

NELSON UNIVERSITY

SOCIAL WORK PROGRAM



Field Placement Manual

2026-2027

Field Director – Lacey Godsby, DSW, LCSW-Board Approved Supervisor

Table of Contents

Field Education in Social Work: What's it all about?	3
Student Learning Experiences	4-5
The Student Placement Process	6-7
Employment-related Placements	7
Field Placement Coursework	8
Other Placement Policies	8-9
Functions and Roles	10-12
Field Placement Coordinator	10
Field Supervisor	10-11
The Student	11-12
The Agency	12
Evaluating Field Placement Effectiveness	13
Enrollment in Social Work Field Practicum I and II	14
Forms	15
Consent to Release Information	16
Practicum Field Placement Prospectus	17-18
Field Supervisor Final Evaluation Form	19
Weekly Logs	20
Student's Final Site Evaluation Form	21
Field Hours Log	22
Competencies	23-25

Field Education in Social Work: What's it all about?

Field education is essential in social work and the Council on Social Work Education (CSWE) mandates that every student earning a bachelor's degree in social work complete a minimum of 400 clock hours in a supervised agency setting before graduation. The field placement exposes students to a structured and supervised direct practice experience, thereby providing a vehicle for:

- (1) application of theory,
- (2) integration of knowledge,
- (3) use of skills which will equip them as beginning generalist social workers,
- (4) increased self-awareness
- (5) development of professional comportment.
- (6) opportunities for direct work with individuals, families, groups, organizations, and communities.

In this planned and educationally directed, coordinated, and monitored experience, social work students participate in actual service delivery to the client system via casework, group-work, or community organization. In this hands-on experience, the senior social work student should experience growth as a reflective, self-aware, and knowledgeable individual and social worker.

Not only does the field experience serve to integrate classroom knowledge with practical experience, it also provides an opportunity for the student to assess his/her personal reaction to the actual work, and commitment to the profession. He/she is exposed to the hard facts regarding agency and service delivery limitations and has an opportunity to assess their problems and potentials, with encouragement to think of creative alternatives. The student, while considering his/her basic commitment to the profession, also has the opportunity to clarify his/her own professional direction, by dealing with different intervention modalities within the given delivery system of the placement.

The field experience is vital to developing social workers who are dedicated to the profession and its values. In addition to supporting the knowledge, value and skill base for generalist social work practice, the field experience fosters self-evaluation and a commitment to lifelong professional growth. The field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and is made possible by agencies and institutions that are committed to the ethical practice of social work values and services. Their investment of time and resources, and especially the dedication of the social work supervisors, are the keys to ensuring the professional education of our social work students.

Student Learning Experiences

Across both programs, the field placement experience should give students increasing opportunities to apply beginning level practice skills. Early in the placement, students need to begin having client contact either independently or in collaboration with an agency worker. For example, some student interns accompany a worker on a home visit then become involved in locating resources needed by the client or a student might begin participating in a group by assisting the staff member with role playing. By the fourth week, the student intern should have increased responsibility which may mean having major interactions for a family, group, or project (e.g. updating resource list for clients in rural communities) with staff back up or having specific assignments for carrying out part of a case plan or project.

Because students are expected to work with client systems ranging from individuals to groups and organizations or communities, they will need to participate in a broad range of agency activities. For example, a student may work with an individual and family but also participate in inter-agency team meetings or a staff committee on morale building and work with a support group for children who have lost a parent or sibling.

During the field placement experience, the student should expect to experience many, if not all of the following professional development learning activities:

- Reading assignments or other materials to instruct the student in social policy, psychodynamics, and problems of client/client groups;
- Reading old case records and social histories to provide a perspective of past policies and techniques; Observing agency staff members delivering services, with processing and discussion of these encounters;
- Observing the waiting room at different times of the day (or night) to observe attitudes and behaviors of staff and client/client groups;
- Walking through neighborhoods served by the agency to observe environment;
- Attending and participating in board meetings, committee meetings, etc.;
- Attending professional meetings (NASW), educational conferences, seminars, etc.
- Delivering services to clients, sometimes in tandem with other staff and sometimes solo, sometimes in the office and sometimes during home visits;
- Interacting with personnel in community referral system, and making referrals;
- Attending court hearings, city council meetings, school board meetings, etc.;
- Participating in fundraising, grant writing, budget preparation, or statistical reporting;
- Writing process recordings, social histories or assessments, or case reports for staffing;

- Keeping a journal of activities and emotional responses;
- Participating in political activism, such as developing legislation or visiting lawmakers on behalf of service recipients;
- Participating in planning workshops, in-service training, or orientation of new staff members;
- Participating in quality control, auditing, or accreditation procedures;
- Role playing with supervisor to develop skills;
- Answering the phone and doing intakes to develop sensitivity and handle crisis situations;
- Interviewing administrators and clients to assess quality and equity of service delivery;
- Visiting referral agencies and reviewing their intake system and admission criteria
- Identification and discussion of ethical dilemmas that may occur in the agency or practice setting.

The Student Placement Process

The following criteria must be met for a student to enroll in Practicum placement across both programs. Student must be in their final year. Student must have completed all pre-requisite coursework. Student must also concurrently be enrolled in Integrative Practice. The Field Placement Coordinator will use course letter grades in all prerequisites to determine eligibility for the student to be enrolled in Practicum I/ Practicum II. The student must have obtained a passing grade (C or better) for all prerequisite courses. This information will be gathered through Blackboard or through the Registrar's office as needed with student permission. Students must successfully complete SWK4814 prior to being eligible to enroll in SWK4824.

All of these criteria must be met prior to the student being eligible to apply for placement.

Eligible students apply for admission to the field placement by first contacting the Field Placement Coordinator.

Students will then contact and interview with prospective placement agencies. It is our belief that students benefit from being able to assess potential placements, and that they learn interviewing skills and gain self-confidence from the experience of being interviewed for their field placements. Additionally, the process allows the agency Field Supervisor to meet and talk with prospective practicum students.

The following outlines policies in place for the student placement process, both selecting agencies and placing students.

The policy for placing students includes that the agency must meet all criteria to enroll in the program. The agency must also meet criteria of employing a Field Supervisor that meets criteria listed on page 10. The agency must be currently accepting practicum students.

The policy for selecting agencies is that the student must initiate contact with agencies to determine if the agency is accepting practicum students. The Field Placement Coordinator can provide suggestions for agencies that align with the student's area of preference. Following the interviews, the agency's Field Supervisor provides input to the Field Placement Coordinator regarding his or her assessment of the individual students interviewed and their potential for successful work in that agency. In conference with the Field Placement Coordinator, the students also provide input regarding their reactions to the agencies. The policy is that after this discussion, the Field Placement Coordinator approves the final placement of students with agencies.

The policy is that after registration is complete, the Field Placement Coordinator will communicate acceptance to the Registrar which will allow the student to register for the course upon receipt of the Prospectus.

These same generalist practice opportunities are available across both programs. Social

service agencies are present in most community setting. The Field placement coordinator will coordinate with the DE student to determine available site locations near the DE student's community in order to ensure the agency selected will allow the student to meet all of the education goals.

Employment-Related Placements

In certain cases, students may be allowed to complete their field education in the same agency in which they are presently employed. This is only allowed if it seems to be in the best interest of the student's education; that is, the student will continue to learn based on the stated goals and objectives of the Social Work Program. The agency is expected to meet all other requirements applicable to field sites. The specific duties of the student in their job description as an employee will be compared and evaluated against the goals and assigned task stated in the Prospectus. Also, any hours for which the student is paid through his/her regular employment will not be counted toward the student's field education. Assignments for Social Work Practicum are to be based on work done as a field student during field placement hours only. The Field Supervisor must not be the same person as the employment supervisor, as all conflict of interest must be avoided as the field experience is evaluated. This statement does not preclude the possibility of agencies providing a stipend for a field student, as long as the student is not regularly employed by the agency in another capacity. All otherwise acceptable hours spent in a field placement will be counted for field credit, even if the student is receiving a stipend for their field work.

Field Placement Coursework

The Nelson University Social Work Department structures the field practicum placement into two semesters during which students work in the field 225 hours each semester, totaling 450 hours at the end. Practicum I is code SWK 4814 and Practicum II is SWK 4824. Each student is also required to be enrolled in the 1 hour Integrative Practice I (SWK 4211) and II (SWK4222). Practicum I is taken concurrently with Integrative Practice I. After completing Practicum I and Integrative I, Practicum II is taken concurrently with Integrative Practice II.

Other Placement Policies

All policies apply across both programs.

1. All field supervisors and students receive a copy of the Field Education Manual as a guide to the internship. It is expected that field supervisors and students will read through the manual and contact the Field Placement Coordinator with any questions, comments or concerns as soon as possible. Additional direction or training can be provided to the agency supervisor as requested.
2. Students must follow all agency policies and guidelines, proper completion of agency paperwork, punctuality and appropriate professional dress.
3. All students have the right and responsibility to read their final evaluations and make comments, if desired.
4. Students have the right to a placement free from discrimination or harassment.
5. Students have the right to expect agency orientations that address safety issues for social workers across both programs.
6. Students with special needs must make these needs known to the Field Placement Coordinator and to the agency prior to placement.
7. Supervisors should expect prompt response from the Field Placement Coordinator to any questions or concerns.
8. Supervisors and agencies will be offered appropriate training, consultation and support upon request.
9. Absenteeism: Failure to follow the agency policies may result in a student failing the field placement. Students must notify their supervisor directly, following agency protocol, whenever they will be absent due to illness. For any absence of more than two days, the student should notify the Field Placement Coordinator as soon as possible.
10. The student is responsible to follow all assignments outlined in the syllabus including

the weekly logs, final paper and all agency related evaluations.

11. Problems and Changes in Field Placement:

- a. Should a problem arise in placement which may jeopardize the student's placement, the supervisor has a responsibility to follow the following procedure:
 - i. Meet with the student to discuss and attempt to resolve the problem. This meeting should be documented, with the concerns regarding the issue, the plan to alleviate the problem, and the time frame within which the goals should be accomplished included in the document. This document should be signed by the student and supervisor. The Field Placement Coordinator should be notified.
 - ii. If the problem is not resolved within the specified period, the student should be notified and a meeting scheduled. This meeting should be documented, including relevant information regarding the unresolved issue and concerns of the agency. This document should be signed by the student and supervisor. The Field Placement Coordinator should be notified (or may be asked to attend this meeting at the request of the supervisor or student).
- b. Should a problem arise in the placement, the student has a responsibility to follow the following procedure:
 - iii. Meet with the supervisor and attempt to resolve the difficulty. Document the discussion, any concerns, means to alleviate the problem and time-frame within which the problem is expected to be resolved. Contact the Field Placement Coordinator to notify them of the concern.
 - ii. If the problem continues, the supervisor should be notified again, along with Field Placement Coordinator. Documentation of the discussion, and concerns surrounding the unmet expectations should be completed.

12. Termination prior to the end of the semester: Termination of the field experience prior to the end of the semester may be initiated by the student, the agency, or the Department of Social Work. In such cases, written notification of the decision, including reasons for the termination, should be prepared so that copies go to the student, the agency Field Supervisor, and the Field Placement Coordinator. The Field Placement Coordinator will schedule separate conferences with the student and the Field Supervisor to ascertain the validity of the termination request. A joint conference will then be held to discuss the merits of the request, and the final decision will be recorded in the student's record.

Functions and Roles

Field Placement Coordinator

The Field Placement Coordinator is responsible for the identification, development, and selection of field placement sites. S/he offers direction and support in meeting the program's and the student's specific objectives. The Field Placement Coordinator has final authority over approving the matching of students to social service agencies in the community for field education.

As a social worker, the Field Placement Coordinator recognizes the cost to an agency in terms of agency resources including staff time and energy as well as space and materials. The Field Placement Coordinator is also aware that the agency's primary goal is service to the client. Consequently, the Field Placement Coordinator assures that student activities do not interfere with this primary goal.

If the responsibilities have been separated, the Field Placement Coordinator is also responsible for coordinating with the Field Liaison(s).

The Field Placement Coordinator will maintain continual contact with the field setting across both programs. The Field Placement Coordinator (or designee) will be available by phone or email to address any questions or concerns brought up by the student or Field Supervisor. The Field Placement Coordinator will monitor weekly progress logs and will conduct an in person visit (when able) at least once per placement. If an in person visit is not possible, faculty will conduct a video-conference via Zoom with the student and agency supervisor.

Field Supervisor

Nelson University greatly values the contribution of our social work field agencies make toward successful placement experiences. To help insure such success, agencies which collaborate with the Social Work Program's process must be able to provide a high-quality learning experience for the student(s). The agency Field Supervisor must have an appropriate knowledge base and identification with professional social work to instill these in the student along with 2 years of post-social work degree practice experience in social work. Ideally, she or he possesses the M.S.W. degree from an accredited Graduate School of Social Work. If such a Supervisor is unavailable, the faculty then negotiates for a B.S.W. from an accredited program (who may be supervised by an M.S.W.) In very rare cases, a supervisor from an allied discipline must supervise the student within the agency. In these rare cases, the Social Work Program assumes responsibility for reinforcing a social work perspective, and the Field Placement Coordinator will meet routinely with this student either in person or via Zoom to ensure this.

In order to effectively teach students, Field Supervisors must be physically present in the agency at approximately the same times as student(s) is (are) present. The Field Supervisor must commit time to meet with the student(s) at least once each week for regular supervisory

visits. It is critically important that a student should have only one primary supervisor to whom s/he is responsible. It is assumed that the supervision process will be enhanced if the student is considered an active participant in the learning process, and that the supervisor's job is as much to present ideas as to monitor the ways in which the student relates to those ideas (Shulman, 1983).

Serving as a field supervisor is not an easy job or a commitment to take lightly. It requires unending patience, consistent guidance, considerable time and a dedication to the values, principles and standards of the social work profession. Field supervision is associated with positive professional and personal development. Urdang (1999) finds that "supervision of a social work intern is a key developmental experience" (p. 95) for the field supervisor. Participating as a supervisor to a field student serves as a catalyst for increased and deeper reflection and analysis on both a professional and personal basis. This study also shows that a positive relationship between the supervisor and student is associated with increased professional self-esteem. Some field instructors also report that their own clinical work is enhanced by increased self-reflection due to supervisory responsibilities

Ethical standard 5 of the National Association of Social Workers Code of Ethics describes social workers' obligations of maintaining and promoting the "integrity of the profession." Therefore, committing to supervise a social work student involves the maintenance and promotion of professional integrity. By serving as a field supervisor, a social worker is asked to "uphold and advance the values, ethics, knowledge, and mission of the profession." He or she contributes his/her expertise and time "to activities that promote respect for the value, integrity, and competence of the...profession." Further, as a field supervisor sharing their knowledge, he/she acts "to prevent the unauthorized and unqualified practice of social work." By contributing to the professional knowledge of future social workers, field agencies and supervisors are making a most important contribution to the profession and society. Currently, a Texas licensed social worker may use field instruction toward credit for their continuing education requirements (contact the state social work board for most up to date requirements).

The Student

The overall aim of field instruction is to provide a structured opportunity for the student to integrate knowledge and practice skills. The vehicle for providing this opportunity is a planned and coordinated field placement based on specific goals and objectives for the senior social work major under qualified supervision in an agency setting. Research indicates that adult learners function best in an environment that provides individualized, supportive, structured supervision with timely evaluative feedback. Excessive anxiety and unclear performance expectations will inhibit students from effective learning. To help eliminate both of these blocks to learning, behavioral objectives have been established which are realistically obtainable for baccalaureate level students.

The student is expected to show significant progress on meeting the objectives by the mid-point of the semester, and to have effectively achieved these objectives by the end of the

semester. Final evaluations of the students' performance in the field are conducted. Each indicator on the evaluation is derived from our Social Work Program Goals and the CSWE nine competencies.

Evaluation is an on-going process between the agency Field Supervisor, the field student and the Field Liaison. Evaluation extends over the entire field placement experience. It is a process of objectively appraising professional development. Evaluations should be viewed as a valuable and growth-producing component of social work education. It is important that in the beginning of the semester both the student and their supervisor review the evaluation form with which the student's progress in field will be recorded.

Formal, written evaluations of the field experience occur at the end of the semester. The evaluation instrument seeks to measure the degree to which competence in social work practice has been achieved. Students are evaluated both as a learner and a doer. Familiarity with this document will assist with the development of the student's learning contract. It may also serve as a guide to planning field activities during the semester, thus ensuring the successful completion of the field goals. It is not uncommon for supervisors to be somewhat reluctant in indicating student's areas of weakness or inexperience, especially if they sense the student is contributing their best effort. Supervisors may be afraid of discouraging the student, or creating a conflictual situation. However, this is not in the student's best interest. Inflated scores do not provide the student with a realistic appraisal of areas in need of development.

The Agency

Students provide feedback at the end of their field placement to reflect on their experience. As part of this process, they are asked specifically to rate the consistency of their field site in several areas. These findings are reviewed by the Field Placement Coordinator, who then compares these comments with previous student comments about this agency and shares any relevant concerns with the rest of the Social Work Program faculty. If possible, any issue is resolved by bringing the matter to the attention of the agency's field supervisor and is scheduled for any needed follow-up. If the problem cannot be resolved through these means, the placement may be deemed ineligible as a future placement.

Evaluating Field Placement Effectiveness

The program has in place specific policies, criteria, and procedures for evaluating field-setting effectiveness that are congruent with the social work competencies.

The following **criteria** are used for evaluating field-setting effectiveness to ensure congruence with social work competencies. The Field Placement Coordinator and student review the Social Work Competencies to determine areas of focus for growth. These areas are used by the Field Placement Coordinator to select textbook for Integrative Practice course, guide weekly discussions, determine weekly required submissions, and to determine questions asked through the end of semester evaluation tools.

The following **policies** are used for evaluating field-setting effectiveness to ensure congruence with social work competencies. Students must attend a majority of the Integrative Practice sessions to engage in conversations related to evaluating field placement effectiveness. Students are provided with an outline of course assignments that evaluate field placement growth and effectiveness for weekly submission. The student must provide the Field Supervisor Evaluation form to the Site Supervisor to complete. The Student must submit a Student Final Site Evaluation Form that allows for the student to evaluate the sites effectiveness.

The following **procedures** are used for evaluating field-setting effectiveness to ensure congruence with social work competencies. Students will be asked questions related to various competency standards during Integrative Practice sessions. Feedback will be directly given back by the Field Placement Coordinator. Students will also submit weekly logs through the Integrative Course that shows their understanding of various social work competencies. The Field Placement Coordinator will review the submitted Field Supervisor Evaluation Form and Student Final Site Evaluation Form to determine field placement effectiveness.

Enrollment in Social Work Field Practicum I and II

Students must meet with the Field Placement Coordinator and secure placement prior to being eligible to enroll in Course SWK4814 or SWK4824. Students must be considered a senior and must have completed all prerequisites. The Field Placement Coordinator will verify eligibility through the Registrar's Office by reviewing the student's unofficial transcript to ensure prerequisites have been completed and students obtained a passing grade for prerequisite courses. Students who do not meet these requirements will not be eligible to enroll in SWK4814 or SWK4824. Students must successfully complete SWK4814 prior to being eligible to enroll in SWK4824. Student enrollment in these course will only be allowed with an approval letter sent to the Registrar's Office by the Field Placement Coordinator.

Practicum I is taken concurrently with Integrative Practice I. After completing Practicum I and Integrative I, Practicum II is taken concurrently with Integrative Practice II

Competencies

During the field placement experience, students across both programs will experience in-person contact with clients and constituencies, and demonstrate competencies such as those listed below. Competencies are evaluated across both programs through group dialogue in Integrative Practice as well as by self-report in the weekly check in logs.

Competency 1—Demonstrate Ethical and Professional Behavior

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

Competency 2: Engage Diversity and Difference in Practice

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

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

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

ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

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

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

Competency 5: Engage in Policy Practice

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

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

Description: Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

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

Description: Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this

knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

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

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

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

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