemented in accordance with the NASW Code of Ethics.

Student's Signature/Date:

Task Supervisor (as appropriate)/Date:

Field Instructor Signature/Date:

Juniata College Field Director Signature/Date:

Please return this completed agreement to the Juniata College Field Director by no later than Week 3 of the semester for feedback and suggested revisions. This document is flexible as learning opportunities come to your awareness or needs, the student should discuss this plan with their Field Instructor and Field Director during supervision meetings to track progress related to the learning agreement. This document will be reviewed at both the mid-term and final evaluation check ins.

Appendix 4
SW 490--Professional Semester Midterm and Final Evaluation
Student Self Evaluation

Name of Student:
Agency:
Address of Agency:
Field Supervisor:
Please list any Additional Evaluators:
Dates of Field Experience:

Directions for Student:

The evaluation process is a mutual process in which both the student and the field instructor engage. This evaluation must be completed by the student as a first step in participating in a meaningful mid-term and final evaluation process. **Please be sure to complete this assessment and provide a copy to your field supervisor at least one full week prior to the Field Supervisor Evaluation due date.**

The nine competencies specified in this evaluation were established by the Council on Social Work Education in 2022. For each of the nine competencies we ask you to use the following scale to assess your own performance. Take some time to reflect on each competency and write notes regarding areas of strengths and areas where you feel you can improve. Be prepared to discuss your self-evaluation with your field instructor and the Juniata Field director.

5	Student excels in this area. It is among the student's greatest SW strengths.
4	Student exceeds expectations for entry level generalist social work practice in this area.
3	Student meets expectations for entry level generalist social work practice in this area.
2	Student does not meet expectations entry level generalist social work practice in this area, but can meet expectations with additional experience and supervision in the near future.
1	Student has not met expectations for entry level generalist social work practice in this area, and I do not believe the student can meet expectations in this area in the near future.
n/a	Not applicable. Student has not yet had the opportunity to demonstrate this competency.*

Within each competency area there are a number of social work practice behaviors that we ask you to rate according to the following criteria:

S	Notable strength (Please provide example)
A	Adequate, not remarkably strong or in need of improvement
I	Improvement needed (Please provide example and improvement plan)
0	Not observed or practiced*

*Be sure to use NA and 0 when necessary. It is unrealistic for any student to be able to demonstrate every behavior and some placements may not allow for demonstration of certain 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, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

1: The student demonstrates ethical and professional behavior.						
Midterm global rating for this competency						1 2 3 4 5 na
Final global rating for this competency						1 2 3 4 5 na

Social workers:

Practice Behaviors	Midterm	Final
1a. 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	S A I 0	S A I 0
1b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication	S A I 0	S A I 0
1c. Use technology ethically and appropriately to facilitate practice outcomes	S A I 0	S A I 0
1d. Use supervision and consultation to guide professional judgment and behavior	S A I 0	S A I 0
Comments for Competency 1	Midterm Strengths and/or Areas for Improvement:	Final Strengths and/or Areas for Improvement:

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.

Competency 2: The student advances human rights and social, racial, economic, and environmental justice.

Midterm global rating for this competency	1	2	3	4	5	na
Final global rating for this competency	1	2	3	4	5	na

Social workers:

Practice Behaviors	Midterm	Final
2a. Advocate for human rights at the individual, family, group, organizational, and community system levels	S A I 0	S A I 0
2b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	S A I 0	S A I 0
Comments for Competency 2	Midterm Strengths and/or Areas for Improvement:	Final Strengths and/or Areas for Improvement:

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.

Competency 3: The student engages anti-racism, diversity, equity, and inclusion (ADEI) in practice						
Midterm global rating for this competency	1	2	3	4	5	na
Final global rating for this competency	1	2	3	4	5	na

Social workers:

Practice Behaviors	Midterm				Final			
	S	A	I	0	S	A	I	0
3a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels								
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.								
Comments for Competency 3	Midterm Strengths and/or Areas for Improvement:				Final Strengths and/or Areas for Improvement:			

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.

Competency 4: The student engages in practice-informed research and research-informed practice.						
Midterm global rating for this competency	1	2	3	4	5	na
Final global rating for this competency	1	2	3	4	5	na

Social workers:

Practice Behaviors	Midterm	Final
4a. Apply research findings to inform and improve practice, policy, and programs	S A I 0	S A I 0
4b. 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	S A I 0	S A I 0
Comments for Competency 4	Midterm Strengths and/or Areas for Improvement:	Final Strengths and/or Areas for Improvement:

Competency 5: Engage in Policy Practice

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

Competency 5: The student engages in policy practice.

Midterm global rating for this competency

1	2	3	4	5	na
---	---	---	---	---	----

Final global rating for this competency

1	2	3	4	5	na
---	---	---	---	---	----

Social workers:

Practice Behaviors	Midterm	Final
5a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services	S A I 0	S A I 0
5b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice	S A I 0	S A I 0

Comments for Competency 5	Midterm Strengths and/or Areas for Improvement:	Final Strengths and/or Areas for Improvement:
----------------------------------	--	--

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.

Competency 6: The student engages with individuals, families, groups, organizations and communities.

Midterm global rating for this competency

1	2	3	4	5	na
---	---	---	---	---	----

Final global rating for this competency

1	2	3	4	5	na
---	---	---	---	---	----

Social workers:

Practice Behaviors	Midterm	Final
6a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies	S A I 0	S A I 0
6b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies	S A I 0	S A I 0
Comments for Competency 6	Midterm Strengths and/or Areas for Improvement:	Final Strengths and/or Areas for Improvement:

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.

Competency 7: The student assesses individuals, families, groups, organizations and communities.

Midterm global rating for this competency	1	2	3	4	5	na
Final global rating for this competency	1	2	3	4	5	na

Social workers:

Practice Behaviors	Midterm				Final			
	S	A	I	0	S	A	I	0
7a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies								
7b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.								
Comments for Competency 7	Midterm Strengths and/or Areas for Improvement:				Final Strengths and/or Areas for Improvement:			

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.

Competency 8: The student intervenes with individuals, families, groups, organizations and communities.

Midterm global rating for this competency	1	2	3	4	5	na
Final global rating for this competency	1	2	3	4	5	na

Social workers:

Practice Behaviors	Midterm	Final
8a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals	S A I 0	S A I 0
8b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	S A I 0	S A I 0
Comments for Competency 8	Midterm Strengths and/or Areas for Improvement:	Final Strengths and/or Areas for Improvement:

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.

Competency 9: The student evaluates practice with individuals, families, groups, organizations, and communities.

Midterm global rating for this competency	1	2	3	4	5	na
Final global rating for this competency	1	2	3	4	5	na

Social workers:

Practice Behaviors	Midterm	Final
9a. Select and use culturally responsive methods for evaluation of outcomes	S A I 0	S A I 0
9b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	S A I 0	S A I 0

Comments for Competency 9	Midterm Strengths and/or Areas for Improvement:	Final Strengths and/or Areas for Improvement:

In the box below, please provide specific field examples regarding the levels of social work practice (i.e., micro, mezzo, macro) in which the student has gained exposure and comment on your strengths and areas for improvement within each of these areas. If you'd like a refresher on the levels of social work practice reference this link: <https://www.socialworkers.org/Careers/NASW-Career-Center/Explore-Social-Work/Understanding-Micro-Mezzo-and-Macro-Social-Work-Practice>

Evaluation of Levels of Social Work Practice:

Summary Midterm Comments by Student--include any additional areas of strength, any concerns, and focus for continued learning during remainder of semester:

Summary Final Comments by Student--include any additional areas of strength, any concerns, and focus for continued learning:

Student signature below indicates that they have completed the self-assessment and discussed it with their field supervisor and field director. **Please be sure to complete this assessment and provide a copy to your field supervisor at least one full week prior to the Field Supervisor Evaluation due date.**

Mid Term Self Evaluation

	Signature (Midterm)	DATE
Student		

Final Self Evaluation

	Signature (Final)	DATE
Student		

Appendix 5

Professional Semester Field Supervisor Midterm and Final Evaluation

Return to Juniata Social Work Field Director, Kerry Harper

Name of Student:
Agency:
Address of Agency:
Field Supervisor:
Please list any Additional Evaluators:
Dates of Field Experience:

Directions:

The evaluation process is intended to be completed as a conversation between the student and the field supervisor. Students should submit a self-evaluation to you prior to meeting with you to complete this evaluation. This evaluation must be signed by the field supervisor and the student prior to returning it to the Juniata College Field Director, at both Mid-term and Final evaluation points. The Field Director is available for phone, virtual, or in-person consultation if questions or concerns arise regarding the evaluation form and/or process.

The nine competencies specified in this evaluation were established by the Council on Social Work Education in 2022. For each of the nine competencies we ask you to use the following scale to provide a global rating for that competency, as well as a specific rating for each behavior.

5	Student excels in this area. It is among the student's greatest SW strengths.
4	Student exceeds expectations for entry level generalist social work practice in this area.
3	Student meets expectations for entry level generalist social work practice in this area.
2	Student does not meet expectations entry level generalist social work practice in this area, but can meet expectations with additional experience and supervision in the near future.
1	Student has not met expectations for entry level generalist social work practice in this area, and I do not believe the student can meet expectations in this area in the near future.
n/a	Not applicable. Student has not yet had the opportunity to demonstrate this competency.*

**"Not Applicable" and "Not observed or practiced" are appropriate and expected ratings due to the high number of competencies that field supervisors are asked to assess.

Please provide written comments regarding at least one area of strength and one area for improvement for each of the nine competencies. For any global competency ratings of 1 or 2, be sure to specify what tasks and/or behaviors the student needs to demonstrate to meet expectations.

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, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Competency 1: The student demonstrates ethical and professional behavior.

Midterm global rating for this competency	1	2	3	4	5	na
Final global rating for this competency	1	2	3	4	5	na

Social workers:

Practice Behaviors	Midterm	Final
1a. 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 n/a	1 2 3 4 5 n/a
1b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication	1 2 3 4 5 n/a	1 2 3 4 5 n/a
1c. Use technology ethically and appropriately to facilitate practice outcomes	1 2 3 4 5 n/a	1 2 3 4 5 n/a
1d. Use supervision and consultation to guide professional judgment and behavior	1 2 3 4 5 n/a	1 2 3 4 5 n/a
Comments for Competency 1	Midterm Strengths and/or Areas for Improvement:	Final Strengths and/or Areas for Improvement:

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.

Competency 2: The student advances human rights and social, racial, economic, and environmental justice.

Midterm global rating for this competency	1	2	3	4	5	na
Final global rating for this competency	1	2	3	4	5	na

Social workers:

Practice Behaviors	Midterm	Final
2a. Advocate for human rights at the individual, family, group, organizational, and community system levels	1 2 3 4 5 n/a	1 2 3 4 5 n/a
2b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	1 2 3 4 5 n/a	1 2 3 4 5 n/a
Comments for Competency 2	Midterm Strengths and/or Areas for Improvement:	Final Strengths and/or Areas for Improvement:

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.

Competency 3: The student engages anti-racism, diversity, equity, and inclusion (ADEI) in practice						
Midterm global rating for this competency	1	2	3	4	5	na
Final global rating for this competency	1	2	3	4	5	na

Social workers:

Practice Behaviors	Midterm						Final					
	1	2	3	4	5	n/a	1	2	3	4	5	n/a
3a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels												
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.												
Comments for Competency 3	Midterm Strengths and/or Areas for Improvement:						Final Strengths and/or Areas for Improvement:					

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.

Competency 4: The student engages in practice-informed research and research-informed practice.						
Midterm global rating for this competency	1	2	3	4	5	na
Final global rating for this competency	1	2	3	4	5	na

Social workers:

Practice Behaviors	Midterm	Final
4a. Apply research findings to inform and improve practice, policy, and programs	1 2 3 4 5 n/a	1 2 3 4 5 n/a
4b. 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 n/a	1 2 3 4 5 n/a
Comments for Competency 4	Midterm Strengths and/or Areas for Improvement:	Final Strengths and/or Areas for Improvement:

Competency 5: Engage in Policy Practice

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

Competency 5: The student engages in policy practice.

Midterm global rating for this competency

1	2	3	4	5	na
---	---	---	---	---	----

Final global rating for this competency

1	2	3	4	5	na
---	---	---	---	---	----

Social workers:

Practice Behaviors	Midterm	Final
5a. 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 n/a	1 2 3 4 5 n/a
5b. 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 n/a	1 2 3 4 5 n/a

Comments for Competency 5	Midterm Strengths and/or Areas for Improvement:	Final Strengths and/or Areas for Improvement:
----------------------------------	--	--

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.

Competency 6: The student engages with individuals, families, groups, organizations and communities.

Midterm global rating for this competency	1	2	3	4	5	na
Final global rating for this competency	1	2	3	4	5	na

Social workers:

Practice Behaviors	Midterm	Final
6a. 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 n/a	1 2 3 4 5 n/a
6b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies	1 2 3 4 5 n/a	1 2 3 4 5 n/a
Comments for Competency 6	Midterm Strengths and/or Areas for Improvement:	Final Strengths and/or Areas for Improvement:

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.

Competency 7: The student assesses individuals, families, groups, organizations and communities.						
Midterm global rating for this competency	1	2	3	4	5	na
Final global rating for this competency	1	2	3	4	5	na

Social workers:

Practice Behaviors	Midterm						Final					
	1	2	3	4	5	n/a	1	2	3	4	5	n/a
7a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies												
7b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.												
Comments for Competency 7	Midterm Strengths and/or Areas for Improvement:						Final Strengths and/or Areas for Improvement:					

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.

Competency 8: The student intervenes with individuals, families, groups, organizations and communities.						
Midterm global rating for this competency	1	2	3	4	5	na
Final global rating for this competency	1	2	3	4	5	na

Social workers:

Practice Behaviors	Midterm	Final
8a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals	1 2 3 4 5 n/a	1 2 3 4 5 n/a
8b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	1 2 3 4 5 n/a	1 2 3 4 5 n/a
Comments for Competency 8	Midterm Strengths and/or Areas for Improvement:	Final Strengths and/or Areas for Improvement:

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.

Competency 9: The student evaluates practice with individuals, families, groups, organizations, and communities.

Midterm global rating for this competency

1	2	3	4	5	na
---	---	---	---	---	----

Final global rating for this competency

1	2	3	4	5	na
---	---	---	---	---	----

Social workers:

Practice Behaviors	Midterm	Final
9a. Select and use culturally responsive methods for evaluation of outcomes	1 2 3 4 5 n/a	1 2 3 4 5 n/a
9b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	1 2 3 4 5 n/a	1 2 3 4 5 n/a

Comments for Competency 9	Midterm Strengths and/or Areas for Improvement:	Final Strengths and/or Areas for Improvement:

In the box below, please provide specific field examples regarding the levels of social work practice (i.e., micro, mezzo, macro) in which the student has gained exposure and comment on their strengths and areas for improvement within each of these areas. If you'd like a refresher on the levels of social work practice reference this link: <https://www.socialworkers.org/Careers/NASW-Career-Center/Explore-Social-Work/Understanding-Micro-Mezzo-and-Macro-Social-Work-Practice>

Evaluation of Levels of Social Work Practice:

Summary Midterm Comments by Field Instructor--include any additional areas of strength, any concerns, and focus for continued learning during remainder of semester:

Additional Mid Term Comments/Observations by Kerry Harper, Juniata Field Director:

Mid Term Evaluation:

	Signature (Midterm)	DATE
Field Instructor		
Student		
Field Director (Kerry Harper, LCSW)		

STOP HERE AT MIDTERM!

FINAL EVALUATION:

Summary Final Comments by Field Instructor--include any additional areas of strength, any concerns, and focus for continued learning:

Final Evaluation Recommendation by Field Instructor:

Would you recommend the student for a position in Social Work which requires Bachelor's level preparation?

Yes; strong recommendation without reservation

Yes, with the following reservations; because

Unsure recommendation because

	Signature (Final)	DATE
Field Instructor		
Student		

Please return the signed evaluation to Kerry Harper, Director of Field Education for review by last day of the semester.

Final Field Director Observations/Comments by Kerry Harper:

	Signature (Final)	DATE
Field Director (Kerry Harper, LCSW)		