

Erikson Institute

Graduate School in Child Development

Practicum Manual for Students
Master of Social Work (M.S.W.) Program
2024-2025

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Mission of Erikson Institute

Erikson Institute is the premier independent institution of higher education committed to ensuring that all children have equitable opportunities to realize their potential. Recognized for our groundbreaking work in the field of early childhood, we uniquely prepare child development, education, and social work leaders to improve lives of young children and their families. Our impact and influence is further amplified through our innovative academic programs, applied research, knowledge creation and distribution, direct service, and field-wide advocacy. Because nothing matters more than a child's early years, Erikson Institute educates, inspires, and provides leadership to serve the needs of children and families so that all can achieve optimal educational, social, emotional, and physical well-being.

Mission of Erikson's M.S.W. Program

Erikson's Master of Social Work program helps students integrate the science of child development with the practice and aspirations of social work. We emphasize an interdisciplinary perspective exploring the influence of experience over the life course. Graduates are equipped to assess the contextual factors that promote and hinder growth and collaborate with individuals, groups, and communities to achieve agreed upon goals. Through reflective practice and intentional supervision opportunities, graduates gain professional resilience, as well as interrogate historical, systemic, and cultural racism and oppression, and recognize and challenge their own biases. Graduates are further equipped to engage in ethical social work practice, and advocate for just policies that impact child and family well-being.

Notice of Nondiscrimination Policy

Erikson Institute admits students of any race, color, gender, national and ethnic origin, disability, or other characteristics protected by U.S. law to all the rights, privileges, programs and activities generally accorded or made available to students of the Institute. The Institute does not discriminate on the basis of race, color, gender, national and ethnic origin, disability, or other characteristics protected by U.S. law in administration of its educational

policies, admissions policies, scholarship and loan programs, and other school-administered programs. Erikson Institute does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal law and regulations.

Notice of Title IX Policy

Erikson Institute is deeply committed to a campus community free of violence or the threat of violence, harassment, or assault due to an individual's race, gender, sexual orientation/expression, economic circumstances, religion/philosophical orientation, national origin, disability or other characteristic protected by U.S. law. In response to actual or potential discrimination and/or violence, Erikson complies with Title IX requirements. See Appendix I for Title IX Sex Discrimination/Misconduct Policy and Complaint Resolution Procedures.

Erikson Institute's Title IX Coordinator is Ayanna Brown, Ph.D., abrown@erikson.edu.

Overview of Practicum Education

A key characteristic of Erikson's approach to preparing effective practitioners lies in relationship-based education. Erikson believes that master's degree candidates' relationships with peers and professionals in the field are the primary means for mastering knowledge and skills and becoming thoughtful, reflective practitioners. Erikson's model of education exemplifies a parallel process: we build strong relationships with emerging practitioners as they study, practice in the field, and reflect on their work. In turn, we hope that they will build strong relationships with children, adolescents, parents, extended family, colleagues, systems, and communities throughout their future careers.

Erikson Institute has as its goal the education of practitioners who will make a difference in the lives of individuals, families, and communities. In addition, Erikson intends to inspire its graduates to become leaders in the field. This means that our graduates actively use research to guide practice and inform discussions with colleagues. They are

comfortable using information technology and are ethical in its use. They assume that it is their responsibility to contribute to the quality of the professional community of which they are a part. Erikson's relationship-based approach to education seeks to develop independent, self-directed, socially conscious, lifelong learners.

Introduction to Practicum Instruction

Practicum instruction is a pivotal component of social work education at Erikson Institute and is designed to support student's emerging identity as developmentally informed social workers. Beginning in the first year of the full time program or the second year of the part time program, students will be given the opportunity to engage in two, academic year-long practicums, during which they will be expected and encouraged to integrate the knowledge and theory gained through coursework with practice in the field. Erikson is committed to exposing students to a broad, rich, diverse, and challenging range of placements in order to prepare them as social work professionals who are ready for careers in a variety of settings that serve children, adolescents, adults, families, organizations, and communities. This experience will place demands on student's energy and time that they may not have encountered before. The practicum manual was created to serve as a resource as students plan and embark on their practicum experiences. The materials included in this manual will provide an overview of Erikson's practicum education requirements and serve as a guide for these experiences. For more information or guidance, students should contact their liaison or the Director or Associate Director of Practicum Education.

Throughout their practicum experiences, Erikson's M.S.W. students are expected to exemplify the Institute's mission by demonstrating their knowledge of both social work and human development at increasingly complex levels. Students will be guided toward demonstrating their increasing ability to implement appropriate and effective methods and strategies in a variety of social work settings in order to provide optimal environments for individuals and their families.

Practicum instruction provides an opportunity for students to deepen their knowledge and skills through supervised practice. Each of the four semesters of practicum will be taken

concurrently with reflective seminars and practice courses in order to enhance the blend of practice, reflection, and knowledge. Each semester's work in practicum is designed to provide content, sequence, and progression in learning. Students are in practicum a minimum of two days a week during their generalist year (14 hours) and concentration year (16 hours). Certain sites might require that students be in practicum three days per week during their specialized practice year.

Range of Placement Possibilities

In keeping with our commitment to promote the well-being of individuals and their families, Erikson places a strong emphasis on the integration of the course curriculum with practicum experience to help students connect theory and research to practice and critical self-reflection. To this end, students engage in rigorous coursework to develop a knowledge base for practice, and extended period of guided apprenticeship under the supervision of experienced practitioners focused on mastery of the ten generalist and specialized practice social work competencies. In addition, through a combination of practicum and reflective seminar participation, students engage in reflection on: a) the interplay of information from theory and research with actual practice in a range of cultural contexts; b) their personal values; c) their philosophy of practice; d) their effectiveness as practitioners; e) their identity, professional values, and ethics as social workers; f) their understanding of the mission and meaning of social work; and g) their working relationship with children, adolescents, parents, families, and colleagues.

Practicum instruction provides an opportunity for students to deepen their knowledge and skills through supervised practice with experienced social work professionals in sites which are carefully vetted by the practicum office. The quality of the student's practicum experiences and progress toward achieving competency are monitored by the student's liaison, the practicum office staff, and the reflective seminar instructor.

The range of practicum experiences during the generalist year includes case management, advocacy, individual psychotherapy, group therapy, family support, securing resources and referrals, community intervention, program planning, outreach work, intake,

assessment, screening, research, and psycho-educational groups. Social work is a broad field and it is to the student's benefit to be exposed to many different experiences in her/his generalist year placement.

While generalist year practicums are primarily chosen for the breadth of social work experiences offered, specialized practice year practicums are chosen for the depth of social work experiences. Specialized practice year practicums build on the generalist year experience and provide more challenging practice experiences within the student's specialization. Specialized practice year students are challenged within their practicums to integrate direct practice theory into their work with clients, further develop a sense of themselves as professional social workers, foster their own style of practice and deepen their understanding of children, adolescents, adults, and their families in the context of their communities and cultures. Their practicums offer them experience with more complicated issues and complex populations, continually providing them with opportunities to develop and refine their skills in advocacy, assessment, individual and family therapy, group therapy, and crisis intervention in schools, hospitals, child welfare agencies, and other settings. The students will work toward mastery of advanced competencies and observable behaviors specific to their specialized practice, guided by their practicum instructor, liaison, and reflective practice seminar instructor.

Generalist students will be placed individually in one of a broad range of practicum sites and specialized practice students will be supported as they identify and apply to three different sites. All students should keep in mind that the field sites may vary significantly from each other. They reflect the range of settings in the actual field of social work, which means that roles and responsibilities vary tremendously from site to site. It may not be helpful to students to compare one practicum with another. The site, the student's level of experience, and the agency's policies will determine the amount and kind of contact students will have with clients.

Each prospective field site is visited by a staff member of the MSW Practicum Education office and is evaluated for its appropriateness for the MSW program. The site must have ample and clearly defined learning opportunities, an experienced practicum instructor, and be committed to meeting the requirements of the program. The final decision for acceptance as a

practicum site lies with the practicum office.

Practicum instructors complete a *Practicum Instructor Data Sheet* and meet with a staff member of the MSW Practicum Education office. It is ideal, though not required, that practicum instructors have an M.S.W. from a CSWE-accredited social work program. If there is not a social worker available to provide supervision at a practicum site which is committed to social work values, another master-level field instructor with at least 2 years of post-graduate experience is acceptable. All students will be provided with a social work perspective through their field liaison and reflective supervision seminar instructor (faculty advisor), as they all have an M.S.W. from a CSWE-accredited social work program. Practicum instructors new to field education must participate in a field instructor training course, offered by Erikson Institute online, within the first two years of their service.

Social work is a broad field and it is to the student's benefit to get a varied experience in their first level placement. The pacing of the student's exposure to clients and communities will also vary from site to site. Some sites have a lengthy orientation process and others will expect students to meet with clients right away. Some of this will depend on the type and vulnerability level of the population the agency is serving.

Liaison and Faculty Advisor

The liaison is the person who oversees each student's practicum experience and who serves as the connection between Erikson and the practicum site. The seminar instructor/faculty advisor is the person who oversees the student's academic progress and general well-being in the program. Erikson uses a team approach to mentoring, advising, and supervising students, so that while students are assigned a primary advisor, other members of the social work faculty and administrative team are available to help out if that primary person is unavailable.

The liaison will work with the seminar instructor and the practicum office to ensure that the student's practicum experience goes smoothly. The student and practicum instructor, in consultation with the liaison, will complete an agreement (*MSW Generalist and Specialized Practice Learning Agreements*) within the first 4 weeks of the beginning of placement, outlining the specific learning opportunities afforded the student with the goal of mastering the ten competencies across the dimensions of knowledge, skills, values, and cognitive and affective processes.

On two occasions during the academic year, the student's liaison will visit the site and consult with the student and the practicum instructor about how the experience is unfolding and how well progress is being made toward the goals set forward in the learning agreement. The student's liaison will also be available to meet with the student and practicum instructor as needed to problem-solve together around emerging issues that are impacting the student's experience. The student's ongoing relationships with the liaison and seminar instructor provide opportunities for reflection and dialogue about practice and skills, beliefs and philosophy, and their emerging identity as a social work professional with expertise in child development. Both liaison and seminar instructor will provide support and guidance as the student works to bridge theory with practice while developing professional skills.

Role of the Reflective Supervision Seminar

Reflective supervision seminar will run concurrently with the practicum experience and will give students ongoing opportunities, through direct instruction and critical reflection, to integrate theory and practice. Seminar meets each week for 2½ hours. An M.S.W. faculty member, who is also the student's advisor, will lead the sessions. Students are responsible in part for setting the agenda for the meetings, depending on the issues that emerge in the course of their practicum and coursework. The seminar instructor will facilitate critical reflection and introduce practice tools and theoretical ideas and frameworks for thinking about practice. Seminar participants therefore will be revisiting and reviewing ideas that have been covered across the curriculum and integrating them with their current practice. Students will be expected to share and reflect on the successes and challenges of their practicum experience.

As a group, the students will focus on bridging theory and practice, and together they will learn how to develop appropriate plans and strategies for practice. Students will also address issues of professionalism and ethical practice and develop an understanding of group supervision process. Assignments in the seminar courses are designed to help students to develop an identity as a developmentally informed social work professional who is committed to the mission and values of the field of social work.

Generalist Practicum Instruction

Generalist Practicum Instruction I and II are designed to be taken by entering social work students in the first year of a 2-year master's program or in the second year of a 3-year program. Students enrolled in Generalist Practicum Instruction I and II will take Generalist Reflective Seminar I and II concurrently. Each student in generalist practicum is required to participate in a minimum of 14 hours of practicum experience over two days per week (typically Tuesday and Thursday) for both fall and spring semesters. The total number of hours completed should be at least 400 and will be documented. ***All students are expected to work until the final week of spring semester, even if they have completed their hours.***

The overall goal of practicum education at this point is to provide graduate level social work students with opportunities to develop generalist competencies by helping them apply and explore their classroom-based knowledge of social work theory, skills, values, and ethics, as well as their developmental knowledge, to their experience in the field. Students will have the opportunity to test concepts and principles of practice against the realities and demands of actual professional practice. There is a built-in understanding at Erikson that students come to the field with varying levels of experience and skill, and consideration of this will be inherent to both the choice of practicum placement and the nature of the ongoing process in reflective seminars.

Through practicum instruction, students will deepen their understanding of human behavior, develop and hone their skills in the use of social work methods, apply and use policy to frame their interventions, develop habits of scientific thought and action, and engage in a reflective learning process which enhances self-awareness. As they engage in practicum

instruction, students will receive additional support through their generalist reflective seminar as they develop social work skills, integrate and operationalize the values and ethics inherent in professional practice, and confront social injustice as self-reflective practitioners who are growing in competence.

Specialized Practice Practicum Instruction

Specialized Practice Practicum I and II are designed to be taken by students during their second year of a 2-year master's program or the third year of a 3-year master's program, who have successfully completed their generalist practicum, and who are ready to focus on a chosen area of specialized practice. Students enrolled in Specialized Practice Practicum I and II will also be enrolled in Specialized Practice Reflective Seminar I and II concurrently. Each student in specialized practice practicum is required to participate in a minimum of 16 hours of practicum over two days per week (typically Monday, Wednesday, and/or Friday) for both fall and spring semesters. The total number of hours completed should be at least 500 and will be documented. ***All students are expected to work until the final week of spring semester, even if they have completed their hours. Many specialized practice practicums require additional time, and students must fulfill obligations made to the site when they accepted the placement.***

Students will have the opportunity to build on the skills and competencies they have achieved previously, and to deepen their knowledge and experience in their area of specialized practice. They will be offered ongoing opportunities to apply and explore their classroom-based knowledge of social work theory, skills, values, and ethics to a deeper level of experience in the field. Throughout their specialized practice practicum, students will be expected to develop specialist practice skills while also learning about the realities and demands of professional practice in their chosen area. Throughout their practicum, they will also be given the opportunity to further develop their professional identity, as practitioners with advanced competency in their chosen area of social work.

Practicum Placement Process

Erikson has connections with a wide range of available practicum sites, and students are connected with a site that best fulfills their educational, experiential, and developmental needs. Over the years Erikson has developed relationships with a broad network of private and public agencies, schools, hospitals, organizations, and programs that provide rich and varied practicum experiences. It is expected that, as part of their preparation as social workers, students will develop a capacity for working competently with a range of populations and enhance their commitment to equity and social justice in the interests of serving all individuals and families in our communities.

Students work in collaboration with the practicum office, but do not reach out to sites about possible placement without the permission of the practicum office. If a student has an interest in a specific site that is not on the approved list, they may make a request to the practicum office for the site to be vetted for placement.

Students can now apply to use their place of employment as a practicum site. Employment-based practicum has many advantages, but also has some potential drawbacks. The purpose of practicum is for the student to be a true learner, to be exposed to various practice opportunities and populations, and to get the broadest possible experience, and at times, employment-based practicum can be a challenge in these areas. This option should be thoroughly considered and discussed prior to placement.

If the student would like to explore the possibility of doing their practicum at their place of employment, they must submit the ***MSW Employment-Based Practicum Application***. After submitting the form, a meeting is set up with the student, the student's current supervisor, the identified practicum instructor, and someone from Erikson's MSW Practicum office. To be eligible, the student must have successfully completed their employer's probationary period.

If the place of employment is not an Erikson-approved practicum site, it must go through the

practicum office's vetting process. If the site is appropriate, the decision about placement will be made by the practicum office. There is no guarantee that permission will be granted to use the place of employment as a practicum. If the student wants to use the site for both years of practicum, the responsibilities must change so that the student can meet the specialized practice competencies.

As there are very few sites that offer challenging work with optimal supervision on evenings and weekends, students should expect that they need to be available during regular business hours for their practicum. It is very difficult to balance full time employment with the demands of practicum, seminar, and coursework, so students should be proactive around their employment options during the these years.

Most practicums begin during the first week of the fall semester. Students should communicate with their practicum instructors during the summer months, no later than the beginning of August, to determine schedule, including starting date and planned time off, and any necessary prerequisites and/or required trainings.

Generalist Level Practicum

In assigning practicums, Erikson considers the student's interests, long-term professional goals, and previous experiences along with the Institute's broad knowledge of agency resources. The generalist placement process will proceed as follows:

- 1) Once students have accepted admission to the 2-year M.S.W. program at Erikson, they will utilize the Sonia Live system to submit a *Generalist Field Application* and upload a current resume detailing their interests and prior experience. For students in the 3-year program, their resume and *Generalist Field Application* will be submitted in November of the year prior to the one they will enter practicum.
- 2) Students cannot enter generalist practicum if they are on academic probation.
- 3) Practicum office staff will meet with students individually to review their material and they will work together to identify appropriate practicum sites which best fulfills the

student's educational, experiential, and developmental needs, and requires a commute of 90 minutes or less. The student's resume and cover letter will be reviewed prior to the application. The practicum instructor will communicate directly with the student to schedule an interview.

- 4) Students are expected to approach the interview professionally in behavior and dress, arriving promptly and prepared. An interview does not guarantee placement, and if for some reason it does not work out, students will be matched to another placement.
- 5) Throughout the process students are expected to maintain contact with the practicum office.
- 6) Once interviewed and offered placement, students are expected, with few exceptions, to accept the offer and confirm this with the practicum office. The student is responsible for inquiring about and completing any pre-requisites set by the site (e.g., specific background check, drug testing, trainings, vaccinations). Any non-medical out-of-pocket costs will be reimbursed by Erikson.
- 7) Students are also assigned to a faculty advisor who will act as their liaison. Faculty advisors are fulltime or adjunct faculty at Erikson. They serve as the connection between all parties, interpret the requirements and standards of Erikson, and participate and consult in the design of the student's learning experience. The practicum instructor will assign tasks to the student according to the requirements of Erikson, the needs of the organization, and the educational and experiential level of the student. The student, practicum instructor, and faculty advisor all participate in the evaluation of the student's work. Your faculty advisor will be responsible for assigning the practicum grade.
- 8) An orientation to practicum, Practicum 101, will be provided to students during the first week of fall semester. This mandatory orientation will include workshops on professionalism and ethics, safety, mandated reporting responsibilities, diversity and bias, crisis intervention, and interviewing skills.

Specialized Practice Practicum

For the specialized practice practicum there is also a diverse range of sites available to students within their area of specialization, and each student will be encouraged to identify three vetted sites that might best fulfill their educational, experiential, and developmental needs within their chosen specialized practice area. As a small school, Erikson prides itself on developing close and supportive relationships with its students, and decisions about specialized practice placement will be made by the student in consultation with the practicum office and their faculty advisors. The placement process will proceed as follows:

- 1) A mandatory orientation to specialized practice practicum will be held at Erikson in November of the year prior to placement.
- 2) Within 3 weeks of the orientation, students will utilize the Sonia Live online system to submit the *Specialized Practice Practicum Application* and a current resume to the practicum office.
- 3) Students cannot enter specialized practice practicum if they are on academic probation.
- 4) Students schedule a meeting with practicum office staff and discuss their prior experience, learning goals, and future career plans.
- 5) Students choose three sites from the database of approved sites that best suit their interests and experience. Once the list is approved by the practicum office, the student will be given the contact information of the practicum instructors at each site. Students will email their resume and cover letter, and any other requested material.
- 6) If students do not hear from the practicum instructors after one week of their initial contact, they should follow-up with them by phone or email to make sure they received the relevant information and notify the practicum office.
- 7) If for some reason, a student is not able to secure a placement, additional referrals will be made. If the student continues to have trouble securing a placement, the practicum office staff will discuss this with the student and faculty advisor and may decide to defer practicum until the next academic year. A specialized practice practicum is not guaranteed.
- 8) Students are expected to approach the interview professionally in behavior and dress,

arriving promptly and prepared. An interview does not guarantee placement. Students should maintain communication with the practicum office throughout this process especially if there is difficulty getting in touch with a site contact or if there are any concerns.

- 9) Once the student has been offered and accepted the placement, they should notify the practicum office. Once an offer has been accepted, students must remove themselves from consideration at other sites. ***Under no circumstances may a student accept an offer, then turn it down after receiving a competing offer.*** That will trigger a removal from practicum for the year. The student is responsible for inquiring about and completing any pre-requisites set by the site. Any non-medical out-of-pocket costs will be reimbursed by Erikson.
- 10) Satisfactory completion of four semesters of practicum is required of all candidates for the Master of Social Work degree.

General Fieldwork Guidelines

Travel Time

Travel to and from the agency is the student's own responsibility and does not count toward field hours. All efforts will be made to place a student in a site within a 90-minute commute. Travel time from the site to client's homes or relevant agencies does count toward practicum hours. Most organizations do not provide travel reimbursement to students, nor does Erikson Institute.

Liability Insurance

All students registered for practicum and who have completed a background check will be covered by Erikson's liability insurance. Students can independently purchase liability insurance through NASW's program (<http://www.naswassurance.org/>) or another insurance company. Some practicum require that students carry their own policy, and students are financially responsible for that.

Erikson's insurance carrier will not allow for a student to transport clients, in neither the student's car nor an agency car. Students should never be responsible for transporting clients.

Student Background Checks

As stated in Erikson Institute's M.S.W. Handbook, all students must successfully complete a name-based criminal background check prior to beginning practicum. This policy is in place to protect the students as well as the clients and colleagues in the organizations that offer students field experience. All students will complete an authorization form allowing the designated company (Accurate Employment Screenings) to conduct the background check. A criminal history will not automatically prevent a student from beginning practicum. Every case will be evaluated individually, and all results will be kept confidential.

A site may require a separate background check. Since Erikson cannot share the details of any student's background check, the site may proceed to administer an additional and separate one to meet the requirements of their agency.

Schedule, Holiday, and Time Off Expectations in the Field

Unless other arrangements are made by the agency, students follow the workday of the agency for starting and finishing time, for lunch hours and for breaks. All time off must be approved by the practicum instructor.

Students follow Erikson's school calendar for holidays. Students may choose to spend time at the organization rather than observe a school holiday if agreeable to practicum instructors. Students are typically given two weeks of vacation over the winter break and one week of vacation for the spring break from their practicum. Students will negotiate exact vacation dates with the practicum instructor, respecting the needs of the organization and the clients. This should be discussed at the beginning of the placement.

The coverage of work commitments during the absence of students is mutually planned by students, practicum instructors, and agency administration. Where there is a conflict

between school and organization calendars, professional commitments and the needs of the clients take precedence.

Students need to complete 400 hours during their generalist year, and 500 hours during their specialized practice year. If a student misses time for illness, religious observation, or vacation, the time must be made up. If a student is out of practicum for more than 2 scheduled days in a row for any reason, they must notify their advisor and the practicum office.

Documentation Responsibilities

Erikson Institute invests in an online field management system, Sonia Live. This is an important piece of the practicum, as students, practicum instructors, and faculty advisors complete and access all required documentation in Sonia. The goal is that all practicum related documentation is stored in Sonia Live, and that this practice will help to support communication, collaboration and transparency between the practicum office, students, and sites. Documentation kept in Sonia includes, learning agreements, assessments, timesheets and competency notebooks. Once students graduate, they will continue to have access to their these documents.

Conclusion of Practicum Year

Students are expected to continue their practicum responsibilities until the end of Erikson's spring semester. In some cases, however, the student may have to continue past that time in order to complete required hours or because it is required by the site. The student, along with their liaison and practicum instructor, may arrange the specific ending date. If the student is in practicum outside of the academic year, an incomplete form must be completed and submitted for the practicum course and provisions must be made with the practicum office for supervision at Erikson.

It is important that students remember standards of professional conduct as they transition out of their practicum. As always, confidentiality is essential in maintaining professional relationships.

Some students are offered and accept permanent positions at their site after completing

their practicum. This is a private agreement between the student and the site.

Practicum Responsibilities

Student Responsibilities at the Site

- Commit to completing the required number of hours per week at an approved site designed to meet the student's professional needs.
- Commit to adhering to Erikson Institute MSW Program's code of conduct and NASW Code of Ethics.
- Adhere to the organization's policies and rules governing professional behavior, including sick/vacation time.
- Be responsible for any applicable prerequisites, including trainings, health examinations, and/or proof of liability insurance coverage.
- Assume personal and professional responsibility for one's own actions.
- Always maintain confidentiality and address concerns appropriately with the practicum instructor and the faculty advisor.
- Participate fully in the practicum experience, working towards specified goals detailed in the Learning Agreement.
- Relate and apply knowledge acquired in the academic setting to the practicum setting.
- Meet weekly with the practicum instructor for reflective supervision, prepared to discuss and reflect upon the practicum experiences and professional practice.
- Complete all necessary documentation in the Sonia Live system in a timely manner.

Liaison Responsibilities

- Conduct at least two visits (physical or virtual) to the student's practicum to assess student's learning experiences.
- Work collaboratively with the student and practicum instructor to establish learning goals and opportunities.
- Monitor student's progress in practicum.

- Communicate with practicum instructor and practicum office staff, as needed.
- Maintain confidentiality.

Practicum Instructor Responsibilities

- Provide student with an orientation to the practicum site, including providing the student with a copy of the site's existing rules and regulations with which the student is expected to comply.
- Work collaboratively with the student and liaison to establish learning goals, reflective of the Council on Social Work Education's ten competencies, provide substantive learning opportunities, and agree on a plan for their implementation.
- Continually evaluate the effectiveness of the practicum experience.
- Provide at least one hour of individual reflective supervision per week.
- Maintain ongoing communication with the liaison and practicum office.
- Advise Erikson Institute of any changes which may affect a student's practicum experience, including serious problems that may arise in the placement.
- Monitor and evaluate student's progress and submit forms and approve timesheets in a timely manner.
- If a new practicum instructor, participate in practicum instructor training within the first two years of providing practicum instruction.

Addressing Concerns in Practicum

Student Issues in Practicum

When there are concerns about a student's performance or behavior in practicum, the student participates in a 3-tiered level review, *Addressing Concerns about Student in Practicum*. The purpose of this review process is to ensure that the student is afforded every opportunity to correct the issue(s) and prevent the disruption of their practicum, and to protect clients and

potential clients from ineffective or hurtful interventions.

When a concern is raised, a Level 1 Review meeting is scheduled between the student, practicum instructor (if indicated), and practicum office staff to discuss the issues and decide on a plan that identifies necessary changes and a time frame in which those changes need to be accomplished. This plan is documented on *Plan to Address Practicum Concerns*. A follow-up meeting is scheduled to evaluate the outcome of the plan. If the issue is resolved, no further action is needed. If the problems continue or intensify, the student is referred for a Level 2 Review.

A Level 2 Review requires a meeting with the student, liaison, and the MSW Director of Practicum Education (or the MSW Program Director if there are dual roles). The concerns are discussed and a plan to correct the problem and a time frame in which this is accomplished are agreed upon. The plan is documented on *Plan to Address Practicum Concerns* and is communicated to the practicum instructor. A follow-up meeting is scheduled to evaluate the outcome of the plan. If the issue is resolved, no further action is needed. If the problems continue or intensify, the student is referred for a Level 3 Review.

If the problem requires that the student be immediately dismissed from the practicum site, they are referred directly for a Level 3 Review.

A Level 3 Review requires a meeting between the student, faculty advisor, MSW Director of Practicum Education, MSW Program Director, and Dean of Students. The initial concerns, prior plans of action, and outcomes of those plans are discussed. The MSW Director of Practicum Education makes a recommendation, and the Program Director and Dean of Students render a decision regarding the student's status in practicum and in the program. The student may appeal this decision to the Dean of Faculty.

Leaving a Practicum Placement Mid-Year

Students are expected to commit a full academic year to a practicum. However, on rare occasions, a student must change practicums during the academic year. The decision to leave a practicum can be made only with approval of the student's faculty advisor and MSW Director of Practicum Education. Students must follow the steps listed below prior to changing

practicums during the academic year:

- 1) Students contact their faculty advisor to set up a meeting regarding the difficulties with the practicum. The practicum director is notified and may be involved in this meeting.
- 2) The student, liaison, and practicum instructor then meet to discuss and attempt to resolve the student's concerns.
- 3) If, after meeting, the liaison, the practicum instructor, and the student agree that the practicum cannot meet the student's goals, as agreed upon in the student's *Learning Agreement*, then a final meeting with the practicum director is set up. The practicum director makes the final determination and supports the plan to transition out of that practicum and into another, if possible.
- 4) The student is responsible for making up any missed field hours at the next practicum. This should be done by working more than the required hours per week to ensure that the student is able to complete practicum by the end of the academic year.

All efforts must be made to prevent disruptions in practicum during the academic year. If a change must be made, it is the student's responsibility to behave professionally and to assist in maintaining a positive professional relationship between the site and Erikson Institute. Failure to follow the practicum transition procedures listed in this handbook may result in a lowered grade for practicum; and the faculty advisor and practicum director reserve the right to make all further decisions regarding the student's future practicum placements. If an appropriate placement cannot be secured, the student may be required to wait until the following fall to enter practicum again.

If the issue at the practicum concerns misconduct or harassment, the student should contact the Title IX coordinator, Ayanna Brown, PhD (abrown@erikson.edu) to report the issue. The Title IX coordinator and the practicum director will provide prompt and appropriate measures to support and protect the parties from any further acts of misconduct, harassment, or retaliation. If necessary, the practicum office will communicate with the practicum instructor to inform them that the student may be absent from the site. If a student cannot return to the site, a new practicum will be secured as soon as possible.

Assessment of Student Performance and Progress

Student Learning Agreement

Within 30 days of the practicum, students and their practicum instructors, in consultation with the liaison, will complete a *MSW Generalist Learning Agreement* or *MSW Specialized Practice Learning Agreement*. This is meant to give the student and practicum instructor a chance to collaborate on clarifying and defining the student's learning goals for practicum. During the course of developing their goals, students will bring their questions and comments into seminar for further discussion with their seminar instructor and peers as a part of their reflective process. The learning agreement defines the student's learning goals for the placement. In completing the learning agreement, the student and the practicum instructor discuss the student's learning style, the expectations of the organization, the learning goals to be achieved, and the direct practice opportunities that will be offered. The student and the practicum instructor sign this document and then it is reviewed by the faculty advisor. The student's progress toward achieving their learning goals and developing mastery across all ten competencies, and their willingness to reflect upon their progress, will form the basis for evaluation of the student's capacity for reflective practice at the end of each semester of reflective seminar.

The learning agreement reflects the nine competencies defined by the Council of Social Work Education (CSWE), and one competency specific to Erikson Institute. The students' learning goals should be based on their current level of development as practitioners and their projected potential for change during their practicum timeframe. The evaluation of the students' level of competence should reflect their emerging development as social workers.

The nine competencies as defined by CSWE are:

- Competency 1: Demonstrate Ethical and Professional Behavior*
- Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice*
- Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice*
- Competency 4: Engage in Practice-informed Research and Research-informed Practice*
- Competency 5: Engage in Policy Practice*
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities*
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities*

- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities*
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities*
- Competency 10: Integrate a developmental perspective into social work practice. (Erikson competency)*

If students are not meeting the expectations outlined in the learning agreement, the practicum site may request a meeting with the student and their liaison to clarify the practicum requirements and make any changes that are necessary to maintain the placement and ensure success.

Assessment of Student in Practicum

Practicum assessments are used to measure a student's progress toward achievement of competence in practicum. The purpose of this process is to ensure that students have ongoing feedback about the level of their performance. Ideally, discussion of the practicum assessment between student and their practicum instructor should also promote further learning, and development and clarification of the student's needs as a developing social work practitioner.

The students and practicum instructors complete two assessments during the academic year—at the end of the first semester and the end of the second semester (*MSW Generalist Practicum: Assessment and Self-Assessment of Student Practice* and *MSW Specialized Practice Practicum: Assessment and Self-Assessment of Student Practice*). The students and their practicum instructors discuss the level of achievement in each of the competencies. It is expected that the first assessment serves as an opportunity to indicate where the student can grow and enhance their practice so that they can use the second semester to improve and build upon those skills. The student first completes a self-assessment, then a discussion takes place between the student and the practicum instructor about the assessment. The practicum instructor then assigns a rating for each competency. After the assessment is completed, the student, the practicum instructor and faculty advisor review the form.

The practicum evaluation of the student is based on a Likert scale which utilizes a 5-point scale to assess student attainment of objectives in their practicum activities. The scale

rating is as follows:

1 = *The student has not yet demonstrated this competency.*

2 = *The student has beginning understanding of the competency and performance is uneven.*

3 = *The student understands the competency and is improving in its demonstration.*

4 = *The student has a well-developed understanding of this competency and is nearly consistent in its demonstration.*

5 = *The student fully understands and consistently engages in this competency.*

N/A = *The student has not yet had the opportunity to develop this competency.*

A rating of 1 or N/A on any of the competencies in the first assessment warrants a meeting between the student, practicum instructor, and liaison to revisit the learning agreement and specifically detail ways the competency can be addressed. If learning opportunities are offered and a student is performing at an unacceptable level in that area, the student may be in danger of failing their practicum course. In this case:

- a) There will be a conference with the student, the practicum instructor, and the liaison to discuss the nature of the problem and to determine an individualized plan for addressing it (a plan might include such things as additional readings and/or caseload assignment, special supervisor focus, or supplementary educational experience inside or outside the agency).
- b) The practicum instructor and liaison will be responsible for a plan that will be put into writing using the *Plan to Address Fieldwork Concerns* form with copies provided to the student, the faculty advisor, and the practicum office.
- c) The plan should include a time period within which the problem will be addressed and rectified.

To move from generalist practicum to specialized practice practicum or to complete specialized practice practicum and graduate, students need to have achieved at least a 3 in each competency. If a student does not achieve this minimum, they will work with the practicum office to identify activities that will help them develop the competency.

Grading for Practicum

The grade for practicum is pass or fail will be assigned by the reflective seminar

instructor. A student may appeal any final assigned grade by following the appeal procedures outlined in the Student Handbook.

When a student's performance is considered marginal or problematic, a meeting with the liaison, practicum instructor, and the student is held to discuss the assessment and to help the student use the learning experience more effectively.

Evaluation of the Practicum Experience

Student and Faculty Survey of Practicum Experience

Students have the opportunity to evaluate their practicum experience each year. These evaluations, *Evaluation of Practicum Experience by Student*, will be made available to students to enable them to provide feedback to the practicum office in regard to amount and meaningfulness of the work assigned at their practicum, the amount and quality of supervision at the site, and the perceived level of support of the liaison and practicum office. Faculty advisors will also complete evaluations, *Evaluation of Field Placement by Faculty*, around their perceptions of the students' experiences in practicum. This feedback is confidential and will only be seen by practicum office personnel.

Appendices

Appendix I— Title IX: Sex Discrimination and Harassment Policy

Appendix II – Competencies

Appendix I—Title IX: Sex Discrimination and Harassment Policy

Title IX of the Education Amendment of 1972 prohibits discrimination on the basis of sex in any federally funded education program or activity. Erikson Institute has a Title IX policy that expressly prohibits discrimination on the basis of sex, sexual orientation, gender, and/or gender identity in any Institute program or activity consistent with Title IX of the Educational Amendments of 1972 and other applicable state and federal laws. Sexual misconduct, including sexual harassment, non-consensual sexual intercourse and/or contact, exploitation, and interpersonal violence such as stalking, dating violence and/or domestic violence are forms of sex discrimination that deny or limit a community member's ability to participate in Erikson Institute's programs or activities. Every student must avoid conduct that reasonably could be interpreted as discrimination or harassment under this policy, even if such conduct was not intended to be offensive. Like every representative of Erikson, a student is expected and encouraged to inform fellow students or others whenever conduct is unwelcome, offensive or in poor taste. Only through such open communication can we maintain the type of learning environment and workplace where everyone has an equal opportunity to flourish.

Erikson Institute provides educational, preventative and training programs regarding sex, sexual orientation, gender and gender identity-based discrimination; encourages the reporting of any incident that might violate this policy; provides timely services to those who have been affected by discrimination; and utilizes prompt and equitable methods of investigation and resolution to stop discrimination, remedy any harm, and prevent recurrence. Violations of this Policy may result in the imposition of sanctions including, but not limited to termination, dismissal, or expulsion.

This Policy applies to all members of Erikson Institute community, including students, faculty, staff, administrators, board members, contractors, vendors, and visitors, regardless of their sex, sexual orientation, gender or gender identity. The Policy applies to on-campus and off campus conduct, including online or electronic conduct, when the off-campus conduct: (i) occurs during an Institute sponsored employment or education activity or program; (ii) adversely impacts the education or employment of a member of the Erikson Institute community; or (iii) otherwise threatens the health and/or safety of a member of the Erikson Institute community.

Any of the prohibited conduct set forth in this Policy can occur between strangers or acquaintances, individuals involved in intimate or sexual relationships, individuals of any sex or gender identity, and/or individuals of the same or different sexes or gender identities. In addition, some of the prohibited misconduct also violates the criminal laws of the State of Illinois.

Sex discrimination is adverse treatment of an individual based on sex or gender, rather than individual merit. Sex discrimination encompasses sexual misconduct, as defined below, but also includes other discriminatory behavior that does not constitute sexual misconduct.

“Sexual Misconduct.” Sexual misconduct is a broad term that encompasses sexual harassment, non-consensual sexual intercourse or contact, sexual exploitation, domestic violence, dating violence, and stalking.

The following offenses are considered “sexual misconduct” and prohibited by Erikson Institute.

“Sexual Harassment.” Sexual harassment is unwelcome conduct of a sexual nature, including unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, graphic or physical conduct of a sexual nature, without regard to whether the parties are of the same or different gender when:

- Submission to such conduct is either explicitly or implicitly a term or condition of an individual’s employment or status in a course, program or Institute-sponsored activity, or is used as the basis for employment or educational decisions affecting that individual (also referred to as “quid pro quo”); or
- Such conduct is sufficiently severe, pervasive, or persistent that it has the purpose or effect of unreasonably interfering with an individual’s educational experience or working conditions (also referred to as “hostile environment”).

“Gender-Based Harassment.” Gender-based harassment includes acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on gender, sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature. Use of the term “sexual harassment” throughout this policy includes gender-based harassment/misconduct.

“Sexual Orientation-Based/Gender Identity-Based Harassment.” Sexual orientation-based harassment includes verbal, non-verbal and physical acts of aggression, intimidation, or hostility based on an individual’s actual or perceived heterosexuality, homosexuality, bisexuality, or transsexuality/gender identity. Use of the term “sexual harassment” throughout this policy includes sexual orientation-based and gender identity-based harassment/misconduct.

“Non-Consensual Sexual Intercourse (or attempts to commit the same).” Non-consensual sexual intercourse is any penetration of the sex organs, anus, or mouth of another person when affirmative consent is not present, or force is used. This includes penetration or intrusion, however slight, by an object or any part of the body, specifically including cunnilingus, fellatio, vaginal intercourse, and anal intercourse.

“Non-Consensual Sexual Contact (or attempt to commit the same).” Non-consensual sexual contact is the intentional touching or fondling a person’s genitals, breasts, thighs, groin, or buttocks, or any other contact of a sexual nature (including by bodily fluids), when consent is not present, or force is used. This includes contact done directly, through clothing, or with an object. It also includes causing or inducing a person, when consent is not present, to similarly touch, fondle, or contact oneself or someone.

"Sexual Exploitation." Sexual exploitation occurs when a person takes non-consensual or abusive sexual advantage of another for his/her own benefit, or to benefit anyone other than the one being exploited, and that behavior does not otherwise constitute one of the other sexual misconduct offenses in this policy. Examples of sexual exploitation include, but are not limited to, invasion of sexual privacy, prostituting another person, non-consensual photographing, video or audio-taping of sexual activity, non-consensual showing or sharing of otherwise consensual images, engaging in voyeurism, knowingly transmitting a sexually transmitted infection (STI) to another without disclosing STI status, exposing one's genitals in non-consensual circumstances, and inducing another to expose their genitals. Sexually based stalking and/or bullying may also be forms of sexual exploitation.

"Dating Violence." Dating violence is violence or the threat of violence by another person with whom the individual is or has been in a social relationship of a romantic or intimate nature. The existence of such a relationship shall be determined based on a consideration of the following factors: the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. Dating violence does not include acts covered under the definition of domestic violence below.

"Domestic Violence." Domestic violence is violence committed or threatened to commit by a current or former spouse or intimate partner of the individual, by someone with whom the individual shares a child in common, by someone who is cohabitating with or has cohabitated with the individual as a spouse or intimate partner, by someone similarly situated to a spouse of the individual under the domestic or family violence laws of the jurisdiction in which the violence occurred, or any other person against an adult or youth who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the violence occurred.

"Stalking." Stalking is a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety (or the safety of a third person) or suffer substantial emotional distress. For purposes of this definition, course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means follows, monitors, observes, surveils, threatens, or communicates to or about, a person, or interferes with a person's property.

There are various **reporting options and resources** available to Erikson Institute community. Erikson Institute encourages those who believe they may have experienced sexual discrimination/misconduct to talk to one or more of the below individuals or agencies.

Confidential Sources. The following resources are available to discuss incidents of misconduct in confidence and will only report to Erikson Institute that an incident occurred without revealing any personally identifying information. Disclosures to these entities will not trigger an Institute investigation into an incident. Faculty, staff and students wishing to obtain confidential assistance without making a report to Erikson Institute may do so by speaking with one of the following confidential sources:

- **Student Assistance Program 1.800.386.7055**

The following off-campus organizations also provide confidential assistance and additional resources and will not make any report to Erikson Institute:

- **The Chicago Rape Crisis Hotline:** 888-293-2080
- **National Sexual Assault Telephone Hotline:** 800-656-HOPE (4673)
- **State of Illinois Domestic Violence Hotline:** 877-863-6338

Reporting to Erikson Institute. Erikson Institute strongly encourages individuals to report incidents of sexual discrimination/misconduct to the Title IX Coordinator or other Institute employee. With the exception of the confidential resources identified directly above, all other Institute employees who receive a report of sexual discrimination/misconduct are required to report all the details of an incident (including the identities of both the complainant and alleged respondent) to the Title IX Coordinator. Upon receiving notice of an alleged violation of this Policy, Erikson Institute shall provide the Complainant with a separate written document listing the Complainant's available rights and options.

The following resources may be contacted to initiate an investigation into an incident of sexual discrimination/misconduct:

- **The Title IX Coordinator,** Ayanna Brown: abrown@erikson.edu
- **Dean of Students:** Ashley Curry, acurry@erikson.edu
- **Chief Human Resources Officer,** David Wilson, dwilson@erikson.edu

Whether or not an individual who has experienced sexual misconduct decides to report an incident to Erikson Institute or the local Police Department, individuals are encouraged to seek immediate medical attention in order to treat physical injuries, test for and treat sexually transmitted infections and pregnancy, and access emergency contraception (if requested).

Under Illinois law, medical personnel are required to alert police when it reasonably appears that the individual requesting the treatment has received an injury sustained as a victim of a criminal offense, including sexual violence. However, it is the individual's choice as to whether he or she wants to speak to the police.

Erikson Institute provides a prompt, fair, and impartial institutional resolution to allegations of violations of this Policy. Erikson Institute's process is completely separate from the police and courts. Upon receipt of a report or complaint of a violation of this Policy, the Title IX Coordinator shall review the allegations and determine an appropriate course of action. In addition, the Title IX Coordinator or designee will provide prompt and appropriate interim measures to support and protect the Complainant and Respondent and prevent any further acts of misconduct, harassment or retaliation prior to the final resolution of the complaint.

For a copy of the full Title IX policy, go to www.erikson.edu/consumer-information and click on Health & Safety.

Appendix II—Competencies

Generalist Competencies

Infant/Early Childhood Mental Health Specialized Practice Competencies

Children, Adolescents, and Adults Clinical Specialized Practice Competencies

MSW Generalist 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.

Social workers:

- 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;
- demonstrate professional behavior; appearance; and oral, written, and electronic communication;

- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

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

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

Social workers:

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

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:

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

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

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

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:

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

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

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

Social workers:

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

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

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

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

Social workers:

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

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

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

Social workers:

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

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

Social workers understand that evaluation is an ongoing component of the

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

Social workers:

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

Competency 10: Integrate a developmental perspective into social work practice: Social workers possess a deep understanding of how children develop, and value the interplay of various biological, cognitive, psychological, cultural, historical, and social factors that influence each person, family, group, and community. Social workers recognize the centrality of relationships in development, and seek to contribute to significant improvement in the quality, effectiveness, and equity of education and social services for all children and families to help them develop to their fullest potential. Equipped with developmental knowledge, social workers are prepared to overcome differences and promote optimal development and learning.

Social workers:

- Utilize a developmental perspective in the engagement, assessment, intervention, and evaluation of services to children, youth, and families.

Infant and Early Childhood Mental Health (IECMH) Competencies

Competency 1. Demonstrate Ethical and Professional Behavior: Infant/Early Childhood Mental Health (IECMH) social workers adhere to the NASW code of ethics in making all ethical decisions. IECMH social workers understand the ethical issues and ethical dilemmas unique to working with infants, young children, and families in urban and suburban communities. When appropriate, IECMH social workers use technology ethically to facilitate practice outcomes. IECMH concentration social workers engage in critical reflection to obtain a knowledge of self and others. IECMH social workers analyze insights about their own values, biases, privileges, and personal histories, and how these affect the formation of trusting and productive relationships that promote development and learning.

IECMH social workers:

- Maintain professional boundaries in a variety of intervention/treatment settings;
- Utilize clinical supervision and team meetings effectively as settings to explore clinical situations, countertransference and transference issues, raise issues and concerns, and deepen clinical work through self-examination and reflection.
- Demonstrate effective communication skills with and for infants, young children and families through oral, written, and electronic formats; and
- Utilize mindful self-regulation to present a calm, nonjudgmental presence when working with infants, young children and families.

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

Infant/Early Childhood Mental Health (IECMH) social workers recognize the UN Convention on the Rights of the Child, and values that every child has the fundamental right to freedom, safety, privacy, adequate health care, education, and standard of living. IECMH social workers understand the global interconnections of oppression and human rights violations and their impact on infants, young children, and families, governing policies and subsequent services. IECMH social workers understand how a family's unmet basic needs can influence a parent's sensitivity and availability. IECMH social workers critically analyze strategies to improve access to services and resources for infants, children, families, and constituents whom IECMH concentration social workers serve. IECMH social workers recognize how personal experiences and affective reactions may impact the ability to advocate for human rights of infants, young children, and families.

IECMH social workers:

- Apply an understanding of advocacy for children, families and larger systems to practice situations;
- Consider strategies contributing to significant improvement in the quality, effectiveness, and equity of education and social services for all infants, young children, and families; and
- Negotiate differences and sometimes conflict with and on behalf of diverse infants, children, families, and constituents to advance social, economic, and environmental justice.

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

Infant/Early Childhood Mental Health (IECMH) social workers recognize the intersectionality of identity including, but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, tribal sovereign status, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and how these multiple factors may play a role in the lives of infants, young children and families. IECMH social workers value the ways in which cultural factors serve as protective factors and promote resilience of infant, young children, and families. IECMH social workers recognize the need for cultural humility and reflect on the ways personal bias may influence all aspects of social work practice and research with diverse clients, families, and communities. IECMH social workers analyze how issues of diversity, oppression, and poverty may affect client vulnerability and help-seeking behaviors.

IECMH social workers:

- Recognize how developmental level, socioeconomic status, culture, race and ethnicity, disability, gender, sexual orientation, and urban environment affect the social and emotional functioning of children;
- Recognize that each family is unique and will perceive the social worker and intervention through the lens of their own experience; and
- Engage and collaborate with parents and community in mutual decision-making that honors difference and diversity.

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

Infant/Early Childhood Mental Health (IECMH) social workers are knowledgeable of the principles of logic and scientific inquiry that support the selection of valid and reliable assessment tools appropriate for use in practice. IECMH social workers apply critical thinking skills to interpret assessments of infants, young children, and families from a culturally

competency lens. IECMH social workers recognize how affective reactions and personal experiences may influence the interpretation and translation of research findings for infant, young children, and families. IECMH social workers translate research evidence to inform and improve practice, policy, and service delivery for infant, young children, and families.

IECMH social workers:

- Evaluate mutually agreed upon measurable goals with infants, young children, and families;
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of children, families, and constituents whom IECMH concentration social workers serve; and
- Utilize technology to maintain relevant data that will assist in planning, management, and evaluation of effective social work practice with infants, young children, and families.

Competency 5. Engage in Policy Practice: Infant/Early Childhood Mental Health (IECMH) social workers are able to analyze the processes of policy development and implementation that affect infants, young children, and families. IECMH social workers understand legislative, judicial, and administrative processes by which child and family policies are formed. IECMH social workers value the need to engage in policy practice in order to advance social and economic well-being, and to deliver effective social work services to infants, young children, and families. IECMH social workers recognize how affective reactions and personal experiences may influence policy development and decision making at multiple practice levels for infants, young children, and families. IECMH social workers assess how social welfare and economic policies impact the delivery of and access to social services for children and families.

IECMH social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services for infants, young children, and families; and
- Participate in strategies that may positively influence policy for children and families in urban and suburban settings.

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

Infant/Early Childhood Mental Health (IECMH) social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of infants, young children, families, and constituents. IECMH social workers understand systems theories and ecological systems framework as they relate to infants, young children, and families in urban and suburban settings. IECMH social workers value the right to self-

determination and promote mutually agreed upon goals with diverse populations of infants, young children, and families. IECMH social workers understand their role in facilitating inter-professional collaboration, when appropriate, to support the effectiveness of intervention goals.

IECMH social workers:

- Attend to developmental, cultural, contextual, and interpersonal dynamics, factors that both strengthen and potentially threaten the therapeutic alliance;
- Utilize inquiry, adjusting questions, and pace to the parents' style and openness, to explore the parent's perceptions and baby's internal and external experiences, temperament, and behaviors;
- Focus on parent-child relationships rather than to engage exclusively with parent or with baby; and
- Expand their understanding of family structures beyond the primary caregiver-child dyad to facilitate additional partner engagement in infant and early childhood mental health.

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

Infant/Early Childhood Mental Health (IECMH) social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of infants, children, families, and constituents. IECMH social workers understand systems theories and ecological systems framework as they relate to infant, young children, and families in urban and suburban settings. IECMH social workers critically analyze how issues of difference as well as privilege, oppression, and environmental justice may also influence the assessment of and response to infants, young children, and families. IECMH social workers recognize the importance of reflective practice, and the ways their personal experiences and affective reactions may influence their assessment and decision-making. IECMH social workers value the importance of the use of culturally appropriate methods of assessment with diverse infants, young children, and families to advance practice effectiveness.

IECMH social workers:

- Utilize inter-professional collaboration when appropriate in the assessment process;
- Conduct clinical interviews, make observations, and administer any necessary screenings or assessments to complete assessments or reports; and
- Recognize developmental, medical, or social indicators that indicate an infant may need a specialized kind of evaluation in an area such as speech and language, cognition, adaptive skills, sensory motor integration, motor skills, or social emotional development, and can work with parents to obtain these services.

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

Infant/Early Childhood Mental Health (IECMH) social workers recognize that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, infants, children, families, and constituents. IECMH social workers critically analyze theories of child development, and human behavior and the social environment, and apply this knowledge through employing evidence-informed interventions to achieve the goals of children, families, and constituents. IECMH 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. IECMH social workers apply self-regulatory techniques to manage their personal experiences and affective reactions that may impact the ability to effectively intervene with infant, young children, and families.

IECMH social workers:

- Demonstrate the use of appropriate, evidence-based intervention techniques for a range of presenting concerns identified in the assessment, including crisis interventions strategies as needed; and
- Facilitate the parent/caregiver in engaging in techniques designed to soothe, protect, or set limits for the infant of young child.

Competency 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and

Communities: Infant/Early Childhood Mental Health (IECMH) social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of children, families, and constituents. IECMH social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. IECMH social workers understand how personal experiences and affective reactions may impact the ability to objectively evaluate program outcomes. IECMH social workers value the importance of evaluating processes and outcomes to advance social work practice, policy, and service delivery effectiveness. IECMH social workers critically evaluate and apply theories of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in evaluating children and family outcomes.

IECMH social workers:

- Select and use appropriate methods for evaluating outcomes;
- Consider, observe, and monitor impact of interventions on the family; and
- Apply evaluation findings to improve practice effectiveness at various levels for infants, young children, and families.

10. Integrate a developmental perspective into social work practice: Infant/Early Childhood Mental Health (IECMH) social workers possess a deep understanding of child development as well as development across the life course. IECMH social workers value that development is at the heart of social work practice which influences all interactions with each person, family, group, and community. IECMH social workers understand how personal experiences and affective reactions may impact the ability to objectively evaluate program outcomes. IECMH social workers utilize a developmental perspective in the engagement, assessment, intervention, and evaluation of services of children, youth, and families, as well as working to overcome differences and sustain relationships with colleagues. IECMH social workers critically consider barriers that hinder and strategies that contribute to significant improvement in the development for all children and families.

IECMH social workers:

- Utilize a developmental perspective in the engagement, assessment, intervention, and evaluation of services to children, youth, and families.

Children, Adolescents, & Adults Clinical Concentration Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Children, Adolescent, and Adults (CAA) concentration social workers recognize the importance of ethical and professional behavior in a variety of important ways including but not limited to: understanding the ethical issues and ethical dilemmas unique to working with children and families in a variety of communities; adhering to the NASW code of ethics in making all ethical decisions; understanding the ethical use of technology to facilitate practice outcomes; using supervision and consultation to guide professional judgment and behavior; engaging in critical reflection to obtain knowledge of self and others; analyzing insights about one's own values, biases, privileges, and personal history and how that affects the formation of trusting and productive relationships; engaging in an anti-oppressive approach to practice while serving clients; and understanding the importance of lifelong learning.

Specifically, CAA social workers:

- Demonstrate effective communication skills with and on behalf of children and families through oral, written, and electronic formats;
- Demonstrate the ability to communicate how one makes ethical decisions in social work practice, including differentiating between personal and professional ethics, values, and behaviors;
- Demonstrate strong ethics, integrity, and leadership skills, and initiate effective working relationships with colleagues;
- Reflect on one's professional practice in relation to theory and research;
- Tolerate ambiguity and manage personal values when working with individuals, families, groups, and organizations;
- Engage in respectful and trustworthy practice while upholding high professional standards; and
- Identify and explore one's strengths and areas for growth by using reflective practice principles and pursuing ongoing professional development.

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

Children, Adolescent, and Adults (CAA) concentration social workers recognize the importance of advancing human rights and social, economic, and environmental justice in a variety of ways including but not limited to: recognizing that every individual, regardless of position in society, has the fundamental right to freedom, safety, privacy, adequate health care, education, and standard of living; understanding the global interconnections of oppression and human rights

violations and their impact on children and families, governing policies, and subsequent services; analyzing methods to improve access to services and resources for the children, families, and constituents that they serve; and recognizing how personal experiences and affective reactions may impact their ability to advocate for human rights of children and families.

Specifically, CAA social workers:

- Use an advocacy lens when working with children, families, organizations, and communities;
- Advocate for the human and civil rights of oppressed and marginalized communities;
- Consider practice strategies that have been shown to significantly improve the quality, effectiveness, and equity of education and social services for children and families;
- Use collaborative strategies to encourage system change in order to reduce social and economic inequities;
- Recognize that all forms of oppression are interconnected and work to foster alliances across marginalized and oppressed groups;
- Negotiate differences with and on behalf of children and families to advance social, economic and environmental justice; and
- Consider how systems of oppression, discrimination, and historical trauma effect clients and client systems and how these effects can impact engagement, assessment, intervention, and evaluation.

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

Children, Adolescent, and Adults (CAA) concentration social workers understand and recognize the importance of diversity and difference in practice in a variety of ways including but not limited to: recognizing the intersectionality of identity (e.g., age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, tribal sovereign status, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation) and how these multiple identities may play a role in the lives of children; understanding the ways in which cultural factors serve as protective factors and promote resilience of children and families; recognizing the need for cultural humility and self-reflection in addressing personal biases which may influence practice and research with a diverse array of clients, families, and communities; valuing children and families as experts of their own experiences; analyzing how issues of diversity, oppression, and poverty may affect client vulnerability and help seeking behaviors; and recognizing how institutions and policies can perpetuate and uphold oppressive hierarchies.

Specifically, CAA social workers:

- Recognize how developmental level, socioeconomic status, culture, race, ethnicity, disability, gender, sexual orientation, and social environment affect the social and emotional functioning of children, adolescents, and adults;
- Engage and collaborate with individuals and communities in mutual decision-making that honors difference and diversity;
- Incorporate inclusive strategies that consider the context of and challenge assumptions about individuals, families, groups, organizations, and communities;
- Use reflective practice and reflective supervision to foster and implement an anti-racist and anti-oppressive lens in one's practice, and to recognize how personal privilege and professional power may exacerbate or challenge existing systems of inequity; and
- Use a strengths-based approach that promotes resilience and empowerment with clients while engaging in assessment and intervention with clients.

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

Children, Adolescent, and Adults (CAA) concentration social workers recognize the importance of engaging in practice-informed research and research-informed practice in a variety of ways including but not limited to: being knowledgeable of the principles of logic and scientific inquiry that support the selection of valid and reliable assessment tools; valuing their role in advancing a science of social work and in evaluating their own practice with children and families; applying critical thinking skills and a culturally-informed lens to interpret assessments; recognizing how affective reactions and personal experiences may influence the interpretation and translation of research findings for children and families; translating research evidence to inform and improve practice, policy, and service delivery for children and families.

Specifically, CAA social workers:

- Evaluate mutually agreed upon and measurable goals with children and families;
- Select developmentally-informed intervention strategies based on the assessment, research and academic literature, and preferences of the client (while keeping in mind that clinical practice is a dynamic, ongoing process); and
- Use technology to maintain relevant data that will assist in planning, management and evaluation of effective social work practice with children and families.

Competency 5: Engage in Policy Practice

Children, Adolescent, and Adults (CAA) concentration social workers recognize the importance of engaging in policy practice in a variety of ways including but not limited to: analyzing the

processes of policy development and implementation that affect children and families; understanding legislative, judicial, and administrative processes by which children and family policies are formed; valuing the need to engage in policy practice in order to advance social and economic well-being, and to deliver effective social work services to children and families; recognizing how affective reactions and personal experiences may influence policy development and decision making at multiple practice levels for children and families; and assessing how social welfare and economic policies impact the delivery of and access to social services for children and families.

Specifically, CAA social workers:

- Identify social policies at the local, state, and federal level that impact well-being, service delivery, and access to social services for children and families;
- Participate in strategies that positively influence policy for children and families in a variety of communities;
- Engage in conversations with clients, colleagues, and stakeholders about how clients are impacted by federal, state, and local policies; and
- Identify laws, policies, and procedures that have unintended and/or potentially harmful impacts on individuals from vulnerable and/or historically oppressed communities and communicate these concerns to stakeholders and/or policy makers.

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

Children, Adolescent, and Adults (CAA) concentration social workers recognize the importance of engaging with individuals, families, groups, organizations, and communities in a variety of ways including but not limited to: understanding that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of children and families; understanding systems theories and ecological frameworks as they relate to children and families from a wide variety of communities; recognizing the right to self-determination and promote mutually agreed upon goals with diverse populations of children and families; valuing a relationally-based process of engaging children and families as partners in defining effective intervention goals that lead to expected outcomes; recognizing that their personal experiences may impact how they engage and interact with a diverse array of clients; and understanding their role in facilitating inter-professional collaboration to support the effectiveness of intervention goals, when appropriate.

Specifically, CAA social workers:

- Use empathy, reflection, cultural humility, and interpersonal skills to engage children and families in a variety contexts;
- Attend to the developmental, cultural, contextual, and interpersonal dynamics of the client’s background and identity; and
- Use an anti-oppressive approach to practice in order to develop and foster collaborative relationships with clients, families, groups, organizations, and communities.

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

Children, Adolescent, and Adults (CAA) concentration social workers recognize the importance of assessing individuals, families, groups, organizations, and communities in a variety of ways including but not limited to: understanding that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, children, families, and constituents; understanding systems theories and ecological frameworks as they relate to children and families; analyzing how issues of difference, privilege, oppression, and environmental justice may also influence the assessment of and response to children and families; recognize the right to self-determination and promote mutually agreed upon goals with a diverse array of children and families; recognize the importance of reflective practice, and how their personal experiences and affective reactions may influence their assessment and decision-making; valuing the use of culturally-informed methods of assessment to advance practice effectiveness.

Specifically, CAA social workers:

- Evaluate and apply theories of child development, social emotional development, and human behavior and the social environment in order to conduct effective and culturally-attuned assessments;
- Use inter-professional collaboration to support clients throughout the assessment process;
- Use culturally-informed assessment tools that reflect the needs of a diverse array of children and families;
- Consider the impacts of systemic oppression during the assessment process and how this can affect the client’s ability to adapt to and access resources;
- Use a strengths-based and trauma-informed lens when assessing clients; and
- Use evidence-informed assessment methods to identify and monitor complex client, family, and community systems.

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

Children, Adolescent, and Adults (CAA) concentration social workers recognize the importance of intervening with individuals, families, groups, organizations, and communities in a variety of ways including but not limited to: understanding that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, children and families; use theories of child development and human behavior to employ evidence-informed interventions with children and families; valuing the importance of inter-professional teamwork and communication in interventions; and recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Specifically, CAA social workers:

- Demonstrate the use of evidence-based interventions for a range of presenting concerns identified in the assessment, including crisis interventions strategies as needed;
- Engage in reflective practice when choosing interventions to effectively address the client's identified concerns in a culturally-informed manner;
- Use self-regulatory techniques to manage the potential impact of personal experiences and affective reactions which can affect the ability to effectively intervene with children and families; and
- Engage in efforts to influence or change agency policies on behalf of clients' needs.

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

Children, Adolescent, and Adults (CAA) concentration social workers recognize the importance of evaluating their practice with individuals, families, groups, organizations, and communities in a variety of ways including but not limited to: understanding that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, children and families; understanding qualitative and quantitative methods for evaluating outcomes and practice effectiveness; understanding how personal experiences and affective reactions may impact their ability to objectively evaluate program outcomes; recognizing the importance of evaluating processes and outcomes to advance social work practice, policy, and service delivery effectiveness; and applying theories of human behavior and the social environment in the evaluation of children and family outcomes.

Specifically, CAA social workers:

- Select and use developmentally-informed methods for evaluating outcomes;

- Analyze, monitor, and evaluate interventions, program processes, and program outcomes;
- Apply evaluation findings to improve practice effectiveness for children and families; and
- Use reflective practice to evaluate evidence-based approaches to determine their effectiveness in addressing the unique concerns of clients.

Competency 10: Integrate a developmental perspective into social work practice

Children, Adolescent, and Adults (CAA) concentration social workers recognize the importance of integrating a developmental perspective into their work with clients in a variety of ways including but not limited to: understanding how children develop biologically, cognitively, psychologically, culturally, and historically; understanding how social factors influence children, families, groups, organizations, and communities; recognizing the centrality of relationships in development; recognizing the importance of working to significantly improve the quality, effectiveness, and equity of education and social services for all children and families; and understanding the importance of overcoming differences and promoting optimal development and learning for all children.

Specifically, CAA social workers:

- Use a developmental perspective in the engagement, assessment, intervention, and evaluation of services for children and families; and
- Use diverse theories of child development and the social environment to assist with guiding clinical practice.