Field Education in the 2008 EPAS: Implications for the Field Director’s Role

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2008 EPAS Curriculum Features

The 2008 EPAS consists of four curriculum features:

1) program mission and goals;
2) explicit curriculum, including field education;
3) implicit curriculum; and
4) assessment.

(1) The program’s mission and goals address the profession’s purpose, are grounded in the profession’s values, and are informed by its context.

(2) The explicit curriculum is the program’s formal educational structure and includes its courses and curriculum design. Core competencies (that define generalist practice or are applied in advanced practice) and field education as the signature pedagogy of social work education are the key elements of the explicit curriculum. Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities.

The explicit curriculum at the BSW level is designed to prepare its graduates for generalist practice through mastery of the core competencies as operationalized by the practice behaviors that characterize each. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration. The program’s mission and goals, as these reflect professional purpose and values and the program’s context, are consistent with the program’s competencies. The program’s competencies are operationalized in the explicit curriculum and in program assessment through measurable practice behaviors.

(3) The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program’s commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program’s graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.

(4) Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies. (EP 4.0)
Field Education as Social Work Education’s Signature Pedagogy

Lee Shulman in “Signature Pedagogies in the Professions”\(^1\) writes that a profession’s characteristic form of teaching and learning is its signature pedagogy. He bases this concept in the three dimensions of professional practice: thinking - the intellectual aspects of a profession’s knowledge base; performing - the technical aspects or the profession’s skills; and acting with integrity - the moral aspect or a profession’s values and ethics. How a profession goes about teaching these three dimensions is its signature pedagogy. Examples of signature pedagogies include: the clinical rounds of medicine, the design studios of architecture and mechanical engineering, the legal case method of law, and student teaching in teacher education. In the 2008 EPAS Educational Policy 2.3 states that:

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

**Determining Compliance with the 2008 EPAS**

A program’s compliance with the 2008 EPAS is determined by the self study it submits to the Commission on Accreditation (COA) during the program’s initial accreditation or the reaffirmation of its accredited status. Two documents provide guidance in developing the self study in relation to the expectations of the 2008 EPAS. The first is the Compliance, Concern, and Noncompliance Statements and the second is the Accreditation Review Brief.

The Commission on Accreditation (COA) uses the Compliance, Concern, and Noncompliance (C/C/NC) Statements as a guide to consistent and complete reviews of a program’s candidacy or reaffirmation of accreditation. Statements of compliance, concern, and noncompliance are provided for each Accreditation Standards (AS) and related Educational Policies (EP).

- Statements in the compliance column address the minimum requirements for completely and clearly meeting an accreditation standard and related educational policy.
- Statements in the concern column indicate how the narrative addressing an accreditation standard or related educational policy is unclearly and inadequately addressed.
- Statements in the noncompliance column note how an accreditation standard or related educational policy statement has not been met and has not been addressed.

The Accreditation Review Brief is a tool used by the Commission on Accreditation (COA) commission reader to report his or her evaluation of the program. Section 2 of the Accreditation Review Brief lists each accreditation standard (AS), related Educational Policies (EP), and compliance statements. The compliance statements are from the Compliance, Concern, and Noncompliance (C/C/NC) Statements.

The following two excerpts from the Compliance, Concern, and Noncompliance statements and Accreditation Review Brief illustrate the use of the compliance statements as a guide to programs in developing their self studies. The brief includes the standards, relevant educational policy, and the compliance statement.
Excerpted from the
Compliance, Concern, and Noncompliance Statements
for the
2008 Educational Policy and Accreditation Standards

Educational Policy 2.3—Signature Pedagogy: Field Education
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Accreditation Standard 2.1—Field Education

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Field Related Accreditation Standards: Compliance, Key Words, and Implications for the Field Education Director's Role

In the 2008 EPAS the principle relevant sections for field educators are Educational Policy 2.3 titled “Signature Pedagogy: Field Education,” Accreditation Standards 2.1.1 through 2.1.8 on field education, Accreditation Standard 3.4.5 on the field education director, Accreditation Standard 3.1 on diversity, and Accreditation Standard 4.0 on assessment. In addition to the sections of the 2008 EPAS that are directly relevant, field education directors must also understand several other standards and related policy, because of the connection of the standards that guide the explicit curriculum and their relationship to the principle field standards.

(1) For baccalaureate generalist practice these include the following standards:
   - Accreditation Standard B2.0.1 (generalist practice core competencies);
   - Accreditation Standard B2.0.2 (program’s competencies)
   - Accreditation Standard B2.0.3 (practice behaviors)
   - Accreditation Standard B2.0.4 (rationale for class and field curriculum design)
   - Accreditation Standard B2.0.5 (curriculum provides knowledge, values, and skills on practice behaviors that operationalize each program competency)

(2) For MSW advanced practice these include the following standards:
   - Accreditation Standard M2.0.2 (advanced practice)
   - Accreditation Standard M2.0.3 (program’s competencies)
   - Accreditation Standard M2.0.4 (practice behaviors)
   - Accreditation Standard M2.0.5 (rationale for class and field curriculum design)
   - Accreditation Standard M2.0.6 (curriculum provides relevant theories and conceptual frameworks, values, and skills on practice behaviors that operationalize each competency)

Taken together these standards on the explicit curriculum, whether for the baccalaureate or the MSW program, guide curriculum design from the selection of competencies and their characterize practice behaviors through the selection of content for teaching them to students and the design of an assessment plan to measure their attainment by graduates.

Each standard that is directly relevant to the field education program is presented below along with the compliance statement for each, key words from the standard, and additional educational policy or accreditation standards that are useful in understanding it. Finally, implications are briefly outlined for the role of the field director in relation to each relevant standard. Emphasis is placed on the field education director’s leadership role in the:

- systematic design, supervision, coordination, and evaluation of a field program in which students demonstrate the attainment of the program’s competencies;
- creation of processes and procedures to implement the design of the field program; and
- training of field instructors and classroom faculty.
**ACCREDITATION STANDARD 2.1.1**

**2.1.1 The Program discusses how its field education program connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.**

**Compliance:**
- Narrative demonstrated that the connection between theoretical and conceptual contributions of classroom and practice setting fosters the implementation of generalist or advanced practice.

**Key words or phrases:**
- Connects class and practice setting
- Implementation of generalist or advanced practice

**Other Relevant Educational Policy and Accreditation Standards for Baccalaureate Programs (see Appendix A):**

**B2.0.1 The program discusses how its mission and goals are consistent with core competencies that define generalist practice.**

**Compliance:**
- Narrative discussed how the program’s mission & goals are consistent with core competencies that define generalist practice.

**B2.0.2 Identifies its competencies consistent with EP 2.1.1 through 2.1.10(d).**

**Compliance:**
- Program competencies were identified.
- Narrative showed consistency of the program’s competencies with EP 2.1.1 - 2.1.10d.

**B2.0.3 Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].**

**Compliance:**
- Measurable practice behaviors that operationalize each competency were provided.
B2.0.4 Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

Compliance:
- Narrative provides a rationale for curriculum design.
- Narrative demonstrated how the rationale for curriculum design is used to develop coherent and integrated class and field curriculum.

B2.0.5 Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.

Compliance:
- Narrative described and explained how the curriculum provides the knowledge, values and skills to operationally define each competency.

Other Relevant Educational Policy and Accreditation Standards for MSW Programs (See Appendix B):

M2.0.2 Discusses how its mission and goals are consistent with advanced practice (EP M2.2).

Compliance:
- Narrative discussed how the program’s mission and goals are consistent with advanced practice which incorporates all of the core competencies augmented by knowledge and practice behaviors specific to the concentration.

M2.0.3 Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.

Compliance:
- Narrative showed consistency of the program competencies with EP 2.1.1 – 2.1.10(d).
- Program competencies were identified.
M2.0.4 Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].

Compliance:
- Measurable practice behaviors that operationalize each competency were provided.

M2.0.5 Provides a rationale for its formal curriculum design (foundation and advanced, demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

Compliance:
- Narrative provided a rationale for curriculum design (foundation and advanced).
- Narrative demonstrated how the rationale for curriculum design is used to develop a coherent and integrated design as used in the classroom and field curriculum.

M2.0.6 Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.

Compliance:
- Narrative described and explained how the curriculum provides relevant theories and conceptual frameworks, values, and skills to operationalize each competency.

Implications for the Field Education Director’s Role:

Compliance with Accreditation Standard 2.1.1 means that the program discusses how the connection between the theoretical and conceptual contributions of the classroom and the practice setting is such that it fosters the implementation of generalist practice at the baccalaureate level and advanced practice at the MSW level. The theoretical and conceptual contributions of the classroom are found in the knowledge, values and skills provided at the baccalaureate level about the practice behaviors that operationalize the core competencies of generalist practice and the relevant theories and conceptual frameworks, values, and skills provided at the MSW level about the practice behaviors that operationalize each of the program’s competencies.

Field directors, along with other program facility will need to conceptualize how what is learned in the classroom is connected to the field setting. Field education directors do so by participating in the design of the explicit curriculum, assisting in the development and monitoring of integrative seminars and the field liaison activities of faculty, and creating and carrying out field instructor and classroom faculty training and education on the relationship between class and field.
ACCREDITATION STANDARD B2.1.2

B2.1.2 The program discusses how its field education program provides generalist practice opportunities for students to demonstrate the core competencies.

Compliance:
- Narrative discussed how generalist practice opportunities are provided for students to demonstrate core competencies.

Key words or phrases:
- generalist practice opportunities

Other Relevant Educational Policy and Accreditation Standards (See Appendix C):

B2.0.1 The program discusses how its mission and goals are consistent with core competencies that define generalist practice.

Compliance:
- Narrative discussed how the program’s mission & goals are consistent with core competencies that define generalist practice.

Implications for the Field Education Director’s Role:
Field directors will have to establish generalist practice opportunities for baccalaureate students. The 2008 EPAS defines generalist practitioners as identifying with the social work profession, applying ethical principles and critical thinking in practice, incorporating diversity in practice, advocating for human rights and social and economic justice, engaging in research informed practice, applying knowledge of human behavior and the social environment, engaging in policy practice, responding to contents that shape practice, and engaging, assessing, intervening, and evaluating with individuals, families, groups, organizations, and communities. In other words, student learning in the field, parallel to student learning in the classroom, will need to reflect all of the core competencies that define generalist practice as they are operationalized through the practice behaviors that define them.

Field directors will need to work with field settings to enhance their understanding of the core competencies and their related practice behaviors, develop means of identifying the potential of a given setting to deliver on them, and set up and train field instructors to use learning agreements that focus on the practice behaviors that operationalize the program’s competencies.
ACCREDITATION STANDARD M2.1.2

M2.1.2 The program discusses how its field education program provides advanced practice opportunities for students to demonstrate the program’s competencies.

Compliance:
- Narrative discussed how advanced practice opportunities are provided for students to demonstrate program’s competencies.

Key words or phrases:
- advanced practice opportunities

Other Relevant Educational Policy and Accreditation Standards (Appendix D):

M2.0.2 Discusses how its mission and goals are consistent with advanced practice (EP M2.2).

Compliance:
- Narrative discussed how the program’s mission and goals are consistent with advanced practice which incorporates all of the core competencies augmented by knowledge and practice behaviors specific to the concentration.

Implications for the Field Education Director’s Role:

Field directors will have to establish advanced practice opportunities for MSW students. The 2008 EPAS defines advanced practitioners as applying all of the core competencies as augmented by knowledge and practice behaviors specific to the program’s concentration(s). The core competencies include identifying with the social work profession, applying ethical principles and critical thinking in practice, incorporating diversity in practice, advocating for human rights and social and economic justice, engaging in research informed practice, applying knowledge of human behavior and the social environment, engaging in policy practice, responding to contents that shape practice, and engaging, assessing, intervening, and evaluating with individuals, families, groups, organizations, and communities. In other words, student learning in the MSW field program, parallel to their learning in the classroom, will need to reflect all of the program’s competencies that define the advanced practice for which it is preparing its graduates.

Field directors will need to work with field settings to enhance their understanding of the program’s competencies and their related practice behaviors, develop means of identifying the potential of a given setting to deliver on them, and set up and train field instructors to use learning agreements that focus on the practice behaviors that operationalize the program’s competencies.
ACCREDITATION STANDARD 2.1.3

2.1.3 The program discusses how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master’s programs.

Compliance:
- Narrative discussed how baccalaureate degree students complete a minimum of 400 hours of field education and master’s students complete a minimum of 900 hours of field education.

Key words or phrases:
- 400 or 900 hours of field education

Implications for the Field Education Director’s Role:
How a program meets the requirements of this standard is typically found in the program’s field manual that provides classroom faculty, students, and field instructors with the policy and procedures by which field hours are set, monitored, and validated.
ACCREDITATION STANDARD 2.1.4

2.1.4 The program discusses how its field education program admits only those students who have met the program’s specified criteria for field education.

Compliance:
- Narrative discussed how the field program only admits students who meet its specified criteria.

Key words or phrases:
- specified criteria

Implications for the Field Education Director’s Role:

Field admission criteria are developed in relation to student readiness to enter a field setting and the completion of specified requirements in the explicit curriculum. Typically these admission requirements are found in the program’s field manual that provides classroom faculty, students, and field instructors with the policy and procedures that guide student admission to the field education program.
ACCREDITATION STANDARD 2.1.5

2.1.5 The program discusses how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program’s competencies.

Compliance:
- Congruent with the program’s competencies, the narrative discussed its written policies, criteria and procedures for:
  1. Selecting field settings;
  2. Placing and monitoring students;
  3. Maintaining field liaison contacts with field education settings; and
  4. Evaluating student learning and field setting effectiveness.

Key words or phrases:
- selecting
- placing and monitoring
- contacts
- evaluating

Implications for the Field Education Director’s Role:

As noted in the discussions above regarding Accreditations Standards 2.1.1, B2.1.2, and M2.1.2 baccalaureate programs prepare their graduates to apply in generalist practice the behaviors that characterize all of the core competencies and MSW programs educate their students to apply in an area of advanced practice the core competencies as augmented by the knowledge and behaviors that are specific to it. A program’s competencies and their characteristic practice behaviors guide the development by field directors of the policies, criteria, and procedures for selecting field settings. Similarly the policies, criteria, and procedures designed to evaluate student performance, along with those that guide their placement and monitoring and those that shape field liaison contacts, will be guided by a program’s competencies. Such policies are typically found in the program’s field education manual.
ACCREDITATION STANDARD 2.1.6

2.1.6 The program discusses how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master’s degree in social work from a CSWE-accredited program. Field instructors for master’s students hold a master’s degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

Compliance:
- Narrative discussed how the credentials and practice experience of its field instructors enables them to design appropriate student learning opportunities to demonstrate program competencies.
- Narrative discussed how program’s field instructors, for baccalaureate students, hold a CSWE-accredited baccalaureate or master’s social work degree.
- Narrative discussed how the program’s field instructors, for master’s students, hold a CSWE-accredited master’s social work degree.
- Narrative discussed how the program reinforces a social work perspective when field instructors do not hold a CSWE-accredited baccalaureate or master’s social work degree.

Key words or phrases:
- field instructors’ credentials enable to designing and learning opportunities for competencies
- social work perspective

Implications for the Field Education Director’s Role:

In addition to the requirement that field instructors in the baccalaureate or MSW program hold an appropriate social work degree from an accredited program, field directors will also have to identify the relevant credentials and practice experiences that would enable a field instructor to design field learning opportunities that permit students to demonstrate the program’s competencies and the practice behaviors that characterize them. In other words, the practice background of the program’s field instructors should enable them to understand and utilize the program’s competencies in their work with its students. Such guidelines typically are found in the program’s field manual and frame program-field setting affiliation agreements.
ACCREDITATION STANDARD 2.1.7

2.1.7 The program discusses how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

Compliance:
- Narrative discussed how the program orients, trains and dialogues with field settings and instructors.

Key words or phrases:
- orient
- train
- Dialog

Implications for the Field Education Director’s Role:

While the orientation and training of the program’s field instructors cover field education policies and procedures they also center on the program’s competencies and the practice behaviors that characterize them. As noted in earlier discussions of the standards and their application to the identification of settings and instructors and the creation of policies and procedures to guide the placement and evaluation of students, the program’s field director will develop orientation and training sessions for new and experienced field instructors to enhance their capacity to set up learning opportunities, supervise, and evaluate students in relation to their attainment of the program’s competencies.
ACCREDITATION STANDARD 2.1.8

2.1.8 The program discusses how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

Compliance:
- Narrative discussed how its policies regarding field placements in an agency in which the student is also employed ensures that assignments and field instruction differ from those responsibilities and supervision associated with the student's employment.

Key words or phrases:
- student placement in agency of employment
- assignments and supervision differ

Implications for the Field Education Director's Role:

To protect the role of the student as learner in the field setting, when students are placed in the agency where they are employed, the field education director will develop a clear policy that guarantees different assignments and supervision than those associated with their employment. The role of learner is tied to learning opportunities that reflect the program's competencies and characteristic practice behaviors. This policy is typically found in field manuals and field placement applications.
ACCREDITATION STANDARD 3.4.5(a)-3.4.5(d)

3.4.5 The program identifies the field education director.

Compliance:
- Narrative documented that the field director has a full time appointment.

The key words or phrases are:
- Field education director

3.4.5(a) The program describes the field director’s ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

Compliance:
- Narrative described the field director’s ability to provide leadership (practice, field instruction, administrative, academic and professional experience).

The key words or phrases are:
- Field director’s leadership ability

3.4.5(b) The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or postmaster’s social work degree practice experience.

Compliance:
- Narrative documented that the field education director has a CSWE accredited degree and 2 years post BSW or MSW practice.

The key words or phrases are:
- CSWE accredited degree
- 2 years post BSW or MSW practice experience

B3.4.5(c) The program describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.
Compliance:
- The institution’s procedures for providing assigned time is described
- That field director has 25% assigned time for administrative duties is demonstrated
- Demonstrated that this time is sufficient is demonstrated

The key words or phrases are:
- Institutional procedures for assigned time
- 25% assigned time
- Administrative duties sufficient assigned time

\textit{M3.4.5(c)} The program describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master’s programs. The program demonstrates this time is sufficient.

Compliance:
- Narrative described the institution’s procedures for providing assigned time.
- Narrative demonstrated that field director has 50% assigned time.
- Narrative demonstrated that 50% time is sufficient

The key words or phrases are:
- Institutional procedures for assigned time
- 50% assigned time for
- Assigned time is sufficient

\textit{3.4.5(d)} The program provides documentation that the field director has a fulltime appointment to the social work program.

Compliance:
- Documented that the field director has a full time appointment

The key words or phrases are:
- Documented full time appointment field director

Implications for the Field Education Director’s Role:

These standards expect the program to name a field education director who has a fulltime appointment to the program and the appropriate release time, required accredited social work degree, and requisite years of practice experience. In addition, the standard expects the background of the director, including relevant practice and field instruction experience and administrative and other academic and professional social work activities that qualify the director to provide leadership to the field education program, to be discussed.
Accreditation Standard  3.1

3.1.1 The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.

Compliance:
- Narrative described specific and continuous effort to provide respect and understanding of diversity and difference in the learning environment.

The key words or phrases from Educational Policy 3.1 describing specific and continuous efforts are:
- Diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation
- Learning environment—institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body

3.1.2 The program describes how its learning environment models affirmation and respect for diversity and difference.

Compliance:
- Narrative described how learning environment models affirmation and respect for diversity and difference.

The key words or phrases are:
- Learning environment models affirmation and respect for diversity and difference
- Key words for EP3.1 in AS3.1.1 above.

3.1.3 The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.

Compliance:
- Narrative discussed specific plans to improve the learning environment to affirm and support persons with diverse identities

The key words or phrases are:
- Specific plan to improve learning environment
- Key words for EP3.1 in AS3.1.1 above.
Implications for the Field Education Director’s Role:

As defined in Educational Policy 3.1, one of the key aspects of the program’s learning environment is field education settings and their clientele. One clear indication of the program’s efforts to achieve and model respect for diversity and difference is reflected in how the field director selects agencies that not only permit students to demonstrate the attainment of the program’s competencies and their characteristic practice behaviors, but that also represent and support diversity.
Accreditation Standards 4.0.1 through 4.0.3

4.0.1 The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program’s competencies (AS B2.0.3; AS M2.0.4).

Compliance:
- Presented the plan (procedures, multiple measures, benchmarks) to assess the attainment of each of the program’s competencies as operationalized through measurable practice behaviors.

Key words or phrases:
- assessment plan
- competencies as operationalized through measurable practice behavior
- multiple measures
- benchmark

4.0.2 The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.

Compliance:
- Evidence of ongoing data collection and analysis was provided.
- Narrative discussed how data are used to affirm and/or change explicit and implicit curriculum.

Key words or phrases:
- evidence of data collection (See AS 4.0.5)
- data use

4.0.3 The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.

Compliance:
- Narrative identified how changes were made to the explicit and implicit curriculum based on analysis of data.

Key words or phrases:
- changes made to explicit
- changes made to implicit

Implications for the Field Education Director’s Role:

The field evaluation is a potentially rich tool for assessment. Its degree of usefulness is completely a function of the extent to which it has been specifically designed to assess competencies. Assessment of competencies through the practice behaviors that
operationalize them will have to become the goal in designing fieldwork evaluation instruments. Where the assessment of student performance in the field has been systematically designed to some set of the program’s competencies and the practice behaviors that operationalize them, it will represent a significant source of assessment data to assess attainment of the program’s competencies.
Appendix A

B2.0.1 The program discusses how its mission and goals are consistent with core competencies that define generalist practice.

Compliance:
- Narrative discussed how the program’s mission & goals are consistent with core competencies that define generalist practice.

Key words or phrases from AS B2.2 (Generalist Practice) related to B2.0.1 are:
- Identify with social work profession
- Apply ethical principles in practice
- Apply critical thinking in practice
- Incorporate diversity in practice
- Advocate for human rights and social and economic justice
- Engage in informed research
- Apply knowledge of human behavior and the social environment
- Engage in policy practice to advance social and economic well-being
- Respond to contexts that shape practice
- Engage, assess, intervene, evaluate with individuals, families, groups, organizations, and communities

B2.0.2 Identifies its competencies consistent with EP 2.1.1 through 2.1.10(d).

Compliance:
- Program competencies were identified.
- Narrative showed consistency of the program’s competencies with EP 2.1.1 - 2.1.10d.

Key words or phrases from EP 2.1.1 related to competencies:
- EP 2.1.1 - Identify as a professional social worker and conduct oneself accordingly
- EP 2.1.2 - Apply social work ethical principles to guide professional practice
- EP 2.1.3 - Apply critical thinking to inform and communicate professional judgments
- EP 2.1.4 - Engage diversity and difference in practice
- EP 2.1.5 - Advance human rights and social and economic justice
- EP 2.1.6 - Engage in research-informed practice and practice-informed research
- EP 2.1.7 - Apply knowledge of human behavior and the social environment
- EP 2.1.8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services
- EP 2.1.9 - Respond to contexts that shape practice
- EP 2.1.10(a)-(d) - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

B2.0.3 Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].

Compliance:
- Measurable practice behaviors that operationalize each competency were provided.

Key words or phrases for EP 2.1.1 to 2.1.10(d):
for EP 2.1.1:
- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

for EP 2.1.2:
- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.
for EP 2.1.3:
- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

for EP 2.1.4:
- recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

for EP 2.1.5:
- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

for EP 2.1.6:
- use practice experience to inform scientific inquiry; and
- use research evidence to inform practice.

for EP 2.1.7:
- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

for EP 2.1.8:
- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

for EP 2.1.9:
- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

for EP 2.1.10(a):
- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

for EP 2.1.10(b):
- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

for EP 2.1.10(c):
- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

for EP 2.1.10(d):
- Critically analyze, monitor, and evaluate interventions.
**B2.0.4** Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

**Compliance:**
- Narrative provides a rationale for curriculum design.
- Narrative demonstrated how the rationale for curriculum design is used to develop coherent and integrated class and field curriculum.

**Key words or phrases:**
- Rationale for Curriculum design
- Coherent and integrated curriculum

**B2.0.5** Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.

**Compliance:**
- Narrative described and explained how the curriculum provides the knowledge, values and skills to operationally define each competency.

**Key words or phrases:**
- Knowledge, values, and skills
- Operationalized definitions
- Practice behaviors (See B2.0.3)
Appendix B

M2.0.2 Discusses how its mission and goals are consistent with advanced practice (EP M2.2).

Compliance:
- Narrative discussed how the program’s mission and goals are consistent with advanced practice which incorporates all of the core competencies augmented by knowledge and practice behaviors specific to the concentration.

Key words or phrases:
- Mission and goals
- Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration

M2.0.3 Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.

Compliance:
- Narrative showed consistency of the program competencies with EP 2.1.1 – 2.1.10(d).
- Program competencies were identified.

Key words or phrases related to the competencies:
- EP 2.1.1 - Identify as a professional social worker and conduct oneself accordingly
- EP 2.1.2 - Apply social work ethical principles to guide professional practice
- EP 2.1.3 - Apply critical thinking to inform and communicate professional judgments
- EP 2.1.4 - Engage diversity and difference in practice
- EP 2.1.5 - Advance human rights and social and economic justice
- EP 2.1.6 - Engage in research-informed practice and practice-informed research
- EP 2.1.7 - Apply knowledge of human behavior and the social environment
- EP 2.1.8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services
- EP 2.1.9 - Respond to contexts that shape practice
- EP 2.1.10(a)-(d)
  - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities
  - Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to concentration

M2.0.4 Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].

Compliance:
- Measurable practice behaviors that operationalize each competency were provided.

Key words or phrases for EP 2.1-2.1.1(d) related to the practice behaviors of M2.0.4:
  for EP 2.1.1:
  - advocate for client access to the services of social work
  - practice personal reflection and self-correction to assure continual professional development
  - attend to professional roles and boundaries
  - demonstrate professional demeanor in behavior, appearance, and communication
  - engage in career-long learning
  - use supervision and consultation

  for EP 2.1.2:
  - recognize and manage personal values in a way that allows professional values to guide practice
  - make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
  - tolerate ambiguity in resolving ethical conflicts
  - apply strategies of ethical reasoning to arrive at principled decisions
for EP 2.1.3:
- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
- analyze models of assessment, prevention, intervention, and evaluation
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

for EP 2.1.4:
- recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- recognize and communicate their understanding of the importance of difference in shaping life experiences
- view themselves as learners and engage those with whom they work as informants

for EP 2.1.5:
- understand the forms and mechanisms of oppression and discrimination
- advocate for human rights and social and economic justice
- engage in practices that advance social and economic justice

for EP 2.1.6:
- use practice experience to inform scientific inquiry
- use research evidence to inform practice

for EP 2.1.7:
- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
- critique and apply knowledge to understand person and environment

for EP 2.1.8:
- analyze, formulate, and advocate for policies that advance social well-being
- collaborate with colleagues and clients for effective policy action

for EP 2.1.9:
- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

for EP 2.1.10(a):
- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
- use empathy and other interpersonal skills
- develop a mutually agreed-on focus of work and desired outcomes

for EP 2.1.10(b):
- collect, organize, and interpret client data
- assess client strengths and limitations
- develop mutually agreed-on intervention goals and objectives
- select appropriate intervention strategies

for EP 2.1.10(c):
- initiate actions to achieve organizational goals
- implement prevention interventions that enhance client capacities
- help clients resolve problems
- negotiate, mediate, and advocate for clients
- facilitate transitions and endings

for EP 2.1.10(d):
- Critically analyze, monitor, and evaluate interventions
M2.0.5 Provides a rationale for its formal curriculum design (foundation and advanced, demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

Compliance:
- Narrative provided a rationale for curriculum design (foundation and advanced).
- Narrative demonstrated how the rationale for curriculum design is used to develop a coherent and integrated design as used in the classroom and field curriculum.

Key words or phrases:
- Rationale for curriculum design
- Foundation and Advanced
- Coherent and integrated design

M2.0.6 Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.

Compliance:
- Narrative described and explained how the curriculum provides relevant theories and conceptual frameworks, values, and skills to operationalize each competency.

Key words or phrases:
- Curriculum content
- Relevant theories and conceptual frameworks, values, and skills
- Operationalize each competency (Practice behaviors) (See M2.0.4)
Appendix C

| B2.0.1 | The program discusses how its mission and goals are consistent with core competencies that define generalist practice. |

Compliance:
- Narrative discussed how the program’s mission & goals are consistent with core competencies that define generalist practice.

Key words or phrases from AS B2.2 (Generalist Practice) related to B2.0.1 are:
- Identify with social work profession
- Apply ethical principles in practice
- Apply critical thinking in practice
- Incorporate diversity in practice
- Advocate for human rights and social and economic justice
- Engage in research-informed practice and practice-informed research
- Apply knowledge of human behavior and the social environment
- Engage in policy practice to advance social and economic well-being
- Respond to contexts that shape practice
- Engage, assess, intervene, evaluate with individuals, families, groups, organizations, and communities
Appendix D

M2.0.2 Discusses how its mission and goals are consistent with advanced practice (EP M2.2).

Compliance:
- Narrative discussed how the program’s mission and goals are consistent with advanced practice which incorporates all of the core competencies augmented by knowledge and practice behaviors specific to the concentration.

Key words or phrases:
- Mission and goals
- Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration