**Application for Approval as a Placement Site**

University of Vermont

Undergraduate and Graduate Social Work Programs

**Directions:** Please add your text to the gray boxes below. To use check boxes, click on the box you would like to select; when the “Check Box Form Field Options” dialog box opens, select “checked” under “Default Value” and hit “OK”. To uncheck the box, do the same, but select “unchecked” instead.

**Proposed Field Instructor:** (This is an individual with social work credentials and two years of post-graduation practice experience; they do not need to be licensed, and can be internal or external to the organization.)

If not yet known, check here:

If known, please check:  Internal to Agency/Organization or

External to agency/organization

Name:

Phone:

E-mail Address:

Agency/Organization:

Program:

Program/site address:

On-Site Supervisor (This is an individual who works at the agency and will provide student/placement oversight but does not necessarily have a social work background. A site supervisor is necessary if the Field Instructor is external to the agency/organization.)

Name:

Phone:

E-mail Address:

**Required for UVM Affiliation Agreement:**

Host Agency Administrative Address:

Host Agency Individual with Signatory Authority (This is usually the Executive Director, CEO, COO, President, etc.):

Phone:

Email:

*Please review the following information about each level of social work students:*

* ***BSW****: Our BSW (undergraduate) students are oriented to social work through 27 credits of professional curriculum courses and various volunteer and service-learning projects in the community. Their placement/Field Instructors are responsible for immersing them in generalist social work practice (broad overview of social work in the specific agency/organization context). They must 450 hours 14-16 hours/week) in placement between early September and early May and have limited availability for placement hours on Monday/Friday due to on-campus classes.*
  + ***Timeline****: Placement matching/interviewing happens in February/March.*
* ***Foundation (1st year) MSW:*** *These 1st year graduate students have a widely varied orientation to and experience with the profession. Their placement/Field Instructors are responsible for immersing them in generalist social work practice (broad overview of social work in the specific agency/organization context) and giving them a good foundation for their Specialized Practice (2nd year) work. They must complete 450 hours* ***(14-16 hours/week)*** *between late August-early May and have limited availability for placement hours on Monday/Tuesday due to on-campus classes.*
  + ***Timeline:*** *Placement matching/interviewing happens May-July.*
* ***Specialized Practice (2nd year) MSW:*** *These students have successfully completed their Foundation Year placement and curriculum. Their placement/Field Instructors move them toward autonomous social work practice with evidence of both a depth and breadth of knowledge to accompany their work. They must complete 450 hours* ***(14-16 hours/week)*** *between late August-early May and have limited availability for placement hours on Wednesday/ Thursday due to on-campus classes.*
* ***Specialized Practice (2nd year) Advanced Standing MSW :*** *The SPMSW student body also includes Advanced Standing students who previously received their undergraduate BSW degree and have been accepted into our Accelerated Master’s Program. These students must complete 600 hours* ***(20 hours/week)*** *between late August-early May and also have limited availability for placement hours on Wednesday/Thursday due to on-campus classes.*
* *and are also largely unavailable on Wednesdays and Thursday due to classes.*
  + ***Timeline:*** *Placement matching/interviewing for SPMSW students, including Advanced Standing, happens February through April.*

How many total students are you interested in?

Check all that apply below:

BSW – how many?

FMSW – how many?

SPMSW – how many?

Do you (please check if yes):

Reimburse students for mileage to and from work assignments?

Require students to carry a specific level of car insurance?

Require criminal record checks?

Require students to pay for the processing of their own criminal record checks (if applicable)?

Require students complete the Hepatitis B shot series, COVID, and/or other vaccines? Please list requirements:

Anticipate that students will incur any personal expenses (other than those listed above) as a result of being placed with your agency. If so, please describe:

Pay students a stipend or a per diem rate. If so, please explain.

**Please provide a short description of the organization/program where the student will be placed**. Please note how the program fits into the larger agency/organizational picture.

**Please provide a short description of at least one potential student assignment in each category below**. We are not asking you to make firm commitments to these assignments, but rather want you to give us some idea of possible work projects fulfilling each of the requisite Social Work Education Competencies. (See Appendix A. of this application for a full description of the nine Social Work Education Competencies that link to these elements of practice.)

**Work with individuals**:

**Work with families**:

**Work with small groups**:

**Organizational work**:

**Community work**:

**Work with Policy (Mezzo- and/or Macro-level)**:

**Work with Research**:

**What are the next steps?**

* **Submit this application to the Field Education Coordinator (**[**jsienkew@uvm.edu**](mailto:jsienkew@uvm.edu)**) and please include a current resume or CV for the MSW-credentialed individual listed above.**
* **Meet with the Field Coordinator to finalize details and training.**
* **If students are matched to your site, the College of Education and Social Services will send an Affiliation Agreement. These are three-year agreements and will be sent to the individual who has signatory authority that you’ve noted above. At the same time, we will collect the required proof of insurance.**
* **Placement host organizations are compensated for their work with our students with a payment of $500 per student for the year. A current W-9 is required to be on file with UVM, and these payments are made at the end of the academic year (May/June). Payments can only be sent to the address listed on the W-9 form. The Social Work Business Manager will reach out to you at the email address you’ve listed above for help getting this form from your agency.**

**Appendix A.**

**Council on Social Work Education (CSWE) Social Work Education Competencies[[1]](#footnote-1)**

**The Nine Social Work Competencies**

The nine social work competencies are listed in this section. Programs may add competencies that are consistent with their mission to respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that make up the competency at

the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, and the descriptions that precede them represent the underlying content and processes that inform the behaviors.

Master’s programs extend and enhance the nine social work competencies, and any additional competencies added by the program, for each area of specialized practice. By extending and enhancing the competencies, programs provide master’s-level students with the four dimensions (i.e., knowledge, values, skills, and cognitive and affective processes) relevant to each area of specialized practice. A specialized competency description is developed to incorporate the four dimensions and specialized behaviors for each competency and any additional competencies added by the program.

**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, 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. 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:

1. 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;
2. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
3. use technology ethically and appropriately to facilitate practice outcomes; and
4. 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:

1. advocate for human rights at the individual, family, group, organizational, and community system levels; and
2. 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:

1. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
2. 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:

1. apply research findings to inform and improve practice, policy, and programs; and
2. 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 well- being, 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:

1. 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
2. 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:

1. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
2. 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:

1. 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
2. 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:

1. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
2. 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:

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

1. CSWE. (2022). *Educational policy and accreditation standards for baccalaureate and master’s social work programs* (pp. 8-13). Council on Social Work Education. <https://www.cswe.org/accreditation/standards/2022/> [↑](#footnote-ref-1)