



MSW Employment-Based Field Education Placement Policy

Field education is the signature pedagogy of social work education, where students develop their professional identity and integrate the skills and concepts learned throughout their coursework. The current best practice for field education requires students to engage in learning activities that are qualitatively different from prior volunteer or employment experiences and allow for the attainment of the Council on Social Work Education (CSWE) competencies and behaviors.

GVSU School of Social Work makes available the option of field placement where a student is employed. Students seeking to complete their field placement at their place of employment must submit an employment-based field education proposal and receive approval by the Field Education office.

There are two types of employment-based field placement proposals a student may pursue:

Option #1: Students who are *not* in a social work position at their place of employment can request an employment-based field placement in another department that *is* in a social work position and promotes graduate level social work competency development.

Similarly, if a student is working in a social work position but wants to intern in a different area within their place of employment to maximize new learning, they can. (For example, the student works at Agency A as a Foster Care case manager but wants to gain new experiences with the same employer in the Refugee unit). In either of these cases, no employment hours will count toward the field education placement.

Please note: MSW students who are employed in a school setting, pursuing school social work certification, and wish to pursue an employment-based placement may only be considered under Option #1.

Option #2: Students who **are** employed in a position that requires a social work degree or related degree AND are engaged in job duties that align with the CSWE competencies and behaviors may request an employment-based field placement. In this scenario, students may count employment hours as their field placement hours if the proposal demonstrates new learning that aligns with the CSWE competencies and behaviors, and is approved by the Field Education office.

When determining if a student's employment is eligible for Option #2, several factors will be considered:

- The student's job title
- The student's job description
- If the job duties align with the CSWE competencies and behaviors ([Generalist competencies here](#) [Advanced-generalist competencies here](#)) (or see attachment A and B at the end of this document)
- If the job duties align with the NASW [Social Work Grid for Scope of Practice here](#). (or see attachment C at the end of this document)

Student Responsibility:

When a student opts to pursue an employment-based field placement, it is the student's responsibility to manage the process. This includes completing an application and demonstrating how the employment-based placement will offer new learning that aligns with the CSWE competencies and behaviors. The student is also responsible for gathering required signatures and ensuring all parties agree with and will adhere to the proposed employment-based field placement.

Employment-based Placement Requirements:

The following requirements for an employment-based field placement must be met and are in accordance with the Council on Social Work Education (CSWE) Accreditation Standards. The requirements are designed to help recognize the role transition that is expected of employees who are engaging in employment-based field experiences.

Requirements for Option #2:

- The student must be employed in a position that requires an undergraduate social work or related degree AND is **already** engaged in employment related activities that align with the Council on Social Work Education (CSWE) social work competencies and behaviors.
- The employment-based field placement proposal must demonstrate how the student's current job duties align with CSWE generalist and advanced generalist competencies and behaviors.
- The employment-based field placement proposal must identify proposed learning activities that are **different** from the student's job duties and demonstrate how they align with the CSWE generalist and advanced generalist competencies and behaviors.

Requirements for Option #1 and Option #2:

- The agency must provide a field education supervisor who has an MSW degree with at least two years post-master's social work experience. When possible, this person is not to be the student's current employment supervisor. In cases where the Field Supervisor is also the employment supervisor, supervision for Field Education must be separate from supervision time for employment. Our goal is to ensure the role of the student as a learner while they are engaging in their paid employment position.
- The agency must be willing to allow the Field Supervisor to attend field education orientation and/or training, site visits, and provide the minimum of one hour per week of supervision with the student.
- The agency must establish an affiliation agreement with the School of Social Work to accept MSW students, if such an agreement does not already exist.
- The agency must allow the student/employee to attend classes and have an educationally focused field experience.
- Students must document field placement hours (300 hours per semester) in the learning contract portal. The field education supervisor is expected to monitor and approve the hours. Hours must be spread equally throughout the semester and across all semesters the student is in field education. Additional hours beyond employment may be required to address all generalist and advanced generalist competencies and behaviors.
- The Field Supervisor must assist the student with developing the learning contract and evaluate the student's progress at the end of each semester.
- The student's Field Liaison will provide oversight of the field placement and conduct site visit meetings.

Disruption in Employment:

It is important to note that a student who agrees to an employment-based field placement acknowledges that a disruption in employment (i.e. student voluntarily ends employment or student's employment is terminated) may adversely affect the student's field placement. Similarly, a disruption in the employment-based field placement may adversely affect the student's employment and may also delay the student's graduation. The following outlines the procedures if a student's employment and/or employment-based field placement is terminated.

Student's employment is terminated:

1. Student must notify their field liaison promptly.
2. The field liaison will consult with the Field Education Director.
3. Depending on the circumstances, student, field liaison and/or field education director will consult with the field supervisor and field site to determine if student can remain in the employment-based field placement.
4. Student may choose not to stay in the employment-based field placement.
5. If the student does not remain in the employment-based field placement, the Field Education Director will assess the circumstances and may call a Practicum Review meeting to determine next steps.
6. If a Practicum Review meeting is not warranted, the student will be replaced at another field education site and is expected to complete the full field education hours requirement.
7. If the student remains in the employment-based field placement while not an employee, the student is responsible for fulfilling the full field education hours requirement since employment hours are no longer attainable.

Student's employment-based field placement is terminated:

1. Student must notify their field liaison promptly.
2. The field liaison will consult with the Field Education Director.
3. The policies and procedures concerning conflict resolution/termination as outlined in the MSW Field Education Manual will be followed.
4. The student is responsible for fulfilling the full field education hours requirement since employment hours are no longer attainable.

Employment-based field application:

The employment-based field application must be received by the deadline, which is established by the Field Education office. Once the application is received, it is reviewed by the Field Education Office for approval or denial, or the Field Education Office may request additional information before a decision can be made.

The following examples illustrate employment-based field education settings that would need close consideration and discussion for approval:

- The agency and agency staff are limited in size, making it difficult to distinguish employee and student roles.

- The student has worked for the agency for a considerable period of time with no experience elsewhere.
- Conflicts of interest would exist between the student and proposed supervisor.
- Potential conflicts of interest or dual relationships may exist (i.e. more than one student in the SW program works at the agency, requests an employer-based placement, and is in a supervisor/supervisee relationship with the other student).



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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	
	Proposed Placement Information
Proposed MSW 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 Master's level competency?

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

Student/Employee Questions:

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

2. For each competency below, identify at least one learning activity you could complete at your field placement that will provide you with opportunity to demonstrate *new learning* in each of the social work competencies.

***Regular-status MSW students:** please describe how the proposed activities align with the [Generalist social work competencies/behaviors](#) AND [Advanced Generalist competencies/behaviors](#). *** See attachment A & B.** ***Advanced-standing MSW students:** please describe how these proposed activities align with the [Advanced Generalist competencies/behaviors](#). ***See attachment B.**

Competency 1: Demonstrate Ethical and Professional Behavior

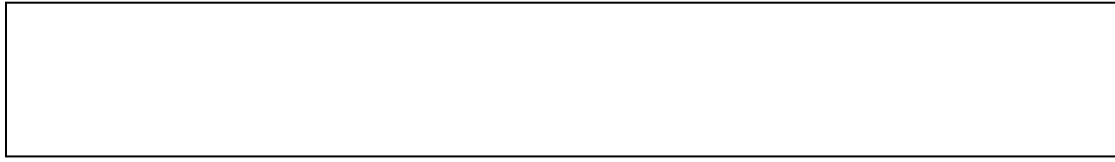
Competency 2: Engage Diversity and Difference in Practice

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

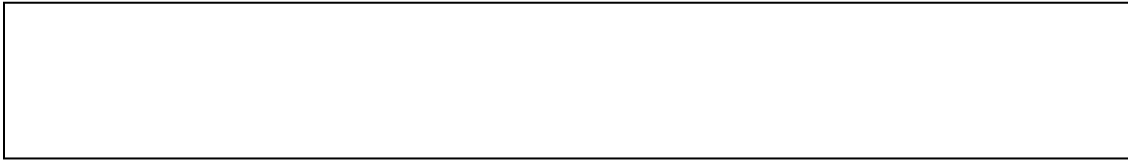
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Competency 5: Engage in Policy Practice

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



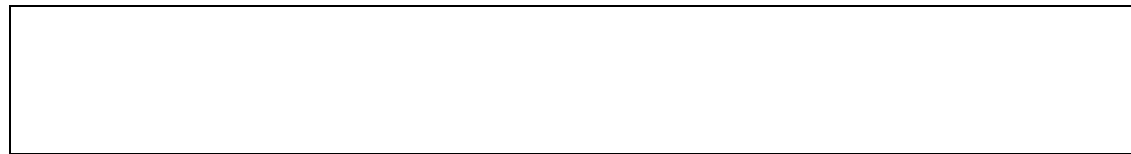
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities



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.

Student/Employee Signature

Date

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.

Competency 1

Demonstrate Ethical and Professional Behavior

Advanced Generalist Social Workers understand and apply 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. Advanced Generalists seek to inform and reform social work ethics and practice with principles of human rights and apply them toward realizing social, racial, economic, and environmental justice. Advanced Generalists evaluate and implement frameworks of ethical decision-making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Advanced Generalists engage in self-reflection, seek collegial feedback on their professional skills, and integrate this feedback regularly into autonomous practice. Advanced Generalists critically analyze how their evolving worldview, individual experiences, social location, power, privilege, and affective reactions influence their professional judgment and behavior.

Advanced Generalists prioritize professional and personal self-care for themselves and those they supervise, understanding that environments that promote and prioritize self-care are paramount for competent and ethical social work practice.

Advanced Generalists provide critical leadership regarding rights-based, anti-racist, 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. Advanced Generalists advocate for and implement social work values and ethics whenever they engage and collaborate with other professionals. They recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Advanced Generalists make effective use of digital technology and are committed to educating themselves on best practices and the ethical applications of technology in social work practice.

Advanced Generalist Social Workers:

- a) develop a professional identity through the utilization of regularly scheduled professional supervision and by contributing content that reflects upon personal values, the National Association of Social Workers Code of Ethics, human rights, workplace performance, and ethical dilemmas while being receptive and integrating guidance offered;
- b) intentionally develop self-awareness, advocate for and implement a personal self-care practice based on holistic principles of wellness;
- c) identify and resolve ethical dilemmas encountered in practice situations by applying an interprofessional understanding of social work values; and

- d) critically evaluate the use of technology at the workplace, including remote work arrangements and digital presence, and the implications for the ethical delivery of services with special attention to equity and accessibility.

Competency 2

Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Advanced Generalist Social Workers value advocacy for fundamental human rights and justice, including rights-based, anti-racist, and anti-oppressive practices. Advanced Generalists examine the impact of historical legacies, global interconnections, and ongoing injustices throughout history, economic systems, and the political context that impacts human rights, including social work's role and response. Advanced Generalists critically evaluate social location, power, and privilege to synthesize theories of human need and social justice to promote justice and human rights and stand in solidarity with disenfranchised groups. Advanced Generalists create strategies and advocate for change so that resources and services are distributed equitably; and human, civil, political, cultural, social, racial, economic, and environmental rights are recognized and protected.

Advanced Generalist Social Workers:

- a) identify and contextualize historical injustices, global interconnections, economic systems, and political contexts and provide leadership in advocating for the equitable distribution of resources and services, and recognition of human rights; and
- b) engage in solidarity with groups, organizations, and communities to jointly develop strategies that advance human rights and social, racial, economic, and environmental justice consistent with the National Association of Social Workers Code of Ethics.

Competency 3

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

Advanced Generalist Social Workers consistently examine how systemic oppression, colonialism, and racism impact practice at the micro, mezzo, and macro levels with individuals, families, groups, organizations, and communities. Advanced Generalists have a well-developed understanding of the pervasiveness of White supremacy and privilege and how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. Advanced Generalists operate from strengths-based and empowerment perspectives, grounded in a deep understanding of inherent human dignity, and that intersecting identities come from experiences of both oppression and privilege. 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, nationality, political ideology, race, religion and spirituality, sex, sexual orientation, and tribal sovereign status and/or tribal affiliation.

Advanced Generalists translate their knowledge of ecological systems into culturally responsive services and service delivery systems, utilizing well-developed self-awareness to recognize the influences of their own cultural backgrounds and manage the influences of their cognitive and affective processes related to personal values, biases, social location, power, and privilege. Advanced Generalists structure actions and interventions using rights-based, anti-racist, and anti-oppressive lenses that elevate voices, uphold dignity and worth, and increase choice while maintaining cultural humility, especially for those who are vulnerable, oppressed, or disadvantaged.

Advanced Generalist Social Workers:

- a) identify inequities and initiate proactive interventions with individuals, families, groups, organizations, and communities using rights-based, anti-racist, and anti-oppressive lenses;
- b) recognize and challenge systemic forms and mechanisms of oppression, implicit bias, and discrimination; and
- c) provide leadership that affirmatively contributes to the development and growth of culturally responsive practices, including language and communication.

Competency 4

Engage in Practice-informed Research and Research-informed Practice

Advanced Generalist Social Workers critically evaluate evidence and knowledge generated through qualitative and quantitative research methodologies through rights-based, anti-racist, and anti-oppressive perspectives. Advanced Generalists respect indigenous ways of knowing and prioritize ethical, culturally responsive, evidence-informed, and decolonized practices. Advanced Generalists practice reflexivity to recognize inherent bias, social location, power, and privilege in the research process, including how race and racism may have shaped the research process and evidence-based practice. Advanced Generalists critically identify, assess, and work to address gaps in evidence-informed practice, policy, theory, and service delivery, and value evidence-informed practice derived from multidisciplinary sources and multiple ways of knowing to improve equitable client and program outcomes and service delivery processes.

Advanced Generalist Social Workers:

- a) critically evaluate published evidence-based research and outcome studies to identify ethical and methodologically sound evidence-informed practices for use with individuals, families, groups, organizations, and communities; and
- b) examine and translate research evidence to inform and improve practice, policy, programs, and services consistent with advanced generalist practice that is culturally responsive, rights-based, anti-racist, and anti-oppressive.

Competency 5

Engage in Policy Practice

Advanced Generalist Social Workers identify and engage with social policy at the local, state, federal, and global level that impacts well-being, human rights and justice, service delivery, and access to social services. Advanced Generalists recognize the historical, institutional, global, social, racial, economic, and environmental influences that impact social policy. Advanced Generalists critically analyze how their evolving worldview, individual experiences, social location, power, privilege, and affective reactions influence policy practice. Advanced Generalists understand and evaluate the history and current structure of social policy and services while advocating for rights-based, anti-racist, and anti-oppressive policy practices. Advanced Generalists influence policy formulation, analysis, implementation, and evaluation within micro, mezzo, and macro practice settings with individuals, families, groups, organizations, and communities.

Advanced Generalist Social Workers:

- a) develop, implement, and/or evaluate policies that advance a rights-based approach to social, racial, economic, and environmental justice, consistent with the National Association of Social Workers Code of Ethics; and
- b) advocate using a rights-based, anti-racist, and anti-oppressive approaches to shape formal and informal organizational policies that impact systems and constituents.

Competency 6

Engage with individuals, families, groups, organizations, and communities

Advanced Generalist Social Workers ethically approach engagement as an ongoing component of the dynamic and interactive process of social work practice. Advanced Generalists engage with and on behalf of diverse constituencies incorporating rights-based, anti-racist, and anti-oppressive approaches that emphasize rapport, empathy, authenticity, open and honest communication, flexibility, cultural responsiveness, humility, and collaboration while maintaining professional boundaries. Advanced Generalists understand theories of human behavior and person-in-environment which form a critical foundation for engaging at the micro, mezzo, and macro practice levels with individuals, families, groups, organizations, and communities. Advanced Generalists value strengths-based and empowerment approaches and recognize how oppression, institutional racism, colonialism, and systemic barriers impact the lives of others. Advanced Generalists also analyze and consider engagement processes that may be enhanced by the use of technology. They exercise self-awareness of personal bias, social location, power, and privilege during engagement while recognizing the limitations of their abilities and seeking consultation and interprofessional collaboration to achieve diverse client and constituency goals.

Advanced Generalist Social Workers:

- a) build professional relationships to engage with individuals, families, groups, organizations, and communities using collaborative and strengths-based and empowerment approaches; and
- b) adapt best practices through self-reflection, consultation, and multifaceted approaches that recognize the impact of power differentials and systemic barriers and are inclusive of human behavior and person-in-environment dimensions to engage diverse clients and constituencies.

Competency 7

Assess individuals, families, groups, organizations, and communities

Advanced Generalist Social Workers ethically approach assessment as an ongoing component of the dynamic and interactive process of social work practice. Advanced Generalists respect the multidimensional nature of clients and constituents and know that change emanates from a holistic, culturally grounded, and empowering assessment. Advanced Generalists design and utilize culturally interactive and responsive strengths-based assessment processes at the micro, mezzo, and macro practice levels in collaboration and partnership with individuals, families, groups, organizations, and communities. Advanced Generalists design and utilize assessment tools that examine human behavior and person-in-environment and prioritize decolonized evidence-based ecological tools that are rights-based, anti-racist, and anti-oppressive. Advanced Generalists also analyze and consider assessment practices that may be enhanced by the use of technology. They practice self-reflection to weigh how personal bias, social location, power, and privilege, as well as their personal values and experiences, may affect their ability to assess effectively and critically adapt approaches to meet clients' contextual backgrounds and needs.

Advanced Generalist Social Workers:

- a) reflectively gather and critically evaluate relevant data on presenting issues in a collaborative process to assess the client and their environment through multi-systemic frameworks and strengths-based assessment lens; and
- b) integrate self-reflective and culturally responsive lenses to implement and continuously evaluate tools used for assessment.

Competency 8

Intervene with individuals, families, groups, organizations, and communities

Advanced Generalist Social Workers ethically approach intervention as an ongoing component of the dynamic and interactive process of social work practice. Advanced Generalists utilize theories of human behavior and person-in-environment and other interprofessional conceptual frameworks. Advanced Generalists critically evaluate and apply this knowledge in selecting systemic micro, mezzo, and macro interventions that are rights-based, anti-racist, and anti-oppressive for work with individuals, families, groups, organizations, and communities. Advanced Generalists understand methods of

identifying, analyzing, and implementing evidence-informed interventions when intervening with clients and constituencies. Advanced Generalists also analyze and consider interventions that may be enhanced by the use of technology. They exercise self-awareness of personal bias, social location, power, and privilege in determining interventions while recognizing the limitations of their abilities and seeking consultation and interprofessional collaboration to achieve diverse client and constituency goals.

Advanced Generalist Social Workers:

- a) demonstrate the ability to plan, lead, and intervene utilizing an advanced understanding of culturally responsive and evidence-informed interventions accounting for historical, social, racial, economic, and environmental factors at the micro, mezzo, and macro levels; and
- b) engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions and actively participate in interprofessional collaboration to achieve client and constituency goals.

Competency 9

Evaluate practice with individuals, families, groups, organizations, and communities

Advanced Generalist Social Workers ethically approach formative and summative evaluation as an ongoing component of the dynamic and interactive process of social work practice. Advanced Generalists understand methods of identifying, analyzing, and implementing evidence-informed evaluations throughout the cycle of service delivery. Advanced Generalists design and apply models of research and evaluation to select appropriate micro, mezzo, and macro processes to evaluate engagement, assessment, and interventions with individuals, families, groups, organizations, and communities. Advanced Generalists also analyze and consider evaluations that may be enhanced by the use of technology. They exercise self-awareness of personal bias, social location, power, and privilege in conducting and utilizing evaluations while recognizing the limitations of their abilities and seeking consultation and interprofessional collaboration to achieve diverse client and constituency goals.

Advanced Generalist Social Workers:

- a) analyze existing organizational evaluation practices and outcomes to continuously improve effective methods with particular attention to culturally responsive and rights-based approaches; and
- b) apply evidence-informed methodologies to evaluate the service delivery process and its efficacy guided by rights-based, anti-racist, and anti-oppressive perspectives.

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