GRAND VALLEY STATE UNIVERSITY®

SCHOOL OF SOCIAL WORK

BSW Employment-Based Field Education Placement Proposal/Application

	Student/Employee Information
Name:	
Email Address:	
Semester the placement will begin:	☐ Spring/Summer ☐ Fall
	Agency Information
Name:	
Address:	
Phone:	
Agency Director:	
Agency Contact Person/Title/Email:	
	Does the agency have an Affiliation Agreement established with Grand Valley State University? Yes ☐ No ☐
	Employment Information
Date employee began at agency:	

Employee's department/program:	
Employee's job title:	
Employee's job supervisor:	
Job Supervisor's Email/Phone Number	
Job Supervisor's Degree/Credentials	
Are you applying for an employment-based placement under Option #1 or Option #2 of the policy?	Option #1 ☐ Option #2 ☐
Please describe the employee's job duties and responsibilities ***Please email a copy of your job description to Katie Scheuerle: scheuerk@gvsu.edu**	
	Proposed Placement Information
Proposed Field Supervisor's Name	
Proposed Field Supervisor's Email/Phone	
Proposed Field Supervisor's Degree/Credentials	

Proposed Field Supervisor Questions:

How will you support the student/employee to maintain a learner's mindset and promote their growth and development toward Bachelor's level competency?

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If the employment supervisor will also be the field supervisor, please share how educational supervision will be different from employment supervision.

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Student/Employee Questions:

1. Provide a brief 3-5 sentence narrative summary of your **proposed placement activities** that are *different* from your employment duties.

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2. For each competency below, identify at least one learning activity you could complete at your field placement that will provide you with the opportunity to demonstrate *new learning* in each of the social work competencies. Please describe how the proposed activities align with the Generalist social work competencies/behaviors (see attachment A). You may also find the Scope of Practice document (attachment B) helpful.

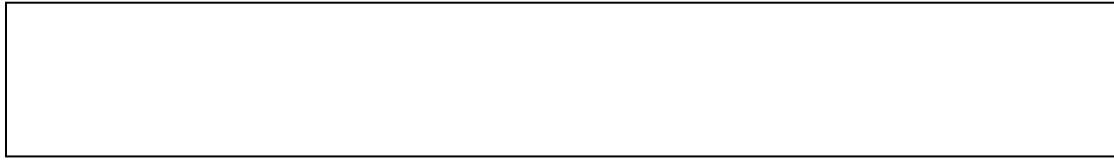Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

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

We, the undersigned, attest to the accuracy of the above statements, have read the proposed employment-based field education plan, and the School of Social Work's Employment-based Field Education Placement Policy. We understand and will support the academic needs of this employee that go beyond and are in addition to the ordinary requirements of employment.

All signatures must be completed for proposal consideration. If approved, this employment-based field placement will take effect at the beginning of the applicable semester.

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Student/Employee Signature   Date

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Employment Supervisor Signature   Date

_____

Field Supervisor Signature   Date

_____

Agency Director Signature   Date

_____

GVSU SSW Field Office Signature   Date

Attachment A: Generalist Competencies & Behaviors:

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.

Behaviors:
a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.
b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication.
c. Use technology ethically and appropriately to facilitate practice outcomes.
d. Use supervision and consultation to guide professional judgment and behavior.
e. Demonstrate self-care practices and recognize professional risks including secondary traumatic stress and vicarious trauma.

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.

Behaviors:
   a. Advocate for human rights at the individual, family, group, organizational, and community system levels.
   b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage in 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, tribal sovereign status and/or tribal affiliation. 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.

Behaviors:
   a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
   b. Demonstrate cultural humility by applying critical reflection, self-awareness, and

self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

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

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

Competency 5: Engage in Policy Practice
Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in

service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Behaviors:

    a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.

    c. Apply critical thinking to analyze, formulate, and advocate for policies that advance

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.

Behaviors:

    a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.

b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

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

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Behaviors:
a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.

b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

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

Behaviors:
a. Select and use culturally responsive methods for evaluation of outcomes.
b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

SOCIAL WORK GRID FOR SCOPE OF PRACTICE

This grid is intended as a guide to assist people in understanding the differences in the levels of regulation and to show who would typically be responsible for various activities and functions. This grid is not an authoritative restatement of the law or regulations governing the practice of social work in the State of Michigan. The law governing social work practice is found in the Public Health Code, especially MCL 333.18501 et seq.   The rules governing social work practice are found in the Administrative Rules of the Michigan Board of Social Work, R 338.2901 et seq.

Social Work Task or Function	Tech	BSW	MSW	
			Macro	Clinical
Administration of assessment checklists requiring interpretation	YES	YES	YES	YES
Administration and interpretation of assessment checklists			YES	YES
Advocacy for group/communities		YES	YES	YES
Advocacy for individual		YES	YES	YES
Case Intervention planning and evaluation				YES
Case Management (for individual, family, couple, group)		YES		YES
Child or adult custody determination		YES		YES
Child or adult custody assessments and recommendations				YES
Child welfare case management		YES		YES
Community organization		YES	YES	
Conduct case-finding activities in community	YES	YES	YES	YES
Consultation regarding agency practice and policy development			YES	YES
Consultation regarding clinical issues				YES
Coordination and evaluation of service delivery			YES	
Development of social welfare policy			YES	
Diagnosis of mental, emotional or substance abuse disorders with a diagnostic code				YES
Directing clinical programs				YES
Directing social work agencies but not clinical practice			YES	
Directing social work agencies including clinical practice			YES	YES
Identification of presenting problem		YES		YES
Impart general information and referral for assistance		YES	YES	YES
Interventions with individuals, couples, families or groups to enhance or restore the capacity for social functioning		YES		
Intervention methods using specialized and formal interactions				YES
Interviewing clients regarding client's situation	YES	YES	YES	YES
Monitor client's compliance with program's expectations	YES	YES	YES	YES
Pre-admission general assessment for mental health facilities		YES		YES
Private practice – clinical				YES
Private practice – macro			YES	
Program Intervention planning and evaluation		YES	YES	
Provide assistance regarding community resources	YES	YES	YES	YES
Provide information about available services	YES	YES	YES	YES
Provide life-skills training	YES	YES	YES	YES
Provide linkages to community services	YES	YES	YES	YES
Provision of training regarding community needs and problems			YES	
Psychosocial assessment		YES		YES
Psychotherapy with adults				YES
Psychotherapy with children				YES
Research – design and analysis			YES	YES
Research – data collection		YES	YES	YES
Supervision of clinical social workers				YES
Supervision of macro social workers			YES	
Teaching or education of client		YES	YES	YES
Treatment planning and evaluation				YES